



Australian Government
Australian Sports Commission
**Department of Foreign Affairs
and Trade**
AusAID

Pacific Sporting Needs Assessment



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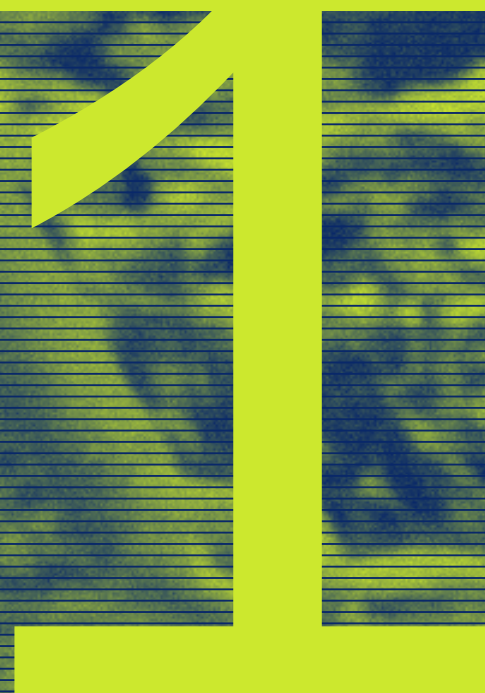
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Executive summary

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Chapter 1



Chapter 1

Executive summary

Introduction

At the Pacific Islands Forum in August 2003, the Prime Minister of Australia, the Hon. John Howard MP, announced that the Australian Government would be undertaking the first-ever comprehensive assessment of sport development in the South Pacific region. This report is the outcome of that announcement. The Australian Government commissioned the needs assessment as part of the Australia–South Pacific (ASP) Sports Program, which has been providing sport development assistance at both the elite and community levels in 14 Pacific island countries since 1994. A key goal of the assessment was to identify some of the areas of priority that the ASP Sports Program could address in the coming years so that it would remain effective in meeting the needs of recipient countries within the resources available.

The Australian Sports Commission conducted the needs assessment, comprising a literature review, questionnaires and in-country consultations in late 2003 and early 2004. The Australian Sports Commission was supported by the Department of Foreign Affairs and Trade, and AusAID as partners in the management of the ASP Sports Program.

The Asia Pacific School of Economics and Management at the Australian National University assisted with the literature review. The aim of the review was to compile and assess the available literature on the role that sport plays or may play in meeting the community development objectives of developing countries.

Questionnaires were also developed and distributed to key stakeholders in each participating country. The completed questionnaires provided the basis for the in-country consultations carried out by staff members of the Australian Sports Commission. The consultations were an opportunity to discuss in detail the findings of the questionnaires. The process assisted in developing a more comprehensive understanding of the needs of the Pacific region sporting community.

The needs assessment identifies and discusses the broad development issues facing Pacific region countries, while focusing specifically on those serviced by the ASP Sports Program.

Purpose

The needs assessment was designed to provide a record of the sporting needs of Pacific region countries and to enable those countries, in partnership with the ASP Sports Program, to respond more effectively. Results of this report will facilitate changes to the ASP Sports Program. Country-specific programs will be developed to more accurately address the needs of each country.

The needs assessment identifies and discusses the broad development issues facing Pacific region countries, while focusing specifically on those serviced by the ASP Sports Program. Although not direct recipients of the program, American Samoa and Guam were also included in this study as they are members of the Oceania National Olympic Committees. It is important to note, however, that this report does not imply that the ASP Sports Program will address all of these issues. National governments, National Olympic Committees and donors should find the needs assessment a useful tool for developing strategies to promote the growth of sport. The ASP Sports Program will continue to work with key stakeholders to address identified priorities outlined in this report.

Some of the key development issues facing the region can be categorised as follows:

- governance
- security
- health
- education
- employment
- population growth.

The research outlined in the literature review provides details of these development issues as they relate to each of the countries within the ASP Sports Program. The importance of the issues within each of these categories differs from country to country. Through the Human Development Index developed by the United Nations Development Programme the countries of the Pacific region were grouped into three broad categories of development based on their 1998 index ranking. These are:

- 1** Fiji and the smaller island states of Cook Islands, Palau, Niue, Samoa, Nauru, Tonga and Tuvalu rank the highest in terms of development
- 2** the Micronesian states of Kiribati, Marshall Islands and Federated States of Micronesia rank in the middle
- 3** the larger Melanesian countries of Vanuatu, Solomon Islands and Papua New Guinea rank at the low end of the index.

Major findings

The literature review found that sport plays an important role in underpinning broad development objectives because it is proven to be effective, non-threatening, efficient and good value. While it is clear that sport alone cannot solve the region's development issues, it is an important component of a wide-ranging development program given its ability to transcend social, educational, ethnic, religious, historical, political and language barriers.

The review identified evidence supporting the significant and direct role sport may play in the areas of health and community development. The review found that sport may also contribute effectively to reducing antisocial behaviour, fostering community and national identity, and forging strong international recognition. Sport is increasingly recognised as a tool to foster national integration because of its broad relevance to education, health and politics. Evidence suggested that sport makes positive contributions in other areas of community development, including promoting the rights of women and achieving international recognition as well as economic benefits.

Recognising that sport can be a valuable vehicle to deliver overseas development assistance, the assessment then examined in detail the individual needs of the sporting community in each country within the ASP Sports Program. Each country's sporting needs are as diverse as the countries themselves. This diversity is a reflection of factors such as a country's level of development, economic climate, population, geography (dispersion and disparity) and health indicators.

However, some common themes emerged. These relate to broad sport development issues that many of the countries identified as priority areas. That said, it is important to recognise each country's differences and ensure that subsequent programs reflect an understanding of this diversity and are tailored accordingly. For example, a school sport and physical education program developed for the Cook Islands might be different to a school sport program developed for Nauru. Due to economic constraints, it may be tempting to deliver a generic physical education program throughout all countries. However, the long-term success and sustainability of the program will be determined by the relevance to the country as well as a reciprocal commitment from that country.

Principal sport development issues

The principal sport development issues that emerged from the needs assessment are:

- national sport policies
- sport education programs, including coach education, sport administration and sport science/sport medicine
- physical education and school sport programs
- volunteer recruitment, development and retention
- women-in-sport initiatives
- sport for people with a disability
- sport facilities.

National sport policies

In most countries within the region, there are two main governing bodies responsible for sport at the national level: the national government and the National Olympic Committee. The roles of these organisations differ within each country. In most cases, the National Olympic Committee has a larger budget than the Ministry of Sport.

The absence of national sport policies (including implementation plans) makes it difficult to define the roles of the National Olympic Committee and the national government in the delivery of sport programs. In some instances, this results in the duplication of programs, where both the government and the National Olympic Committee run similar programs leading to an inefficient allocation of scarce resources. In other instances, it results in a void or absence of activity in a particular program area.

In this context, a national sport policy is different to a government policy document and different again to a development plan. A national sport policy establishes the development priorities of a country and defines the roles and responsibilities of the key stakeholders. It is a document owned by all stakeholders. It results in an efficient allocation of resources and sets measurable and achievable goals.

Sport education

Access to sport education has emerged as an important component of sport development in the Pacific region. The cost of establishing a sport education program is beyond the capacity of most countries within the region. Consequently, sport education, in particular coach education and accreditation, is limited to those who attend courses run by international federations, or to those coaches who participate in training programs overseas.

The establishment of a regional sport education program offers a cost-effective solution that would facilitate the consistent training of more coaches, administrators and sport science/sport medicine practitioners.

A national sport policy establishes the development priorities of a country and defines the roles and responsibilities of the key stakeholders.

Physical education and school sport

Physical education and school sport are growing as a priority in the Pacific region's education system, particularly at the primary level (Years 1–6). While many countries have indicated a desire to introduce physical education into the school curriculum, there is a general lack of expertise in the area of curriculum development. As a result, while many countries have time allocated for physical education, classes occur sporadically.

The level of physical education in schools varies throughout the region. Accordingly, the assistance required in this area also varies. Assistance in physical education should be developed in close consultation with the education departments of the respective countries. In addition to the significant cost of developing physical education programs in the region, there is the cost of equipment required to deliver the curriculum. A curriculum that is heavily dependent on expensive equipment will fail. Innovative approaches to curriculum development are therefore required and cannot simply be an adaptation of the curriculum of more developed countries. The programs that are developed must be fully transportable and deliverable in urban as well as outer island schools and communities.

Volunteer recruitment, development and retention

The needs assessment showed that Pacific region countries suffer from an acute shortage of people to assist with the organisation and implementation of sporting activities. This problem is compounded as volunteer numbers are dropping in many countries. A volunteer recruitment, development and retention program is essential if sport in the Pacific region is to develop or even maintain current performance and activity levels. Such a program would:

- seek to attract more people as sport volunteers (recruitment)
- show them and sporting organisations the benefits and rewards of being a sport volunteer (retention)
- have a significant training and development component to help provide volunteers with the confidence, skills and expertise to conduct sporting activities and run sporting organisations.

Women in sport

Women in sport has emerged as a sport development priority throughout the region in recognition of the role that sport can play in promoting the rights of women. Many countries have recently set up women-in-sport groups that are formally linked with their respective National Olympic Committee. While the assistance required by countries in this area is as varied as the countries themselves, the need for strategic advice and resource assistance are common themes.

Sport for people with a disability

Disability sport programs in the region are generally under-resourced. Despite recognition that disability sport programs have positive community development ramifications, there is a perception that these programs can only be run at a high cost. The reality is that an inclusive sport program services able-bodied athletes as well as people with a disability, and is a cost-effective solution to sport-for-all programs in the region.

Many countries now recognise the importance of disability sport programs but struggle to raise the requisite funding. Even when funding is available, there remains a lack of applicable resources and expertise in working with athletes with a disability. In countries where resource and training assistance has been provided, disability sport programs have been successful.

An increase in assistance to disability sport programs in all countries in the Pacific region is required. Successful disability sport programs have significant community development implications and are an integral component of an inclusive sport-for-all community program.

Successful disability sport programs are an integral component of an inclusive sport-for-all community program.

Sport facilities

The standard and breadth of sporting facilities in the region vary widely. Fiji now has world-class facilities developed for the 2003 South Pacific Games, whereas countries such as Nauru, Kiribati and Tuvalu lack basic facilities such as athletics tracks. Finding adequate land to develop sport facilities is also an issue in some countries.

Building such facilities requires substantial financial contributions from the national government as well as donor countries, particularly in the smaller states. Because of the cost, detailed planning is required to ensure facilities achieve maximum use.

Regardless of the standard or proliferation of sport facilities in the region, each country faces other related issues. Many of the major sport facilities in the Pacific region have been donated by foreign governments through their overseas development assistance programs. As a result, knowledge of facilities management remains rudimentary in most countries, with maximum use not being achieved.





Literature review

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Chapter 2



Chapter 2

Literature review

Introduction

This chapter analyses the key social factors influencing the development of Pacific island countries, by examining human development indicators as they relate to the Pacific region. It then assesses the value of sport in overseas development assistance programs that aim to assist in strengthening human development indicators. The chapter concludes by identifying issues that were considered in the in-country consultation phase of the assessment.

To begin, it is worth noting that the Pacific region is not homogeneous, but one that is culturally diverse. The region is often grouped as Polynesia, Melanesia (lying mostly below the equator) and Micronesia (lying above the equator). Melanesia is by far the largest cultural group, accounting for over 85 per cent of the total population, or more than 6 million of the region's 7 million people (Secretariat of the Pacific Community 1998). It is generally recognised that the countries of Papua New Guinea, Solomon Islands, Vanuatu and Fiji constitute Melanesia. Polynesia covers an area encompassing Hawaii to the north, New Zealand to the southwest and Easter Island to the southeast. The area comprises Tonga, Samoa, American Samoa, Niue, Tuvalu, Cook Islands, and Wallis and Futuna. Micronesia (which comprises Palau, the Federated States of Micronesia, the Marshall Islands, Nauru, Guam, Kiribati and Northern Marianas) is a collection of mostly small atolls, all experiencing over-population and health difficulties, and the aggravation of social decay caused by the evaporation of old cultures (*Islands Business* January 2003). However, there are still great differences in the size of these countries and their populations, resource endowments and environmental conditions. Other than their geographic proximity, small atoll states such as Tuvalu, with a population of about 10 200 and land area of 26 square kilometres, have little in common with larger countries in the region, such as Papua New Guinea, with a population of 5.7 million and vast endowments of arable land, forests and minerals (United Nations Development Programme 1999).

Appendix 1 to this report provides a summary of the social profile of the countries participating in the ASP Sports Program.

The *Pacific Human Development Report*, issued by the UN Development Programme in 1999, highlights the urgent requirement across the region to better meet the needs and aspirations of the next generation of Pacific island people and identifies in particular that 'the previous generation mostly came to adulthood at a time of widening opportunities, brought about through newly expanded school systems, public sector growth and the localisation of jobs. The present generation faces less optimistic prospects as school systems fail to secure them employment, public sector job contracts, and private sector growth is slow and uncertain' (United Nations Development Programme 1999).

There is evidence that sport may contribute to community development and assist in alleviating some of the worst side-effects of the erosion of traditional cultures in the region.

There is evidence that sport may contribute to community development and assist in alleviating some of the worst side-effects of the erosion of traditional cultures in the region. A report produced by the Australian Institute of Criminology, in conjunction with the Australian Sports Commission, entitled *Sport, Physical Activity and Antisocial Behaviour in Youth*, found that while it is unlikely that sport and physical activity programs have a major and direct impact on reducing antisocial behaviour, they form an important mechanism through which personal and social development may occur that positively affects behaviour (Cameron and MacDougall 2000).

The next section of this chapter identifies human development indicators that are relevant to the Pacific islands. The indicators demonstrate the need for sustained overseas development assistance in the region.

Pacific human development indicators

The *Pacific Human Development Report* analyses recent progress towards sustainable development made by 14 Pacific island states: Cook Islands, Fiji, Kiribati, Marshall Islands, Federated States of Micronesia, Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu.

The United Nations Development Programme's basic objective of development is to create an environment for people to enjoy long, healthy and creative lives. Technical considerations of the means to achieve human development and the use of statistical aggregates to measure national income and its growth have at times obscured the fact that the primary objective of development is to benefit people. Human development is a process of increasing people's choices. The most critical ones are to lead a long and healthy life, to be educated and to enjoy a decent standard of living. Additional choices, highly valued by many people, range from political, economic and social freedom to opportunities for being creative and productive, and enjoying personal self-respect and guaranteed human rights (United Nations Development Programme 1990).

The *1990 Human Development Report* introduced the Human Development Index (HDI) that measures development by combining data on length of life, access to knowledge and income (United Nations Development Programme 1990). The importance of life expectancy at birth lies in the common belief that a long life is valuable in itself and in the fact that various indirect benefits (adequate nutrition and good health) are closely associated with longer life expectancy. Literacy figures are only a crude reflection of access to education, particularly to the good-quality education so necessary for productive life in modern society. The HDI therefore includes adult literacy combined with

primary, secondary and tertiary enrolments. Income is still an important indicator and the index's measure for this uses the logarithm of real GDP per capita for the income indicator. This measure is enhanced by using purchasing-power-adjusted real GDP per capita figures, which provide better approximations of the relative power to buy commodities and to gain command over resources for a decent living standard. Table 1 shows GDP per capita, and the HDI for each of the countries. Each country's global ranking is also shown.

Table 1 Pacific Human Development Index, 1998

Country	GDP per capita (US\$)	HDI	Global HDI rank
Palau	8 027	0.861	46
Cook Islands	4 947	0.822	62
Niue	3 714	0.774	70
Fiji	2 684	0.667	101
Nauru	3 450	0.663	103
Tonga	1 868	0.647	107
Samoa	1 060	0.590	117
Tuvalu	1 157	0.583	118
Federated States of Micronesia	2 070	0.569	120
Marshall Islands	1 182	0.563	121
Kiribati	702	0.515	129
Vanuatu	1 231	0.425	140
Solomon Islands	926	0.371	147
Papua New Guinea	1 196	0.314	164

Source: United Nations Development Programme 1999, *Pacific Human Development Report 1999: Creating opportunities*, Suva, p. 13.

Technical considerations of the means to achieve human development have at times obscured the fact that the primary objective of development is to benefit people.

The index values shown in Table 1 range from internationally high to internationally low. The highest-ranking country, Palau, has an HDI similar to Panama and Venezuela. Papua New Guinea has one similar to Djibouti and Chad, two of the poorest countries in Africa. The 1998 index values presented in the table therefore show a very large range of development conditions in the region. It also shows there are three groups of countries (United Nations Development Programme 1999):

- 1 Fiji and the smaller island states of Cook Islands, Palau, Niue, Nauru, Samoa, Tonga and Tuvalu rank highest
- 2 the Micronesian states of Kiribati, Marshall Islands and Federated States of Micronesia rank in the middle
- 3 the large Melanesian countries of Vanuatu, Solomon Islands and Papua New Guinea rank at the low end of the index.

Health indicators

It is recognised that good health is an important element for sustainable human development. Infant mortality has declined significantly throughout most of the region. While life expectancy is generally good in the region, there is an apparent increase in mid-adult mortality, especially for males. The main reasons for this increase are associated with the upsurge in so-called 'lifestyle' diseases and accidental deaths, and the resurgence and emergence of infectious and vector-borne diseases (for example, malaria). In particular some non-communicable diseases, including diabetes, have reached epidemic levels in some countries. In Fiji, diabetes cases occupy 15 to 20 per cent of all hospital beds. Hypertension and other circulatory diseases are also increasing, caused primarily by diets high in fats and sugar. Besides its related illnesses, alcohol abuse is a cause of deaths from accidents and violence (United Nations Development Programme 1999). The studies considered in this report suggest that sport programs have a positive impact on these health issues.

The trend of increasing non-communicable lifestyle diseases is a particular concern because the diseases affect people in their economically productive years. A major cost of this pattern of ill health and death is the loss of skills, experience and productivity for communities. These types of illnesses can cause premature or sudden death, often leaving families without their primary income earner. Improved nutrition and primary health care need to be a high priority for development assistance in the region.

Table 2 Pacific human development indicators — health, 1998

Country	Life expectancy at birth (years)	Infant mortality rate (per 1 000)	Percentage of government spending on health
Palau	69	20	15.0
Cook Islands	72	11	12.5
Niue	74	18	8.1
Fiji	66	16	12.4
Nauru	58	11	8.9
Tonga	68	19	12.0
Samoa	66	22	9.1
Tuvalu	67	51	9.4
Federated States of Micronesia	66	46	11.8
Marshall Islands	65	63	14.1
Kiribati	62	67	17.9
Vanuatu	66	45	9.1
Solomon Islands	65	38	11.8
Papua New Guinea	54	77	8.8

Source: United Nations Development Programme 1999, *Pacific Human Development Report 1999: Creating opportunities*, Suva, p. 106.

Education indicators

The priorities and needs for education vary significantly in the region. Table 3 shows adult literacy and school enrolments, and highlights the differences among countries. For example, in Vanuatu, Solomon Islands and Papua New Guinea, access to basic primary education is a serious problem (United Nations Development Programme 1999). The relationship between education and sporting needs varies widely across the region depending mainly on the adequacy of facilities. Generally though, the relevant literature indicates that sport programs are likely to contribute to better educational outcomes.

Table 3 Pacific human development indicators — education, 1998

Country	Adult literacy (per cent)	School enrolments (per cent)	School enrolments 15–19 years (per cent)
Palau	91.4	83.4	67
Cook Islands	93.2	84.8	45
Niue	97.0	83.6	53
Fiji	92.9	81.3	36
Nauru	95.0	79.5	34
Tonga	99.0	83.3	67
Samoa	95.7	85.7	70
Tuvalu	95.0	74.0	34
Federated States of Micronesia	71.3	71.4	44
Marshall Islands	74.4	71.7	49
Kiribati	92.2	67.8	44
Vanuatu	33.5	57.4	22
Solomon Islands	30.3	34.7	24
Papua New Guinea	28.2	28.6	23

Source: United Nations Development Programme 1999, *Pacific Human Development Report 1999: Creating opportunities*, Suva, p. 110.

Employment indicators

Probably the most critical issue confronting Pacific island countries lies in how to provide the population with a secure and sustainable livelihood that meets people's needs while countering the increasing problem of poverty. Economic and demographic trends indicate that the gap between the demand for, and the availability of, paid employment will almost certainly grow due to the fast-growing labour force and the limited economic potential of these countries (United Nations Development Programme 1999).

There are essentially two long-term employment problems:

- 1 for lesser-developed countries, the problem is how to re-orient large semi-subsistence communities to become more commercially productive
- 2 in more developed countries, the issue is how to resolve the problem of the 'educated unemployed' and to ensure that people with skills have a real choice between migrating overseas or remaining at home to work.

The situation is complicated due to the different circumstances of each of the Pacific island countries. However, what is clear across the entire region is that employment in the formal sector is unlikely to grow in the foreseeable future to cater for the majority of Pacific island workers. What is needed is a focus on creating more employment in the informal sectors of the economy (United Nations Development Programme 1999).

Sport as an industry in the Pacific islands is growing and employment opportunities in both the private and public sectors are becoming more prevalent. Sport programs and events can also stimulate associated employment, such as food and beverage sellers at a local sporting event.

Demographic and youth indicators

Table 4 depicts recent population growth for countries in the region. Emigration from some countries mitigates an otherwise high population growth. Some of the countries with the weakest social indicators also have the highest population growth rate, for example, Solomon Islands, Vanuatu and Nauru. The governments of these countries are already struggling to provide basic health and education services. For a relatively low cost, sport programs may potentially improve primary health across the community (especially for urban dwellers) and contribute towards better educational outcomes.

Perhaps the greatest concern across the region is how to better meet the needs and aspirations of the next generation of Pacific island people. In 1998, there were 1.4 million young people aged 15 to 24 years, representing 20 per cent of the region's population. By the year 2010, this number will have increased by at least 300 000 (United Nations Development Programme 1999). Many young people therefore face a future of unemployment and underemployment, without much chance to experience the dignity and discipline that work brings.

Table 4 Pacific human development indicators — demographic, 1998

Country	Population size (estimated)	Population growth (annual average %)	Urban population (% total)
Palau	18 500	2.4	71
Cook Islands	16 500	-1.8	59
Niue	2 100	-1.0	32
Fiji	797 800	0.9	46
Nauru	11 500	2.4	100
Tonga	98 000	0.3	32
Samoa	174 800	1.2	21
Tuvalu	11 000	3.0	42
Federated States of Micronesia	114 100	2.1	27
Marshall Islands	61 100	3.6	65
Kiribati	85 100	2.1	37
Vanuatu	182 500	2.7	18
Solomon Islands	417 800	3.3	13
Papua New Guinea	4 412 400	2.5	15

Source: United Nations Development Programme 1999, *Pacific Human Development Report 1999: Creating opportunities*, Suva, p. 113.

Across the region, a high proportion of young people with few employment prospects suggests that antisocial behaviour within communities is likely to increase. It is therefore important to consider whether sport programs might assist in reducing this problem. Table 5 shows the average annual growth rate of the youth population. Some of the countries with weak health indicators and limited educational opportunities have a very high rate of growth in this part of the population, for example Solomon Islands and Nauru. These countries, in particular, have very limited employment opportunities.

Table 5 Pacific human development indicators — youth, 1998

Country	Youth as a percentage of population	Annual growth rate of youth population	National median age
Palau	14.4	-0.7	29.2
Cook Islands	17.3	-5.0	25.0
Niue	11.4	-6.2	24.0
Fiji	20.0	0.7	22.7
Nauru	17.4	3.2	19.6
Tonga	20.5	-0.5	20.3
Samoa	21.2	0.5	21.7
Tuvalu	15.6	3.8	25.7
Federated States of Micronesia	21.0	3.4	18.7
Marshall Islands	21.7	5.8	16.3
Kiribati	18.0	1.4	19.6
Vanuatu	19.9	3.5	18.2
Solomon Islands	20.6	4.0	17.7
Papua New Guinea	20.3	2.6	19.4

Source: United Nations Development Programme 1999, *Pacific Human Development Report 1999: Creating opportunities*, Suva, p. 109.

The value of sport

If sport contributes to the overall development of a community, it is worthwhile to review the social impact it can make. That is, what specific benefits can be gleaned by promoting sport among developing countries? This section reviews the health and social impact of sport.

Governments in industrial countries have recognised the economic and social benefits of sport (Sport England 1999). However, most research has focused on the relationship between sport and health outcomes. Recently in Australia, there has been an interest in the evaluation of sport programs, particularly on the health and social impacts of these programs.

In a review of the Australian Government's involvement in sport and recreation in Australia, it was found that 'the Commonwealth Government gets a good return on its investment in sport and recreation and that there are further benefits to be gained from an enhanced role in sport and recreation' (Commonwealth of Australia Sport 2000 Taskforce, 1999). The review identified a number of benefits from the Government's investment in sport, which include:

- the building of national identity and national pride
- community development and integration
- crime prevention
- health
- education
- economic benefits.

The general benefits of sport and physical education development programs have been well documented in numerous studies and most often include:

- significant health benefits
- enormous contribution towards community development
- contribution towards personal development
- educational benefits
- economic benefits
- achieving international recognition
- generation of national pride
- vehicle for reconciliation
- a tool for social mobility
- contribution to the breakdown of barriers
- a tool for communication (Glenwright 2002).

It is evident from the literature review that indicator development on outcomes from sport and recreation programs (for the general population and even more so for indigenous populations) is in its infancy. The research evidence on the links between sport and recreation programs and various health and social outcomes is also fairly limited. To date, most of the research has focused on exploring the links between physical activity and various health outcomes, rather than on any of the broader social effects.

Health benefits of sport

Of all the values of sport and physical education, the promotion and maintenance of health must be one of the most widely recognised and significant. The World Health Organization has identified the following:

- Regular physical activity reduces the risk of dying from heart disease (33 per cent of global deaths).
- Physical activity reduces the risk of developing heart disease, type 2 diabetes (90 per cent of world diabetes cases) and colon cancer. Evidence also suggests that physical activity probably provides protection against breast cancer.
- Physical activity helps control weight and prevent/reduce hypertension (affecting 20 per cent of the adult world population).
- Physical activity helps to reduce osteoporosis.
- Physical activity reduces stress, anxiety and feelings of depression.
- Physical activity enhances functional capacity and independent living in older persons.
- Physical activity and 'sport for all' programs promote social interaction and contribute to social integration.

It has also been argued that a high health standard translates into higher domestic productivity and greater national prosperity (Boit 2002). However, it is also suggested in the literature that the greatest benefit will be derived by encouraging sedentary people

to take part in sport (Blair and Connelly 1996). This is particularly important in the Pacific island countries where increased urbanisation is leading to a more sedentary lifestyle for a rapidly increasing proportion of the population. There is also significant literature to support the claim that sport contributes to psychological wellbeing. Therefore, the long-term health effects of sport and physical activity have far-reaching benefits for the development of a country besides the immediate health benefits.

Impact of sport on character

Extensive literature, dating back to the early 1900s, documents the impact of sport and physical activity in improving character. While the difficulty in empirically ascertaining the benefits of sport on educational and personal development remains a topic of debate among sociologists, it has been recognised that participation in sport can be positively associated with a society's desired educational outcomes (Eitle and Eitle 2002). It is believed that sport and physical activity serve as tools for the discovery and development of recreation skills. However, there is no consensus in the literature as to whether sport can directly affect educational outcomes. Sport and physical education expose children to a variety of tasks, not the least of which are the knowledge and understanding of a game's rules as well as learning specific motor skills required to perform a particular task. Such competencies should complement those skills acquired through more recognised cognitive education (Eitle and Eitle 2002). Similarly, sport and physical education contribute to a child's creative talents. This is of particular significance in developing countries, where limited resources available for education result in a limited curriculum with an emphasis on passing examinations — a system that lends itself to the stifled development of a child's inventiveness and individual creativity (Eitle and Eitle 2002). It is also important to educate athletes about the benefits sport can bring to a community including promoting tolerance, fair play and respect for all.

Sport and physical education contribute to a child's creative talents. This is of particular significance in developing countries.

Sport and antisocial behaviour

Research on Aboriginal communities in Australia found that sporting events, such as carnivals, did result in changes in behaviour (Tatz 1995). However, Tatz also found that the positive effects were largely limited to the length of the event and that more integrated strategies are needed to produce lasting benefits (Cameron and MacDougall 2000). The literature, therefore, indicates that sport programs need to be long term and sustainable to have any lasting impact on crime rates.

Impact of sport on the community

Studies have identified how sport extends to broad sections of the population more than perhaps any other social activity and is able to transcend social, educational, ethnic, religious, historical, political and language barriers (Riordan 1986). With a broad relevance to education, health, culture and politics, sport may serve a unique purpose in nation building and assist in fostering national integration (Riordan 1986). Individual and team success in sport can foster a sense of belonging and nationhood among the people of a country, even when perhaps internal divisions are present. A recent study showed how achievement in sport, particularly in smaller countries, is a significant factor in bringing credit and prestige to a country in the eyes of its citizens (Evans and Kelly 2002). In particular, some studies have found that 'sporting activities at the grassroots level have the potential to motivate, inspire, and forge a community spirit in the face of the ever-present scourges of poverty, unemployment, substance abuse, domestic violence, ill health and apathy' (Cairnduff 2001).

Other studies have also identified how social controls within the community contribute towards counterbalancing criminal activities. Social controls are found in traditional and modern social structures, and participatory activities, such as sport, give people a sense of community identity and purpose, and help prevent them from engaging in antisocial activities. Sport may provide a means of encouraging a 'sense of community identity' and thereby help reduce antisocial behaviour.

The past decade has seen an explosion of interest in the concept of social capital. Increasingly, academic studies have posited social capital (defined by Putnam [2000] as 'the collective value of all social networks and the inclinations that arise from these networks to do things for each other') as the 'missing link', which explains variations in government performance both within and among countries.

While the concept of social capital is the subject of debate in the social sciences, some interesting evidence exists. Researchers for a project carried out for Sport England were directed to investigate the possibility of developing local indicators of social capital that might be used as outcome indicators for sport. From this study there is some evidence that sport and especially sport associations and clubs contribute to societies' stock of social capital (Woolcock 1998).

Robert Putnam (1993) has published another example of the study of social capital. In *Making Democracy Work*, he examines differences in regional performance between

Sport extends to broad sections of the population more than perhaps any other social activity and is able to transcend social, educational, ethnic, religious, historical, political and language barriers.

northern and southern Italy, concluding that good government is found where social capital and civil society is most developed. In his study, Putnam identified a significant relationship between the number of soccer clubs and strong social capital. In *Bowling Alone*, Putnam (2000) turned his focus to the United States arguing that declining civic engagement is an indicator of fraying social relations and, in turn, deteriorating economic and political performance in that country.

With these studies as useful background, there is evidence that social capital in the Pacific island countries is in decline, and strengthening community-level sport associations may be one means of addressing this problem.

Impact of sport in promoting the rights of women

It has been documented how the success of women athletes has contributed significantly to the emancipation of women, particularly in those societies where women have traditionally been discouraged from participating in sport. In fact, some multi-ethnic communities have made a concerted effort to use sport to break down prejudices (Riordan 1986).

At the Los Angeles 1984 Olympic Games, Nawal El Moutawakel became the first woman from an Islamic nation to win an Olympic gold medal when she won the 400-metre hurdles. She was also the first Moroccan, of either sex, to win an Olympic gold medal. Nawal's Olympic success brought her widespread recognition throughout her country, so much so that the King of Morocco decreed that all girls born on the date of her victory were to be named in her honour. In 1997, she became the Minister for Sport and Youth in Morocco and was the first Muslim woman ever elected as an International Olympic Committee member.

Success of women athletes has contributed significantly to the emancipation of women.

Even more significant was the legacy of her victory and the influence it had on the Moroccan Government, which recognised the benefits of investing in grassroots sport for girls as well as boys. The result has been a generation of female Moroccan athletes reaching the pinnacle of international competition, including Nezha Bidouane who was the 1997 400-metre hurdles world champion and Zohra Ouaziz who won the silver medal at the 1999 world athletics championships in the 5000 metres.

Women have a relatively low status in a number of countries in the Pacific region. If the experience of Morocco is an example, participation by women in sport associations may help to improve their position and involvement in the community.

Studies undertaken at the international level indicate that every US\$1 million spent on sport and physical activity generates a saving of US\$3.2 million in national medical costs.

Sport and international recognition

Studies show that the success of a country's individuals or teams in sport cannot only foster a sense of belonging and nationhood among the peoples of a country, it can also generate a positive, vibrant image and an identity for that country internationally (Monnington 2002). This aspect may be particularly relevant for the Pacific island countries that struggle to create a sense of national identity.

The success of Senegal at the 2002 FIFA World Cup exemplifies the international importance of sporting achievements in the eyes of a country. Senegal matched the performance of Cameroon at the 1990 World Cup by making the quarter-finals after defeating France in the first round. After this victory, and throughout the remainder of the tournament, the President of Senegal, Abdoulaye Wade, was quick to acknowledge the significance of this performance, heralding it as the beginning of a new era for Senegal.

While everyone may not agree with the correlation between sport and politics, the ramifications and symbolism of Senegal's World Cup success were well stated by mid-fielder Khalilou Fadiga, 'Now everyone can find Senegal on a map. We may have a small country, but we are a great people'.

Sport and the economy

Studies undertaken at the international level indicate that every US\$1 million spent on sport and physical activity generates a saving of US\$3.2 million in national medical costs (Third International Ministerial Conference on Physical Education and Sport held in Punta Del Este in 1999). This is, however, an estimate for industrial countries and the benefits may not be as defined for developing countries. Nonetheless, a coordinated national sport system provides economic benefits in other areas such as employment opportunities. Sport and physical education are now an industry in the Pacific region. Sport provides employment opportunities in schools, National Olympic Committees, international federations, national sport federations and organising committees of major international events, with the benefits of the latter still limited to those countries that have the resources to organise large events, such as Fiji hosting the 2003 South Pacific Games.

Summary and conclusion

This review considered the current literature on the relationship between sport and development with a specific focus on the Pacific island countries. While there is a plethora of research on sport in industrial countries, little focus has been given to sport's role within the developing world, and most notably, in the Pacific islands. The primary aim of this review was to compile the available data on the possible role and impact of sport on Pacific island countries in order to identify its potential role for encouraging broad-based development. As a basis for this review, the available data on social, economic, health and demographic indicators of each country were examined. The role of sport in international aid programs was outlined, and the available research on the importance and effect of sport in developing countries was presented. Finally, the most significant studies on the relationship between sport and social indicators were summarised.

Pacific island countries continue to face some particularly difficult development problems, many of which are related to capacity constraints.

It would appear that sport contributes to the development of the Pacific island countries. Yet, sport itself is not a panacea, but rather an instrument for development that has proven to be effective, non-threatening and efficient. In two particular areas — health and community development — sport can play a significant and direct role. Community-level sport plays a role in improving health at a much lower cost than more complex and expensive medical care. Meanwhile, sport associations at the community level help to strengthen social capital and the sense of community, as well as reinforce social norms. The literature shows that the impact of sport correlates to the time given to implement programs. Short-term programs do not have the same resonance as longer-term ones. To have any lasting impact, sport programs need to be sustainable at the local level and meet genuine community needs. There needs to be a sense of community ownership, and the capacity and determination within the community to continue with the program over the long term.

There are various ways in which development assistance programs may be delivered, but the principles for an effective program are well understood. To meet the specific needs of individual countries in the Pacific region, there may be a need to develop targeted sport development programs. Key issues that such programs should address are:

- What priority areas (for example, health, community development or economic development) should be the focus for sport development programs?
- What types of organisations are best placed to deliver the programs?
- What are the main capacity constraints faced by these organisations?
- What type of aid-delivery mechanism is best suited to provide the assistance identified?
- What are the most suitable social indicators available for the region to monitor the main impacts of the program?

Finally, the literature suggested the continued need to monitor and evaluate outcomes of sport programs to ensure that they meet the overall development objectives of the region. A set of relatively simple social indicators (preferably ones that are already established throughout the region) should be chosen to monitor the impact of a sport development program.

Country/territory reports

25



Chapter 3



Chapter 3

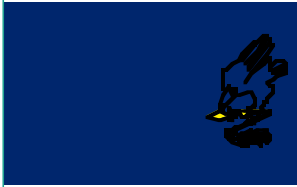
Country/territory reports

This chapter contains sections on each country and territory that participates in the ASP Sports Program. The information is a result of an extensive process that included the development and completion of questionnaires and in-country consultations with key stakeholders. The stakeholders consulted in the preparation of the report included national governments, National Olympic Committees, National Paralympic Committees, national sport federations and community groups.

The reports provide insight into the current status of sport in each participating country and territory, as well as identifying priority areas for development. The priority areas vary across the countries and territories and are a useful tool in developing a strategy for an effective development assistance program.

While not recipients of ASP funding, American Samoa and Guam have participated in specific ASP initiatives and have therefore been included.

The reports provide insight into the current status of sport in each participating country and territory.



Territory ■ American Samoa

- **Capital** Pago Pago
- **Population** 57 291 (2000)

27

Introduction

American Samoa is situated in the mid-South Pacific, within sight of Samoa. It has an area of 199 square kilometres and a population of 57 291. Although it is a territory of the United States, it has its own independently recognised National Olympic Committee. The American Samoa National Olympic Committee (ASNOC) was formed in 1985 and recognised by the International Olympic Committee in 1987. It first competed in the Olympic Games in Seoul in 1988.

American Samoa is not a direct recipient of assistance through the ASP Sports Program, but it benefits from the program through its membership in the Oceania National Olympic Committees. Sport in American Samoa is heavily influenced by its association with the United States, with many of the country's top athletes travelling to the United States on college scholarships. While this pathway is recognised as a positive contribution to American Samoan society, it results in a major drain of the country's top sporting talent.

Structure of sport

ASNOC is responsible for the preparation of teams for regional competitions such as the South Pacific Games and the South Pacific Mini Games, as well as the Summer and Winter Olympic Games. In individual sporting championships for the Oceania region, all major American Samoa sports are members of ASNOC. Member sports travel to these championships through their affiliation with ASNOC and their respective Oceania International Sport Confederation.

The national government runs the Department of Parks and Recreation. This department has the responsibility of building and maintaining sporting fields. There are five gymnasiums on the island. One gymnasium is situated on the campus of the American Samoa Community College. The other four gymnasiums are located on the four major high-school campuses. Sporting teams contract the schools for the use of the gymnasiums. There is a national stadium, built in 1997 for the fifth South Pacific Mini Games. High-school American football is played at the stadium from September to

December every year. For the remainder of the calendar year, the stadium is mostly used by the rugby union and soccer federations to host local tournaments. In 2003, soccer hosted an Oceania junior soccer qualifier tournament.

Sport and physical education

Physical education is not part of the primary-school curriculum and American Samoa relies on the sport federations to provide sport programs for those aged 8 to 12 years. At the high-school level, a physical education class is offered to all students each week.

Women in sport

ASNOC worked with several administrators to establish a women-in-sport program. Representatives have participated in regional and world women-in-sport conferences. A women-in-sport association is now operating and it is hoped that this will provide the impetus to advance women-in-sport issues.

Junior sport programs

Several sports have superior junior sport programs including baseball, basketball, golf, soccer and volleyball. Junior golf has been active for more than 30 years and some outstanding local golfers have come out of this program. Baseball has had its 'Little League' program for 18 years. There are now more than 12 baseball players from this program enrolled in US colleges through baseball scholarships. Volleyball has also seen successes, especially in the junior girls program. Over the past four years, there have been more than 20 college scholarships awarded to girls through this program. Basketball has a regular program for juniors

that begins every June and ends in August. This coincides with the school break when many parents look for programs and activities in which their children can participate and learn athletic skills.

Other programs and activities

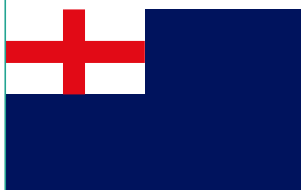
ASNOC has an annual Athlete of the Year Banquet. The banquet recognises athletes, coaches and teams for outstanding performances.

The yearly Olympic Day Run has proven to be a resounding success with the support of Coca Cola®. Over the past ten years, the Olympic Day Run has blossomed into a very popular event.

Priority areas for the future

- Training facilities — the major focus of ASNOC activities now and in the medium term will be establishing training facilities for its member associations. ASNOC is currently negotiating to purchase freehold land. Funding is being sought through the Oceania National Olympic Committees' funding program and other avenues.
- Training programs — in association with the establishment of training facilities, training programs for athletes and coaches are a priority in order to provide the expertise to run and use facilities to maximum benefit.
- Physical education in schools — American Samoan sport authorities, like their counterparts in many other countries in the region, would like their national government to have physical education and sport as part of the school curriculum, with teacher education programs incorporating suitable training.

Several sports have outstanding junior sport programs.



Country ■ Cook Islands

- **Capital** Avarua
- **Population** 17 800 (2003)

29

Introduction

The Cook Islands is a geographically diverse country comprising low coral atolls in the north, and volcanic hilly islands in the south. It is in free association with New Zealand. Under the terms of this agreement, Cook Islanders hold New Zealand citizenship and have free access to New Zealand. It has a total land area of 240 square kilometres, a population of 17 800 (2003) and an exclusive economic zone of 1.83 million square kilometres.

Sport, like many activities in the Cook Islands, is challenged by the geographic diversity of the country. Internal travel is expensive and many of the islands are accessible only by boat — some journeys can take five days. Accordingly, the delivery of programs outside the main island of Rarotonga is expensive and difficult.

The Cook Islands Sports and National Olympic Committee (CISNOC) was recognised by the International Olympic Committee in 1986 and competed in Seoul at the 1988 Olympic Games. It first attended the Commonwealth Games in 1974 in Christchurch, New Zealand.

Structure of sport

There are two peak bodies responsible for sport in the Cook Islands: the Ministry of Youth, Sport and Recreation, and CISNOC.

CISNOC is responsible for the preparation of teams for international competitions such as the Olympic Games, Commonwealth Games, South Pacific Games and South Pacific Mini Games. CISNOC and the Cook Islands Government share a unique relationship. CISNOC is, effectively, the delivery arm for the programs of the government. This means that many of the government's community and grassroots sporting initiatives are delivered by CISNOC through its Sports Development Unit. Such an agreement reduces the risk of duplication and offers an effective program through reduced costs.

CISNOC currently employs five full-time staff: a finance manager, sport manager, two sport development officers and an administrative officer. In 2003, CISNOC underwent a management audit and restructure coordinated through the Business Volunteer Program of the Australian Executive Service Overseas Program.

CISNOC has 27 affiliated sports (13 Olympic sports and 14 non-Olympic sports).

Sport and recreation are among 11 key strategic areas in the Cook Islands Government's National Youth Policy (2003–06) — recognising the importance of sport in the development of youth. The policy identifies a series of intervention strategies designed to increase the participation of young people in sport and recreational activities. These strategies are delivered primarily by CISNOC in conjunction with the national sport federations and the governments of the outer islands. Strategies include the establishment of a national sport academy to provide support services to elite athletes and coaches, establishment of an outreach program to deliver sport initiatives to outer islands, and establishment of a youth scholarship program for aspiring and potentially elite young athletes. There are ten island sport associations that work with both CISNOC and the Cook Islands Government to facilitate the delivery of sport programs in the outer islands.

Sport and physical education

Sport and physical education are growing in stature in the Cook Islands. Recognising the importance of physical education and health, the Ministry of Education receives assistance from the New Zealand Government in the form of a health and physical education adviser in the Curriculum Advisers Unit.

The adviser is working to establish a curriculum for health and physical well-being, which are among the eight essential learning areas in the Cook Islands curriculum.

The Cook Islands Teachers Training College was re-opened in 1999 and is seeking accreditation through the New Zealand Qualifications Authority. In 2003, for the first time, comprehensive health and physical education training was offered to teachers. Physical education is now a compulsory component of teacher training.

Non-structured school sport takes place on Friday afternoons. School sport programs are generally coordinated by the national sport federations and tend to take place in the lead-up to major national competitions. There is no structured, ongoing school sport program.

Physical education is approaching the stage where it will have a modern curriculum that cannot be taught due to the lack of resources. The resource issue is pertinent throughout the Cook Islands education system and it is not limited to physical education. In order for the benefits of the new curriculum to be realised, there needs to be increased input of resources to complement the curriculum.

Sport for people with a disability

Disability sport in the Cook Islands is rudimentary. There is no National Paralympic Committee and all disability sport initiatives are driven by CISNOC in conjunction with the Cook Islands Disabled Association. Disability sport activities are limited due to lack of funding. Athletes with a disability compete in athletics at regional games. This occurred for the first time at the 2002 Manea Games and will continue at future regional games.

CISNOC is exploring the possibility of establishing a disability sport commission within its existing framework. This commission will require financial and resource assistance from external sources because CISNOC will not receive additional funding from the government to operate the commission. As a new initiative, the commission will require significant resource and training assistance.

Women in sport

The women-in-sport movement is particularly active and the country is viewed as a regional leader in this area. The Cook Islands Women in Sport Commission runs a variety of programs designed to increase the participation of women in sport at all levels.

The women-in-sport movement is particularly active and the country is viewed as a regional leader in this area.

Of the five full-time employees at CISNOC, two are women.

In 2001, the Cook Islands hosted the first regional women-in-sport workshop. The event attracted high-profile speakers including International Olympic Committee Vice-President Anita de Franz among a host of representatives from the Pacific.

Future activities planned by the commission include sport administration courses specifically designed for women, as well as coaching courses in targeted sports. The purpose of these workshops is to specifically encourage and increase the number of female coaches and administrators. The commission is also planning to hold another regional women-in-sport workshop in the near future.

Junior sport program

CISNOC, through its Sports Development Unit, conducts junior training and coaching sessions throughout the year in the schools and colleges, coinciding with the sports that are played during that term of school: term 1, volleyball and soccer; term 2, netball and rugby union; term 3, athletics; and term 4, tennis and basketball.

In addition to the programs run by CISNOC, several national federations conduct junior development programs with assistance from the Sports Development Unit. The national soccer federation is viewed as the most active, with its junior structure well in place and achieving solid participation growth.

Other programs, activities and issues

High on the agenda for the development of sport is the establishment of a centre of excellence for elite athletes and coaches.

The proposed centre would provide high-level athlete and coach support services, including sport science, sport medicine and video analysis, as well as access to information resources through the Oceania Sport Information Centre and the Australian Sports Commission's National Sport Information Centre. The government, CISNOC and the national sport federations share concern about the level of access to such resources.

CISNOC has a very successful national games structure. At the elite level, the Cook Islands Games are held every four years. These games attract many participants from across the country. In addition, a series of regional games are held every four years. Events include the Manea Games, the Purapura Games and the Tumutevarovaro Games.

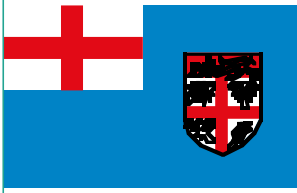
Priority areas for the future

- Centre of excellence — the Cook Islands sport system is ready to establish a centre of excellence to facilitate the development of elite and potentially elite athletes and coaches. The country has an excellent competition structure through national and regional games in addition to the competitions run by the 27 national federations. The challenge is to provide sufficient resources for athletes identified through this competition pathway to develop into elite athletes who can compete on the international stage. The support structures that need to be provided by a centre of excellence include: access to the latest resources through the Australian Sports Commission's National Sport Information Centre and the Oceania Sport Information Centre (Suva, Fiji); athlete testing and monitoring services;

A regional coach education curriculum would be a benefit to sport development in the Cook Islands.

basic sport medicine support; and up-to-date coaching techniques. Significant assistance in terms of resources and training will be required to assist the Cook Islands in the establishment of a centre of excellence. CISNOC is negotiating with the government on a location for the centre.

- Sport education — like many countries in the Pacific region, the Cook Islands cannot justify the expense of establishing a national coach accreditation structure. As a consequence, coaches at all levels from junior and community through to elite, have difficulty gaining access to training and education programs. A regional coach education curriculum would be a benefit to sport development in the Cook Islands, particularly for the outer island communities that often miss out on training opportunities because of the cost of travel.
- Physical education and school sport — the Cook Islands has received significant assistance from the New Zealand Government and it is anticipated that a national physical education curriculum will be in place in 2005. The effectiveness of this new curriculum can be enhanced through a comprehensive teacher training program through the Cook Islands Teacher Training College. Additional resources are needed to facilitate delivery of the curriculum in schools, particularly in the outer islands.
- Women in sport — there is an excellent structure for women in sport that receives support from CISNOC. The benefits of the program would be enhanced by increased access to international resources and best practice models in addition to a women-in-sport ambassadors program. The benefits of such assistance would have regional implications as the Cook Islands is seen as a regional leader in this area.
- Disability sport — a disability sport program is in the developmental stage, although disability sport events are now being introduced at the regional and national games. There is certainly a capacity within CISNOC to deliver disability sport programs through the Sports Development Unit, but this would require additional staff training and resource development.
- Outreach program — the community development programs delivered by CISNOC, through the Sports Development Unit, are constrained by tight budgets. This affects the capacity of the unit to deliver programs to the outer islands. Alleviating this is not simply a matter of seeking additional financial support. Rather, it requires an effective and sustainable approach to delivering sport programs to outer island communities. By establishing an outreach program, the benefits of the work achieved by the unit can be enjoyed by the wider Cook Islands population.



Country ■ Fiji

- **Capital** Suva
- **Population** 800 000 (2003)

33

Introduction

The archipelago of Fiji comprises about 330 islands and 500 islets in the South Pacific Ocean. Fiji lies approximately 730 kilometres northeast of Sydney and 1930 kilometres south of the equator. The majority of the population of 800 000 live on the two biggest islands: Viti Levu (70 per cent) and Vanua Levu (20 per cent). Fiji has an exclusive economic zone of 1 260 000 square kilometres.

Fiji is recognised as a regional leader in sport. It has a well-established national approach to sport development and achieves consistently high results on the international sporting stage including gold, silver and bronze medals at the Manchester 2002 Commonwealth Games. International athletes such as Vijay Singh and the National Rugby Sevens team are among the best in the world in their sport.

Fiji is the administrative 'home' of the Oceania National Olympic Committees.

In 2003, Fiji hosted the South Pacific Games where it finished second overall on the

medal tally behind the French colony of New Caledonia. To host the games, three major sporting facilities were built: a multi-purpose gymnasium, an international swimming pool and an international-standard water-based synthetic hockey pitch.

In addition, several new national sport facilities were built including a netball centre, national beach volleyball centre, national sailing centre and a baseball diamond. These world-class facilities complement an established network of national and community facilities that are the envy of other Pacific island countries.

The Fiji Association of Sports and National Olympic Committee (FASANOC) was formed in 1949 and officially recognised by the International Olympic Committee in 1955. Fiji first competed in the Olympic Games in 1956 in Melbourne, and in the Commonwealth Games at the London 1938 Empire (Commonwealth) Games. FASANOC has 39 affiliated national federations.

As a member of the South Pacific Games Council, FASANOC has hosted the South Pacific Games in 1963, 1979 and 2003.

Structure of sport

The key stakeholders in sport in Fiji include the Ministry of Youth, Employment Opportunities and Sports, the Fiji Sports Council and FASANOC.

The Ministry of Youth, Employment Opportunities and Sports advises the Minister responsible for sport on matters of policy and oversees the disbursement of government funds allocated specifically for the purposes of sport development.

The Fiji Sports Council is a statutory authority established by the Fiji Government and is responsible for the promotion and development of sport and for the maintenance and development of sporting facilities nationwide.

In 1994, an agreement was signed between the Fiji Government and the Tattersall (Tattslotto) Company of Victoria, Australia, on a working relationship, whereby the profits from the sale of Tattslotto products in Fiji are given to the Fiji Sports Council for the development of sport facilities nationwide.

FASANOC is the umbrella body for sport in Fiji. All of the 39 national sport federations (both amateur and professional) are affiliated. FASANOC represents the interests of sport in Fiji and is responsible for coordinating Fiji teams to multi-sport games such as the Olympic Games, Commonwealth Games and South Pacific Games. FASANOC is recognised internationally by the:

- International Olympic Committee
- Commonwealth Games Federation
- South Pacific Games Council.

FASANOC's main source of funding for its administration is through its business arm — the Suva Apartments — as well as grants from the International Olympic Committee. For the development of elite athletes and for the

preparation of Fiji representative teams for multi-sport events, FASANOC relies on funding from the Fiji Government, International Olympic Committee (Olympic Solidarity) and its corporate sponsors.

There are a variety of other organisations and institutions that play an important role in the delivery of sport programs in Fiji. These include:

- the Ministry of Education — responsible for the implementation of a viable sport and physical education curriculum throughout the Fiji education system
- provincial and town councils — responsible for providing sport and recreational facilities and community sport programs
- church and ethnic group associations — often responsible for organising sport programs as part of their youth development strategies
- the corporate sector — a key player in sport development in Fiji, sponsoring sport programs and events, and employing sportspeople.

Sport and physical education

The physical education program is delivered through the Ministry of Education, which is responsible for developing the curriculum and allocating time within the curriculum for sport and physical education. The ministry is also the body responsible for the training of physical education teachers.

Negotiations are underway with the University of the South Pacific to introduce a degree in physical education and school sport. The newly autonomous Fiji Institute of Technology has announced the establishment of a sport education program to complement the arts, culture and music departments.

The Fiji Government recognises the importance of schools in the overall development of sportspeople.

The Fiji Government recognises the importance of schools in the overall development of sportspeople. Fiji hosts two of the world's largest school sport carnivals: the Milo Games for primary schools and the Coca Cola Games for high-school students, which attract participants on an annual basis.

Sport for people with a disability

An affiliate of FASANOC is the Fiji Sports Association for Athletes with a Disability, which administers sport for athletes with a disability. Like all other national federations, it has to raise its own funds for its programs.

Women in sport

The FASANOC Women-in-Sport Commission is relatively active in Fiji. It is responsible for looking after the interests of women in sport at all levels and runs various events and workshops that aim to increase the participation of women in sport. The number of events run by the Commission is limited by funding.

Junior sport program

Viti Sport was a junior sport program run by the Sports Development Unit at the Fiji Sports Council. It comprised four main areas:

- Na Qito Lailai Program — a motor-learning movement exploration program for children aged three to seven years
- fundamental motor skills program for children aged eight to nine years
- Kaji sport — a modified sport program for children aged 10 to 11 years
- Solimana Program — a leadership program for children aged 12 to 14 years.

The program ended when a major sponsor withdrew its support in 2001. It is currently seeking financial assistance, without which it cannot run.

The junior sport program was delivered throughout schools in the Suva region. It is hoped that once external funding is secured, Viti Sport can once again be delivered in

Suva schools with the long-term aim of expanding the program to the outer provinces and islands.

Several national sport federations conduct their own programs for juniors under the Kaji sport model, the largest being the Kaji Rugby program coordinated by the Fiji Rugby Football Union.

Other programs and activities

FASANOC inaugurated the Fiji Games, a biennial multi-sport event, in 1994. Affiliates of FASANOC organise competitions in their respective sports where participation is by districts. Over 2000 athletes take part in the games.

In addition, all the national sport federations organise national championships annually. These events are well organised and increasingly popular.

Priority areas for the future

- Human resource development — to facilitate the employment of suitable and professional personnel by implementing viable human resource development strategies and programs to train Fiji Islanders in all aspects of sport. It is essential that Fiji establishes its own internationally recognised programs of human resource development in sport.
- Facilities — a long-term plan for sport facilities, incorporating national and district-level facilities, needs to be established by the Fiji Sports Council in consultation with all stakeholders involved in the propagation of sport development programs. These facilities must be accessible to all sportspeople and the community at large to ensure optimal use. There is also a need to develop the necessary human resources to ensure that these facilities are properly used and maintained. Since the 2003 South Pacific Games, Fiji has acquired three major international-standard sport facilities

and needs more trained personnel to manage these and to conduct suitable programs.

- Disability sport program — significant resource and training assistance needs to be provided to the Fiji Sports Association for Athletes with a Disability so it can more actively deliver disability sport programs through its outreach community sport program.
- National academy of sport — the Sports Development Unit of the Fiji Sports Council has already started work that will ultimately lead to the establishment of the Fiji Academy of Sports Training. Resource and financial assistance is required for the academy to become a viable tool in elite sport development. Particular assistance is required in the area of elite coaching and in training sport science and sport medicine staff.
- Sport education — central to Fiji's emphasis on human resource development is the need to better educate coaches, administrators and sport science and sport medicine practitioners.

A national sport education program will lead to improved international performances and more efficient national sport federations. There is an opportunity available through the University of the South Pacific and the Fiji Institute of Technology to deliver sport education programs.

- National sport policy — the National Sports Development Committee, established in 1993, prepared a comprehensive plan for sport that led to the drafting of a national sport policy for Fiji during 1997.

On 11 December 2003, the Ministry of Youth, Sports and Employment Opportunities held a sport summit, which resulted in the launching of a new national sport policy. Work is continuing in 2004 to further develop aspects of the policy with the relevant stakeholders.

In the last quarter of 2003, both the Fiji Sports Council and FASANOC reviewed and updated their strategic plans following the 2003 South Pacific Games.



Country ■ Federated States of Micronesia

- **Capital** Palikir
- **Population** 112 600 (2003)

37

Introduction

The Federated States of Micronesia, consisting of the states of Yap, Chuuk, Pohnpei, Kosrae and 607 associated islands, stretch over 2.5 million square kilometres. It is a country of 112 600 people.

The Federated States of Micronesia generally performs better than average in sport compared to other Pacific island countries. Performances have improved in recent times, including solid results at the 2003 South Pacific Games and hosting of the Micronesian Games in 2002. There has been an associated improvement in sport facilities, activities and management. Sport is on an upswing and sport leaders in the country are very keen to leverage this trend to move sport to a significantly higher level, both in Micronesia and the Pacific region. However, to do this, the Federated States of

Micronesia faces considerable work in the development of truly national sport systems and infrastructure that combine and showcase the respective states' talents and potential.

The country's four states are centres of activity in their own right. The national government is located in the state of Pohnpei.

Travel and transport within the main island of each state is relatively easy, making local competition readily available. In contrast, competitions held across the country or internationally rely on air transportation, which is expensive.

The economy is based on fishing and tourism, but it relies on a Compact of Free Association with the United States for a significant source of funds.

The Federated States of Micronesia generally performs better than average in sport compared to other Pacific island countries.

The country's sport system is influenced by its ties to the United States' system.

The country's sport system is influenced by its ties to the United States' system. Sports such as baseball, basketball and softball are very prominent. These principal sports are leading a move towards 12-month activity calendars and away from the tendency for seasonal and event/tournament-based activity only.

The government is helping to fuel sport activity by providing funding for some activities of the National Olympic Committee as well as other sport activities. However, the programs and operations of day-to-day sport are generally run by each sport federation.

Facilities maintenance and management are important matters. Some sport facilities are very well used, while others sit idle.

The Federated States of Micronesia National Olympic Committee (FSMNOC) joined the International Olympic Committee in 1997 and first competed in the Sydney Olympics in 2000. It has not competed in the Paralympic Games.

Structure of sport

The Federated States of Micronesia has key government and non-government stakeholders in what is a complex sport system.

Government

- The Ministry of Health, Education and Social Affairs is responsible for implementing and funding sport at the federal level. The ministry works with FSMNOC, and the Yap, Chuuk and Kosrae State Sports Councils and the Pohnpei State Sports Commission.

- The Chuuk and Kosrae State Sports Councils and the Pohnpei State Sports Commission are sections of each state's Department of Youth and Social Services. They are responsible for providing, maintaining and managing sport facilities as well as some sport programs and activities.
- Numerous local and municipal governments have their own recreation associations that run sport programs for local and/or more isolated communities.
- The Department of Education links directly with national sport federations to deliver school sport programs, the principal one being the Interscholastic Sports League.

Non-government

- FSMNOC is regarded as the main organisation for sport and sport development at the non-government level.
- The Yap State Sports Council is responsible for the overall conduct of sport on Yap.
- Individual national sport federations have varying levels of activity.
- University sport conducts programs for university students.
- Community groups such as the Red Cross and church groups use sport in their activities, from the local to federal level.

National sport federations are affiliated with FSMNOC. It is a development-style National Olympic Committee that also has a large administrative role relative to its level of resourcing. FSMNOC has good community links and employs two sport development

officers (one full time and one part time) who balance their time between active, hands-on roles in sport development at all levels and the administrative load of the FSMNOC office. They also have other roles such as serving on the executive of national sport federations or other committees. FSMNOC has 12 affiliated sports, although this can be multiplied by four because most state sport associations deal with the National Olympic Committee as well as their respective sport councils or commissions.

Sports run their own activities and some receive government funding for programs linked to government objectives (for example, health). However, sports have layers of local and state government to work through to gain access to facilities.

Sport and physical education

Schools deliver sport as a compulsory subject in primary schools (ages seven to 12 years). Schools also take part in the inter-scholastic sport competition, an ongoing school sport program including basketball, volleyball, baseball and table tennis. There is a desire to also include swimming, tennis and soccer in this program. The inter-scholastic sport competition is run in conjunction with the national sport federations.

There is a network of physical education coordinators in government schools. The Department of Education is attempting to start additional sport and recreation fitness programs in an effort to offer activities for children who have time in their school programs.

An innovative idea gaining momentum at one of the high schools on Pohnpei is a wet-weather sport program open to any child whose outdoor sport program is rained out.

Sport for people with a disability

There is no Paralympic Committee in the Federated States of Micronesia. Yap is the only state with an organisation that deals specifically with sport for people with a disability. There is a general program for people with a disability on Kosrae.

Schools also conduct a Special Olympics in May each year for athletes with a disability.

School sport programs welcome athletes with a disability, but do not specifically cater for them. Disabled athletes are required to compete in existing competitions.

Women in sport

The Federated States of Micronesia has its own women-in-sport organisation (FSM Women in Sport) that is funded by the International Olympic Committee and FSMNOC, with which it is closely linked and shares resources. The organisation has been set up to address women-in-sport issues and increase female participation in sport. The main issues for women in sport are:

- modesty — sports such as swimming and volleyball (indoor and beach), and any other sporting activity that has a figure-hugging or revealing uniform raise cultural concerns, and will struggle to have many female participants

School sport programs welcome athletes with a disability, but do not specifically cater for them.

- social/family expectations — culture and tradition encourage women to focus on home and family
- drop-out rate — there is a trend for women to drop out of sport in their teenage years with many of them never returning.

FSM Women in Sport has membership from non-government sport and community groups as well as local government representation. It is active, running an ongoing awareness campaign to promote and increase participation. By necessity, some of its activities are for women only at this early stage (for example, a softball league), but it also conducts activities for mixed groups.

FSM Women in Sport held a conference in February 2003, followed by the setting up of a Pohnpei State Women in Sport organisation. This is expected to be followed by branches in each of the other three states. The organisation celebrates International Women's Day with sport activities and is keen to link with, and be involved in, any regional or worldwide women-in-sport activities.

Junior sport program

There are structured junior sport programs run by a variety of sport organisations. These programs are largely league and competition based.

Junior sport programs are run by:

- individual sport federations (including talent identification)
- schools (including the Interscholastic Sports League)
- state governments (for special events such as fun runs)
- state sport councils in each of the four states
- local councils.

Details on these activities are included in other sections.

Other programs, activities and issues

The Federated States of Micronesia does not currently have its own national sport policy or national sport development plan.

FSMNOC acts in both a development and administrative capacity. This means that while its highest priority is to help prepare and deliver athletes to major sporting events, including the Micronesian, South Pacific and Olympic Games, it is also responsible for significant sport development initiatives and activities including assisting with the set-up and operational status of the national sport federations.

FSMNOC receives an annual, direct appropriation of funds to pay for its personnel. It bases its sport strategy on this annual funding and prioritises activities accordingly.

Sport is considered to offer health benefits by keeping people active and physically fit and has a deterrent effect on antisocial behaviour.

One of the country's major sport issues is having a sufficient number of qualified people. This is especially true in the case of sport administrators at all levels in the government and non-government sectors. In addition, there are no ongoing training programs for coaches and officials, and no training for volunteers to help organise and run sport.

National sport federations are concerned about the lack of public sport facilities and the maintenance of existing facilities, which are the responsibility of state governments. The lack of facilities is generally more pressing on the states and islands outside Pohnpei.

The Federated States of Micronesia needs to develop a national approach to sport. Specific issues are:

- Each state has its own culture and traditions, and wishes to control its own destiny.
- There is a lack of national identity, with athletes choosing to identify with their home state rather than with their country.

- States build facilities but maintenance and management suffer due to lack of funds.
- Sport councils or commissions direct the spending of any funds for representative sport.
- Sports register nationally (with the National Olympic Committee) but operate on a state basis.
- Due to the high cost of travel, federation boards with inter-state representation meet only annually. This affects their ability to deliver federally coordinated activities.
- One FSMNOC executive member, who also serves on the executive of a national sport federation, is examining ways to structure national sport federations to enable them to become more effective and efficient.

Government sport structure and the National Olympic Committee are well established. The challenge will be how to increase the effectiveness of the national sport federations within this context.

Various churches throughout the Federated States of Micronesia conduct their own sport activities. As sport in the country is significantly segmented and church groups are irregular participants in general community sport, the question becomes how best to incorporate church sport into the broad sport structure in a manner that is satisfactory to all parties.

Some other sport-specific details are:

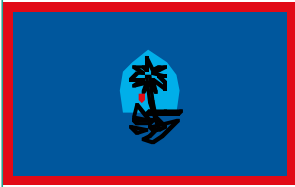
- There is a lack of planning for future sport development.
- National and state sport federations feel there are too many layers of administration to access facilities.
- Cultural issues and family ties are a factor to consider in people's time and availability for sport.
- There is a lack of coaches.
- Communication between the state branches of the National Olympic Committee and their respective state sport councils or commission should be addressed as part of a national sport strategy.

Priority areas for the future

- National sport policy — there is a pressing need to develop a national sport policy. The policy would set overall direction and objectives of sport for government and non-government sport stakeholders for the medium to long term. It would address the current major issue of developing a national approach to sport, linking independent states and structures together for the long-term benefit of all the country's sport.
- Sport education — a comprehensive sport education and development program is needed for all people involved in running sport including administrators, coaches, officials and volunteers. The program would address sport governance issues as well as the administration and management of sporting organisations at local, state and federal levels, and would be suitable both for government and non-government sport personnel. Education programs for coaches and officials would be a feature, along with a comprehensive volunteer development program.
- Sport handbook — as part of the sport education and development program, a 'how to' sport handbook could be produced, primarily for sport administrators but also for coaches and officials.

Cultural issues and family ties are factors to consider in people's time and availability for sport.

- Community education program — feedback suggests a multimedia government community education program would be of great value. The education program would promote the links and benefits of sport and health through radio, television and print media. It would demonstrate how sport could be used to help meet health objectives.
- Links with community elders — communication with elders should not be overlooked. Strategies could be developed to enhance existing links with community elders and political links generally. One result of this would be improved understanding of the benefits of sport.
- Sport facilities — creating sustainable sport environments requires the maintenance and management of sporting facilities. For example, the government could offer low-cost sport facility leases to sport federations and associations. In conjunction with continued government financial support, this would then allow sport organisations to better determine and take responsibility for their own existence.
- Events education — a major events education program, if developed, would assist teams in gaining maximum benefit from highly valued, but rare, international competitions. The program could combine face-to-face presentations with a sport manual covering representative issues, pressures and expectations. Topics could include guidelines for travel, food, health advice and other information for athletes, coaches, officials and team management.
- Sport selection — the Federated States of Micronesia has no resources for training personnel in the area of talent identification. The program would help children identify the sport to which they would be most suited. This has the benefit of steering children towards the sport in which they will have more success (and fun) and increase the chances of producing representative-level athletes.



Territory ■ Guam

- **Capital** Agana
- **Population** 163 941 (2003)

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Introduction

Successful in sport at the Micronesian level, Guam is now facing the prospect of developing its sport structure and performance for the next level. This will be a considerable leap as Guam wishes to become a major competitor in the Pacific region and beyond.

Guam is fortunate that transportation costs to local competitions are not prohibitive. Nevertheless, its isolation in relation to the rest of the world means international competition remains expensive.

While Guam is not a direct recipient of ASP Sports Program funding, it benefits from the program through its association with the Oceania National Olympic Committees. Guam's sport system is closely modelled on the US system with activities that tend to be seasonal and often event based. Most sport is funded through sponsorship and participants' fees. In the last two years, sport facilities have generally been run down or damaged as a result of typhoons. However, a new major sport resort complex may hold promise for sport options for locals as well as tourists.

The Guam National Olympic Committee (GNOC) was formed in 1987. Twenty-four national federations are affiliated with GNOC. Guam first competed in the Olympics in Seoul in 1988. It has not competed in the Paralympic Games.

Structure of sport

Guam epitomises the phrase 'sport runs sport'. There is no national government agency responsible for sport. The Department of Parks and Recreation maintains facilities and provides access for sport federations. There are significant resort facilities but these require membership, which is not universally affordable.

There is a clear delineation between sport and government in Guam. To a large extent, the Department of Parks and Recreation, GNOC, individual sport federations, local government, education and the resorts carry out their own sport activities with limited interaction.

Sports operating with systems closest to a club structure are swimming, canoeing (paddling), basketball, baseball, track and field, football and volleyball.

Sport and physical education

Children can join out-of-school hours sport programs and some inter-school leagues run by softball, baseball, football, wrestling, basketball and volleyball.

The Department of Education runs sport programs independently. There are few links to the individual national sport federations or GNOC.

Some identified factors that are limiting the growth of a school sport and physical education program are:

- a general lack of the sense of importance of sport
- few physical education teachers in schools
- sport tends to be the first program affected when there are staffing and budgetary issues.

Sport for people with a disability

There is no Paralympic Committee and no ongoing sport program for people with a disability. Guam holds a Special Olympics every two years, which includes tennis, swimming, and track and field.

There is no separate school sport program for people with a disability as this has not been identified as a need. While existing sport programs do not cater specifically for athletes with a disability, they are not refused entry into competitions.

Women in sport

While wrestling has the only dedicated women-in-sport program, women do not face any restrictions on participating in other sports. Guam has a Women and Girls Sports Committee. Generally, there is a belief that women do not need specific programs because women participate in many sports, with a preference for team sports.

Junior sport program

Guam has a structured junior sport program. It is operated by individual sports and is largely league and seasonal based.

Apart from the national sport federations, junior sport programs are conducted by:

- schools
- the Department of Parks and Recreation
- government (for special events such as fun runs).

Other programs, activities and issues

GNOC acts as a liaison with, and among, sports. Most GNOC activities are aimed at the performance at the five major events in the region in each four-year cycle: the Micro Games, South Pacific Games, East Asian Games, Olympics and South Pacific Mini Games.

GNOC does not receive government funding. As a non-Commonwealth country, it has limited involvement with the ASP Sports Program. GNOC supports those sports demonstrating active capacity.

Guam has discussed the idea of developing its own multi-sport institute to be known as the Micronesian Institute of Sport. The Micronesian Institute of Sport would aim to be the sport hub for Micronesia. This could then potentially attract other athletes from the Pacific.

Some sport-specific issues are:

- sport facilities lack sufficient maintenance
- volunteer participation tends to focus on events rather than ongoing activities
- sustained activities, such as leagues, can be affected by strong cultural communities.

Priority areas for the future

- Human resource development — increased opportunities to train qualified people in the areas of administration, coaching and officiating. A volunteer development program would help address the situation of retaining and training volunteers.
- Development of strategies that create pathways and opportunities for longer-term participation both locally and internationally.



Country ■ Kiribati

- **Capital** Tarawa
- **Population** 88 100 (2003)

45

Introduction

Kiribati has a total land mass of just 811 square kilometres spread over 3 million square kilometres of ocean, with an exclusive economic zone of 3.6 million square kilometres. Kiribati comprises three coral island groups and has a population of 88 100 (2003).

The delivery of sport in Kiribati is limited by the geographically dispersed nature of the country, coupled with its difficult economic situation. Of its 33 constituent atolls, 21 are inhabited. The challenge for sport development is to deliver programs across such a large geographic area. The high cost of domestic travel exacerbates this challenge.

Structure of sport

Kiribati has two peak bodies responsible for sport: the Ministry of Education, Youth and Sport, and the Kiribati National Olympic Committee (KNOC).

The Kiribati Sports Authority is the ministry's delivery arm. Since the enactment of the *Kiribati Sports Authority Act* in November 1999, the authority has been the official government body for overseeing sport affairs. To date, the authority's main function has been to supervise the National Games, although these will now become the responsibility of KNOC. The authority is also the body responsible for developing and maintaining sport facilities, including the new multi-purpose facility in Betio (Tarawa).

KNOC was formed in November 2002. In July 2003, it was formally recognised by the International Olympic Committee. Kiribati will compete in its first Olympic Games in Athens 2004.

KNOC is primarily responsible for preparing teams for major international multi-sport events such as the Olympic Games, Commonwealth Games, South Pacific Games and South Pacific Mini Games. KNOC has eight affiliated sports, as well as traditional sports that are not affiliated but participate in its programs.

Sport and physical education

Physical education plays an integral role in the school curriculum. It may be taken as an examinable subject for junior school certification.

Most schools have sufficient equipment and facilities, although this is more the case on South Tarawa than on the outer islands.

Some schools organise their own internal competitions, although athletics is the only school sport activity that is run regularly. The inter-school athletics carnival, which grew to 14 teams in 2003, was the biggest competition to date. This two-day meet contributed to longer-term training among school-aged athletes. As a result, standards are rising rapidly. At the 2003 meeting, 28 records were broken and nine new national records were made.

The cost of travel is a significant obstacle to a more comprehensive school sport program.

Aside from athletics, some other national sport federations have attempted to deliver school sport programs. Often these have been initiated by expatriates temporarily based within communities, which affects longer-term sustainability.

Sport for people with a disability

In Kiribati, people with a disability do not garner significant public support. This hinders the delivery of a comprehensive sport development program for them. A barrier to delivering programs targeting people with a disability lies in the need to identify those who are in need. There is no specific national sport strategy for people with a disability.

On an international level, Kiribati sent one disabled track and field athlete (discus and shot-put) to the FESPIC Games in South Korea in 2002.

Kiribati has no Paralympic Committee.

Women in sport

Kiribati culture places a high importance on the role of women in the home and family.

The participation of women in sport and physical activity, however, is high. Volleyball is a very popular sport among women, particularly in the villages. Kiribati was also well represented by women athletes at the 2003 South Pacific Games, particularly in soccer, tennis and table tennis. All sports affiliated with KNOC (athletics, basketball,



Kiribati was ... well represented by women athletes at the 2003 South Pacific Games.

football, taekwondo, table tennis, tennis, volleyball and weightlifting, plus the traditional sports) have competitions for women.

KNOC has an executive member position of vice-president for women in sport.

Junior sport program

Junior sport in Kiribati generally refers to activities for people under 30 years of age. The majority of youth sport activities are coordinated by church groups. With the youth and sport portfolios now under one ministry, a national youth sport policy should be developed and implemented.

Other programs, activities and issues

A new soccer pitch and indoor multi-sport arena are scheduled for completion in 2004 in Betio (Tarawa). While a much-needed boost for sport in Kiribati, particularly in Tarawa, there are already concerns as to its long-term viability. Facility maintenance, funding and expertise are emerging as key issues for this first major sport complex as well as existing facilities in the country.

Another key issue is the overall lack of facilities nationally, particularly in the outer islands. However, the development of basic facilities is prevented due to the costs involved and the availability of land.

Priority areas for the future

Sport in Kiribati is going through a significant transition. KNOC's entry into the Olympic

family should have a significant impact on the capacity of Kiribati to undertake sport development. Some factors, such as the dispersed nature of the country and the high cost of travel, are difficult to overcome. However, there are some areas that will benefit significantly from donor assistance:

- Facilities — development of appropriate facilities and management and maintenance plans.
- School sport and physical education program — school sport and physical education are expensive, requiring significant resource and capital input, including teacher training, equipment distribution and curriculum review and development.
- Disability sport program — with no existing program in Kiribati, a sport and physical activity program for people with a disability would be a substantial contribution to sport and community development in the country.
- Sporting outreach program — a program, comprising resource and education infrastructures, would have a positive impact on sport participation for I-Kiribati in the outer islands.
- National sport policy — KNOC is in the enviable position of being able to benefit from the lessons learnt by other small countries in the region (such as FSM and Palau) that have recently established National Olympic Committees. A national sport policy, developed by, and defining the roles of, all key stakeholders will map out the direction of sport development.



Country ■ Marshall Islands (Republic of the)

■ **Capital** Majuro

■ **Population** 54 000 (2003)

49

Introduction

The Republic of the Marshall Islands comprises a group of two island chains (Ratuk and Ralik) dispersed over approximately 1.2 million square kilometres with a total population of 54 000. The capital and centre of activity is the atoll of Majuro. The Marshall Islands is located about halfway between Hawaii and Australia, making it one of the most isolated countries on earth. The United States maintains an air base on Kwajalein Island.

The Marshall Islands has close historical and financial ties with the United States. There is a Compact of Free Association with the United States for general funding, and its systems and infrastructure (including sport) are heavily influenced by it.

The Marshall Islands has been active in sport for many years but its sport history has not been ideal. It has a presence in sport in Micronesia and the Pacific region and has competed in competitions around the world when financial support has been available.

The Marshall Islands has undergone major changes to organise its sporting structures. However, it still faces considerable work with individual sports in order to make progress. Up to the mid-1990s, out of necessity, the government maintained and administered sport programs. The move towards non-government sport governance has taken some time, but government/non-government delineation is now evident.

Sport activity is primarily seasonal, or tournament or event based. The exceptions are basketball and volleyball, which dominate sport. They are the sports that involve year-round activity. Sport sponsorship is difficult to obtain, although regional competitions such as the Micronesian Games do attract some sponsors.

The Marshall Islands National Olympic Committee (MINOC) was formed in 2000, but is not formally recognised by the International Olympic Committee. The Marshall Islands has not participated in the Olympics or Paralympics.

MINOC has been working towards its bid for Olympic recognition ... and is engaged with the Oceania National Olympic Committees to gain this recognition.

Structure of sport

The Marshall Islands has government and non-government elements to its sport structure.

Government

At the national level, the Ministry of Internal Affairs is responsible for sport through its Department of Sport and Recreation. The department has a staff of seven based at the national gymnasium, which it owns and manages. The staff conduct all gymnasium activities, and link with local government, schools, youth groups and individual sport clubs to organise leagues and tournaments in basketball, volleyball, softball, tennis, table tennis, track and field, swimming, weightlifting, wrestling and paddling.

Local governments carry out sport activities in Delap and Laura, the two main villages on Majuro. There are also local government sport officers on some of the other larger islands. These officers run sport programs, basically providing the main pathway for sport.

The Department of Sport and Recreation, MINOC and the Ministry of Education meet quarterly to discuss all sport matters.

Non-government

MINOC and the individual sport federations make up the bulk of the non-government sport structure. Each community has a sport club, which is involved with year-round basketball and volleyball. All other sports are seasonal. Non-government organisations also have a presence. Some community organisations such as Waan Aelon in Majel and the Community After-school Recreation and Education program (see 'Sport and

physical education' below) are also involved in sport. At present, one of the MINOC vice-presidents is also the Secretary of the Ministry of Internal Affairs.

National sport federations are affiliated with MINOC. They do not pay an affiliation fee and MINOC does not receive government funding. It does not have the resources to employ its own sport development staff or get involved in the direct running or development of sport. MINOC has 12 affiliated sports, seven of which have international affiliation. MINOC has been working towards its bid for Olympic recognition since 2002 and is engaged with the Oceania National Olympic Committees to gain this recognition.

Sport and physical education

The Community After-school Recreation and Education program is an out-of-school-hours sport program that operates only on the Majuro atoll. There are few organised school sport and physical education programs operating on other islands. The ministry of Education contracts Community After-school Recreation and Education to conduct school sport activities. The ministry does not conduct any of its own sport programs.

The Community After-school Recreation and Education program has received US\$2.7 million over three years through the Compact of Free Association for its operations. The program has 29 partners including MINOC, and operates in all eight Majuro schools.

The program runs activities and its own competitions in basketball, baseball, volleyball, soccer, swimming, track and field, paddling and long-distance running. Athletes

with a disability are welcome to participate, although there is no dedicated program for them.

The program also covers nutrition and education topics and has extended to include parents and the broader community because the lack of parental involvement with children has been identified as an issue.

While the Community After-School Recreation and Education program addresses one need, there is no school sport or physical education program.

Sport for people with a disability

There is no Paralympic Committee in the Marshall Islands. To meet the needs of people with a disability, the Ministry of Education partially funds a special education program. The program operates from several public school campuses and caters for approximately 230 participants with various disabilities. It conducts activities in such areas as sign language skills and recreation and is also involved in wheelchair basketball, track and field, table tennis and volleyball. Special education also conducts an annual walkathon for athletes with a disability in conjunction with Disability Week. The special education program conducts its activities independently of national sport federations and MINOC.

Women in sport

The Marshall Islands is active in advancing women-in-sport issues. Two national non-government organisations — Women's Athletic Club and Women United Together in the Marshall Islands — organise and support women in sport. MINOC and the individual sports are keen to explore ways to strengthen this area.

The Department of Sport and Recreation conducts a biennial national women's multi-sport event (the next event is in August 2005). The event involves women who are 30 years and under. Once the event is more established, the goal is to expand to include

the over-30 age group. The 30-year age was targeted as many women tend to have children by that age and become less active in sport.

Modesty is the main consideration that inhibits women's involvement in sport. Any sporting activity that has a figure-hugging or revealing uniform will raise cultural concerns. However, this is changing due to increasing western influence.

Junior sport program

A number of sports have structured leagues and tournaments that are conducted at various times of the year. Apart from the national sport federations, junior sport programs are run by:

- schools, through the Community After-school Recreation and Education program
- local governments
- the national government
- non-government organisations.

Details of these are provided in other sections of this report.

Other programs, activities and issues

While there is no national sport policy, MINOC has developed a national sport development plan and has submitted it to the Oceania National Olympic Committees for review.

MINOC acts as a liaison with and among sports. Most of its activities are aimed at the country's performance at regional games and world championships.

Boston University has a graduate program called World Teach, funded by China, that supplies up to 12 graduates per year to the Marshall Islands on 12-month placements. Most of these placements are in teaching and extra-curriculum development activities. This extends to sport and those graduates who have sport skills (for example, playing and coaching).

There is no set budget for non-government sport. The government has fully supported funding requests from MINOC for participation in regional tournaments. However, in the lead-up to any national or international event that requires funding, it submits an application to the ministry on a case-by-case basis.

Non-government organisations such as the Ajeltake Sports Organisation, Mission Pacific and Laura Sports Club provide basketball and volleyball leagues targeting 'youth at risk'. The statistics in delinquency where these sport programs exist show notable evidence of the success of this idea.

One community group, Waan Aelon in Majel, combines traditional sport with contemporary skills to provide youth at risk with avenues for employment and activity.

Like most Pacific countries, the Marshall Islands has a need for facilities. Basketball, volleyball, and fast and slow-pitch softball are the national sports. There is constant competition for access to limited sport facilities, and with basketball taking most facilities, other sports struggle to form teams and sustain competitions.

Many residents have English as their second language, so resources and sport development initiatives must take this into account. For MINOC and the government, this means added costs in dual-language presentation and material.

There is a Council of Chiefs, whose support is important for any sport initiative to gain acceptance. Therefore, support from both government and the council is necessary.

The country's President is keen to promote sport as an avenue for youth and national development. He has requested that MINOC proceed with the appointment of a full-time sport consultant/contractor to oversee and direct the process of the Marshall Islands' admission to the Olympic movement and to organise general and individual sport development.

MINOC is working with the Oceania National Olympic Committees to prepare a bid for their Olympic recognition. Currently MINOC:

- has drafted a charter, by-laws and constitution
- is recognised by the government as the 'sole national representative sports body from the Republic of the Marshall Islands to the international and national sporting communities'
- has received six letters from international sport federations recognising their good standing
- holds a letter signed by its national federations for tennis, table tennis, athletics, fast-pitch softball, swimming, weightlifting, basketball, volleyball, soccer, canoe, all-around, spear fishing and women's slow-pitch softball recognising the election and formation of MINOC
- has developed a national sport development plan.

There is generally strong support and qualified people to administer sport, but there is a need for increased international technical assistance and sport administration to qualify coaches, athletes, referees and officials. A lack of funding also inhibits the employment of full-time administrative staff and qualified people. Many of the current positions are held by volunteers, who have full-time jobs outside of sport.

Some specific issues are:

- very few sport committees operate year round
- often people on sport committees access personal funds to conduct events
- athletes need technical assistance.

Sport in the Marshall Islands is seen to contribute to social cohesion, international recognition and socio-economic growth.

Sport in the Marshall Islands is also considered as a motivator:

- to help youth at risk
- to offer participants alternatives to antisocial behaviour. For example, in the Community After-school Recreation and Education program, participants cannot compete if they are under the influence of drugs and must remain drug free for the entire playing season.

Sport is used as an incentive in education. If children miss school or fail to do an assignment, they have to miss out on sport. This has proven to be a successful motivator.

Sport is considered to be the main way to help with social issues such as teen suicide (the Marshall Islands has the highest rate of teen suicide in the Pacific).

Generally, there is a high level of poverty in the Marshall Islands. Access to sporting equipment and the cost of participation are significant concerns. A baseball, bat, cap and glove are valued items to own.

Priority areas for the future

- Olympic status — the Marshall Islands' highest sport priority is to gain Olympic status and have MINOC established as a National Olympic Committee.
- Sport development officer — there is an urgent need to appoint a paid full-time sport manager to strengthen MINOC's activities, communication and coordination.
- National sport policy — the Marshall Islands needs to develop a national sport policy to determine roles, responsibilities and working relationships of all sport stakeholders and to give direction and government support. The policy should be produced in conjunction with a development or implementation plan

that lists actions, those responsible and timelines.

- Multi-sport regional event — the Marshall Islands wants to hold a large multi-sport regional event. An event of this nature will drive facilities development and help greatly in giving sport the boost it needs. This fits well with the Oceania National Olympic Committees' objective of development through competition.
- Management education program — a sport federation management-education program is required to provide ongoing access to training and education opportunities for those involved in national sport federation executives.
- Volunteer education program — a volunteer education and development program is required to raise awareness and provide volunteers with training and support. This program would be aimed at all levels of sport in both government and non-government sectors.
- Coach and official development program — there is a very low number of qualified coaches and officials, but a high level of interest. There is a need for a development program to produce qualified coaches and officials to help organise and conduct sport activities.
- Sport resource centre — a sport resource centre (electronic, hardcopy and visual) for administrators, coaches and officials with dual-language resources (Marshallese and English) would benefit sport development.
- 'Pathways in sport' resource — the national sport federations feel they need to produce a 'pathways in sport' resource to attract and retain participants (particularly children) in sport and show them the potential benefits sport can bring in terms of recognition, travel and international experience.



Country ■ Nauru

- **Capital** Aiwo-Yaren
- **Population** 12 100 (2003)

55

Introduction

The island of Nauru comprises an area of just over 21 square kilometres, with an exclusive economic zone of 320 000 square kilometres and a total population of 12 100. Nauru has one of the highest rates of diabetes and one of the lowest rates of life expectancy in the Pacific.

Nauru faces one of the most, if not the most, challenging sporting landscapes in the region, primarily because of its size (both geographic and demographic) and its depressed local economy. Despite this, Nauru has become a leading weightlifting country, winning two gold, five silver and eight bronze medals at the Manchester 2002 Commonwealth Games.

The Nauru National Olympic Committee (NNOC) was formed in 1991 and was recognised by the International Olympic Committee in 1994. It competed at its first Olympic Games in Atlanta in 1996 and its first Commonwealth Games in 1990 in Auckland. Nauru has not yet competed in the Paralympic Games.

Structure of sport

Nauru's Department of Sport is within the Ministry of Health. The department has a modest budget, which has been reduced in recent years.

NNOC is responsible for developing elite sport and preparing teams for participation in elite international competitions such as the Olympic Games, Commonwealth Games, South Pacific Games and South Pacific Mini Games.

NNOC has 17 affiliated sports including Olympic and non-Olympic sports.

Sport and physical education

Nauru has no uniform school sport or physical education curriculum or program. There are no professionally qualified teachers to deliver sport and physical education. This is a contributing factor to the lack of youth and teenage participation in sport. Nauru's Department of Sport, Department

Nauru's female athletes have had success on the international stage.

of Education and NNOC agree that resolving this shortcoming is a priority.

Problems are exacerbated by the lack of sport equipment. This is also a significant factor among national federations and local sport organisations.

Nauru's Department of Education has identified teachers who are suitable candidates for formal training in physical education.

Sport for people with a disability

There is no sport program for people with a disability in Nauru. While the Nauru Paralympic Committee is recognised by the International Paralympic Committee, the country has not competed at any Games and does not run programs for people with a disability due to a lack of funds, equipment and resources.

Women in sport

The women-in-sport movement is new to Nauru. No formal women-in-sport unit has been established, although plans are underway to establish a women in sport commission that will be affiliated with NNOC.

Nauru's female athletes have had success on the international stage with Reanna Solomon, a weightlifter, winning gold at the Manchester 2002 Commonwealth Games.

The main factor affecting the development of women in sport in Nauru is the same one that threatens other areas of sport development in Nauru — a lack of adequate

office space and resources with which to communicate with external organisations.

Two of NNOC's 11 board members are women.

Junior sport program

Junior sport initiatives in Nauru are the responsibility of the national sport federations. Weightlifting and Australian football are the only federations in Nauru that run active junior development programs.

Other programs, activities and issues

Two significant factors, unique to Nauru, threaten the delivery of sport.

The first factor is land ownership. Most land in Nauru is privately owned. Phosphate mining has reduced the country's habitable area to just 20 per cent of total land mass. Landowners are increasingly reluctant to sell or lease land to government organisations. This has ramifications for developing sport in Nauru. The construction of any facilities is subject to the availability of suitable land, which is increasingly hard to find. Indeed, an offer by the Australian Government to construct a temporary athletics facility is yet to be realised because of an inability to find the land required, even on a temporary basis.

The second factor is the lack of financial resources needed to build and maintain sport facilities. In recent years, the construction of new facilities in Nauru has increasingly relied on financial and intellectual assistance from other countries. This situation is unlikely to change in the foreseeable future, given

the country's current economic climate. In 2001, construction began on an indoor multi-purpose gymnasium, only for progress to stall in 2002 after the donor country withdrew the funds. The Nauru Government does not have funds to complete the construction and the building now lies incomplete and is rapidly decaying.

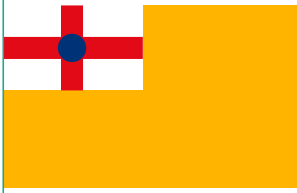
Nauru's national sport federations have identified three main priority areas:

- training qualified coaches and access to coach education programs
- training local sport administrators and access to sport administration courses
- access to information technology resources including the Oceania Sport Information Centre and the Australian Sports Commission's National Sport Information Centre.

Priority areas for the future

- Sport and physical education curriculum — Nauru needs to create, implement and deliver a school sport and physical education curriculum. Formal training of physical education teachers and supply of equipment would facilitate the delivery of such a curriculum.
- Sport medicine education — Nauru needs to develop its sport medicine knowledge. Formal training for an existing medical practitioner and education of existing coaches and administrators in modern sport medicine practices are required.
- Sport information and resource facility — a sport information and resource facility would provide sporting organisations with information on coaching and management, internet access, communication services, basic office and filing services, audiovisual services, meeting and conference venues, and qualified staff to manage the facility.
- Administrative skills education — national federations need to develop their administrative skills by hosting sport education workshops. They also need administrative and management resources.
- Sport facilities — international-standard facilities need to be developed. A swimming pool, an upgraded athletics track and field, and a multi-purpose field for Australian football, soccer and other field sports have been identified as local requirements.
- Coach education programs — coaching expertise needs to be developed, allowing targeted coaches to complete courses in coaching principles and sport-specific accreditation.
- Overseas scholarship opportunities — providing elite athletes with an increase in overseas scholarship opportunities. International experts could also be provided to deliver in-country coaching courses.

In recent years, the construction of new facilities in Nauru has increasingly relied on financial and intellectual assistance from other countries.



Country ■ Niue

- **Capital** Alofi
- **Population** 1650 (2003)

59

Introduction

Niue is located in the centre of a triangle of Polynesian islands, made up of Tonga, Samoa and the Cook Islands. Niue is 2400 kilometres northeast of New Zealand, on the eastern side of the International Date Line.

At the peak of its population, Niue had more than 10 000 permanent residents, but this has dropped to approximately 1650. Sport and physical activity in Niue are vehicles to bring the community together, and participation is encouraged at all levels.

While sport maintains an important role in Niue, its organisation and management is the responsibility of a few dedicated people who hold many positions within the community.

Structure of sport

The Niue Island Sports Association and National Olympic Committee (NISANOC) is the peak non-government sport association with which national sport federations affiliate. There are 19 sport associations, and 14 of these are national sport federations. NISANOC is not recognised by the International Olympic Committee.

While NISANOC aims to become part of the Olympic family, this cannot occur at present because Niue is a self-governing territory in free association with New Zealand and therefore does not meet the necessary criteria. The International Olympic Committee reviewed its membership criteria, which now prevents countries such as Niue from becoming a member. Cook Islands, American Samoa and Guam achieved membership status before the International Olympic Committee changed its guidelines.

NISANOC conducts its own sport activities. The most commonly played sports are netball and rugby union.

Primary and secondary schools in Niue are working to improve their development and delivery of physical education and sport. Physical education has been formally taught in the high school since 2002. In 2003, physical education was recognised for the first time as an academic subject on the National Certificate Education Achievement Award. Very little physical education is taught in the primary school, however, NISANOC conducts some sport sessions in a program called Tama Mana.

Niue does not have a national sport policy.

Sport and physical education

Niue High School

Niue's only secondary school, situated in Alofi, has 200 students.

While the high school has provided physical education since 1965, there was no set curriculum and the classes were taught by people without relevant training. A trained physical education teacher was employed in 2002.

Fifty-minute physical education classes are taught once a week. The 11-week block of classes includes six weeks of practical sessions and five weeks of limited theory.

Prior to 2002, school sport instruction focused on games, and the school aligned its sport activities with NISANOC's short sport seasons. The school now focuses predominantly on rugby union and netball, although other sports are conducted at other times throughout the year. All school sport is conducted for one hour on Wednesday afternoons. Students compete in one of four sport houses.

The school does not run any after-school sporting activities, but there is a school holiday program run in the Alofi town centre. There is a perception that what is done in the Alofi town centre is only for Alofi children and because no school bus runs during holidays, children from outside town do not access the program.

There are no links between the high school's physical education curriculum and other sporting activities in the community.

Niue Primary School

In relation to physical education and sport, the primary school focuses on skill development and fun, rather than knowledge of games and the rules.

Health circuits are run in ten-minute sessions, twice a day, before school and after 11.00am. As part of peer tutoring, senior students coordinate the early morning sessions, while teachers are present during the later sessions.

These sessions are run because:

- no time is dedicated to physical education during the day
- it is difficult to fit physical education into the current curriculum
- they help to 'switch the students on' in the morning and after the break
- there are limited human resources for physical education/sport activities (there are no qualified physical education teachers in the school).

Every three months, the New Zealand Government sends support teachers to the primary school to work in specific key learning areas. Physical education was addressed late in 2003, but the physical education and sport curriculum will not be reviewed until 2005.

Health circuit activities are aligned with NISANOC's sport season, which means specific sport skills are incorporated into the circuits at particular times of the year.

The school now focuses predominantly on rugby union and netball, although other sports are conducted at other times throughout the year.

The island has significantly low numbers of people with a disability.

Each Friday, NISANOC conducts its Tama Mana program in two hour-long sport sessions — Kindergarten to Year 3 in the morning and Years 4 to 6 in the afternoon. While the sports covered are linked to NISANOC's sporting seasons, student interest means there is an emphasis on netball and rugby union. Other sports such as volleyball, soccer and cricket are played at various times during the year. Boys and girls are separated during these sport sessions, and girls are often left unattended due to the limited human resources.

The school has limited and damaged sport equipment and sport education resources, which make conducting lessons extremely difficult. Purchase of resources is costly.

Sport for people with a disability

NISANOC has not worked with people with a disability in the past and there is no Paralympic Committee.

Sport for people with a disability has not been identified as a need in Niue; the island has significantly low numbers of people with a disability. NISANOC is prepared to look at ways people with a disability can be integrated into existing sport programs.

Women in sport

Women are included in the 'sport for all' approach to health and physical activity on the island. However, some sports have not included women due to cultural beliefs. For example, it is part of Niuean culture that women are not allowed to touch firearms, hence they have not competed in shooting competitions.

Junior sport program

As previously noted, NISANOC conducts its Tama Mana program in the primary school.

Other programs, activities and issues

Matua Manaia (veteran sport) focuses mainly on healthy lifestyle activities for the older people in Niue. The Pacific islands have the highest percentage of people with diabetes in the world. Physical activity is one mechanism that is being implemented to address this health concern. Education is also helping people realise that a healthy lifestyle contributes to longevity.

Niue once had a coordinated village-based community police program. In addition to their regular duty, police officers helped the community deliver and administer sport programs and activities. This community program no longer exists because of the declining population.

The police have some direct involvement at the high school, running sessions on young people and the law. Some sport programs are run with the support of the police.

Priority areas for the future

- Olympic status — Niue wants to achieve National Olympic Committee status. This would enable NISANOC to link with development activities and opportunities such as Olympic Solidarity. Under the current International Olympic Committee guidelines, Niue does not meet the necessary criteria for membership because of its free association with New Zealand.
- Operational strategy — to improve communications at all levels of sport, both local and international, an operational plan should be developed.

- Expanded curriculum — Niue is one of the few Pacific island countries to have a school physical education and sport curriculum. However sport authorities want to expand the curriculum to include more sessions and a greater range of sports. Any expansion will require a commitment from the government to provide associated resources.
- Teacher training — there needs to be training and professional development for teachers to address the identified physical education and sport needs within the schools. Courses need to be conducted at suitable times to ensure attendance.
- Sport resources — sport resources need to be increased, particularly for schools but also for sport clubs and associations. Niue suffers from a lack of sport resources. The equipment they do have is old or damaged.
- Sport education programs — there needs to be in-country sport education programs for coaches, officials and administrators, including those working with people with a disability.
- Scholarship opportunities — NISANOC wants to increase the use of Oceania Olympic Training Centre scholarships for in-country or regional training. This will potentially develop larger numbers of athletes and coaches in each sport.
- Sport book — preparation of a book that promotes sport on the island and records its history in sport.
- Volunteer education program — an education and development program would raise awareness of the benefits of volunteering and increase the number of volunteers in sport in Niue.
- Following the damage and loss caused by Cyclone Heta in early January 2004, there is a greater need for sporting equipment in Niue.



Country ■ Palau

- **Capital** Koror
- **Population** 20 300 (2003)

63

Introduction

While Palau is located closer to Asia than any other ASP Sports Program country, it has little in common with its Asian neighbours. Rather, Palau is a Pacific island country of 20 300 people. Sport plays an important role in the culture of Palau as a vehicle for social cohesion.

For its size, Palau does relatively well in sport, a testament to good management and cooperative activity. Palau aims to become more of a force in sport in Micronesia and the Pacific region. While Palau has ideas on how to achieve this improvement, the country faces considerable work in developing sport systems and infrastructure, and increasing the general level of sport performance and activity.

Palau has two main island centres — Koror and Babeldaob — which are linked by a bridge. Other islands such as Peleliu and

Kayangel have their own sport activities. These islands are linked to the main centres by frequent boat trips.

The Palau sport system is not as similar to the US system as other Micronesian countries. Nonetheless, US sports such as baseball and basketball are prominent, as is seasonal and event/tournament-based activity.

Palau sport has been able to develop its own system over time. Government funding to the Palau National Olympic Committee (PNOC) has assisted sport development at the management level, but the funding and operations of day-to-day sport are handled mostly by each sport.

Palau's sport facilities have improved as a result of hosting the 1998 Micronesian Games. Despite limited funding, Palauns value their sport and facilities are relatively well maintained.

Sport plays an important role in the culture of Palau as a vehicle for social cohesion.

Palau has an economy based on tourism and limited industry. It also relies on its Compact of Free Association with the United States for significant funds.

PNOC was formed in 1998. Palau first competed in the Olympics at the Sydney 2000 Games. Palau has not competed in the Paralympic Games.

Structure of sport

Key stakeholders in Palau's sport system enjoy a good working relationship and include:

- the Ministry of Community and Cultural Affairs, which is responsible for the funding and overall direction of Palau sport at the national level. The ministry works with PNOC, various national sport federations and school sport
- the parks and facilities section of the ministry is responsible for providing and maintaining sport facilities
- various state governments responsible for running sport programs, which are funded through government initiatives in health, youth and the general community
- each of Koror's 12 hamlets operates sport programs and are part of an inter-hamlet sports league
- the Ministry of Education is involved with sport programs, the principal one being the Inter-scholastic Sports League.

The Ministry of Community and Cultural Affairs and PNOC are mandated by government order to facilitate communication and cooperation.

PNOC is an active player in Palau sport development and has strong community links. Individual national sport federations generally show a good level of consistent activity. In addition, various community groups, working from the national to the local level, make significant use of sport in their activities. One notable community group is 'Me Too' for people with a disability.

Thirteen national sport federations are affiliated with PNOC. It has a small number of full-time sport development officers who maintain an active role in sport development at all levels. Typically, the sport development officers have dual or multiple roles. For example, one officer works across sport generally, but also coordinates the Inter-scholastic Sports League's programs.

PNOC is also responsible for preparing teams for Palau's participation in major sporting events such as the Micronesian, South Pacific and Olympic Games.

PNOC receives an annual, direct appropriation of funds from the Palau Government. This is important as it allows for planning and budgeting of sport development activities, and enables sport to take a greater level of responsibility for its development.

Sport and physical education

Schools in Palau deliver five core subjects with health, sport and physical education added to the weekly timetable whenever possible. Schools simply do not want the children to miss out. In the absence of allocated funding, schools operate their programs in conjunction with the national sport federations. The main sports covered in the school program are baseball, track and field, basketball and softball.

Palau citizens value sport and see associated health, fitness and positive lifestyle benefits as a matter of importance. There is some frustration over the lack of teachers qualified in sport and physical education.

The Inter-scholastic Sports League provides opportunities for secondary-school students to participate in friendly sport competition. The league encourages improved academic performance by linking sport and education in a positive way — participation (making the team) requires a grade point average of 2.5. The league conducts competitions in track and field, cross-country running, basketball, volleyball, softball, baseball, swimming and table tennis.

The Inter-scholastic Sports League provides opportunities for secondary-school students to participate in friendly sport competition.

Sport for people with a disability

Palau has no Paralympic Committee. The non-government organisation, 'Me Too', offers one-off sporting events and activities in the Koror area.

Palau has applied for membership to the International Paralympic Committee through the South Pacific Paralympic Committee. The group leading the application comprises various organisations linked to the Ministry of Education's special education program.

Sport programs welcome athletes with a disability, but do not specifically cater for them. Disabled athletes are required to compete in existing competitions.

Women in sport

In 2002, Palau organised a fast and slow-pitch softball league for females between the ages of 15 and 38. That league failed due to poor organisation. There is no specific national women-in-sport program. Each national sport federation has its own women's program and women are included in all sport programs. Women have won more medals than males at the representative level and hold three places on the PNOC executive. There are no barriers or restrictions to women competing in or accessing sport.

Junior sport program

Palau has structured junior sport programs, conducted by a variety of sport organisations. The programs are largely league and competition based, and are run by:

- individual national sport federations (including any talent identification)

- schools (including the Inter-scholastic Sports League)
- state governments (for special events such as fun runs).

Other programs, activities and issues

Palau does not have a national sport policy. PNOC is working with the Ministry of Education and the Ministry of Community and Cultural Affairs to set up a structure to prepare a sport policy that will include an associated national implementation and/or development plan.

Increasingly, the national sport federations are embracing the concept of a yearly calendar of competition activities for juniors and seniors.

Palau sees great merit in offering a sport and physical education teacher-training course in Koror, and sees the potential for expanding this to create a centre for training such teachers in Micronesia.

In addition to a training centre, there has been discussion about setting up a sub-regional coach education centre.

The Ministry of Education has developed a suitable physical education curriculum and resource guide, which it hopes to have introduced as part of the permanent school curriculum.

There are also summer sport programs, conducted for non-schooled children, that are linked to the Inter-scholastic Sports League programs.

PNOC believes a major step forward would be to have sport development officers for each sport.

Palauans believe that sport has definite health benefits by keeping people active and physically fit, and has a deterrent effect in helping people avoid antisocial behaviour.

One major sport concern is the lack of qualified people (especially administrative people, but also coaches and officials) and trained volunteers to help organise and run sport.

Sport federations want to move to more individualised athlete training programs, and be able to offer incentives and more support for athletes in training.

There is a lack of public sport facilities and maintenance of existing facilities. This situation is more pressing on the outer islands.

Some additional considerations are:

- the selection of coaches and teams
- athlete availability
- cultural and family ties
- limited options for increasing public awareness of sport federations activities
- stated lack of planning for future sport development
- too many 'layers' for people to get through to gain access to facilities
- re-establishing management training workshops.

Priority areas for the future

- Qualified people — Palau needs education and development programs for the range of people running sport.
- School programs — sports want to expand their school and physical education programs, and have the government add them to the official school curriculum. This would include teacher training in physical education and sport.

- Multi-sport centre — Palau suffers from a lack of facilities in relation to supply, particularly during peak times, such as after school. One suggestion is to establish a youth multi-sport centre in Koror.
- Athlete pathways resource — the federations want an athlete pathways resource, which would link with a sport selection and talent identification program to attract and retain more athletes. This initiative would help athletes determine the sports to which they are most suited, help identify potential elite athletes, and show athletes the potential pathways that sport opens to them, such as international representation, travel, national recognition and employment.
- Sport development officers — PNOC seeks to have sport development officers for each sport. The major issue will be how to fund these positions.
- More links with community elders — sport authorities believe they need to develop and implement strategies to extend links with community elders to gain more support for masters and veterans athletes and events. They hope this would also increase volunteer participation from these groups.
- Facilities management and maintenance — maintenance and management are issues that must be tackled through innovative measures to create financially sustainable clubs. As a result, Palau needs assistance with sport management skills. These will enable sport organisations to plan and implement a user-pays environment, aimed at increasing sport programs and activities, and helping to generate prizes and funds to operate and maintain facilities.

Country ■ Papua New Guinea

- **Capital** Port Moresby
- **Population** 5.7 million (2003)

67

Introduction

Papua New Guinea is an independent island state comprising approximately 600 smaller islands in addition to the eastern half of the New Guinea island (bordering Indonesia), with a total area of 462 840 square kilometres. More than 800 indigenous languages are spoken among the population of 5.7 million.

Sport in Papua New Guinea has benefited through significant assistance from the Australian Government. At the 2000 Olympic Games, Australia's Prime Minister, the Hon. John Howard MP, announced a \$3 million gift to Papua New Guinea in the form of a community sport program — the Australia–PNG Silver Jubilee Sports Program — to celebrate the 25th anniversary of its independence.

Founded in 1961 as a non-profit organisation, the Papua New Guinea Sports Federation was established so the country could participate in the British Empire (Commonwealth) Games in Perth in 1962 and the first South Pacific Games in Suva in 1963. The federation was accorded National Olympic Committee status in 1974 and competed in the 1976 Olympic Games in Montreal. Papua New Guinea has a Paralympic Committee, and

competed in its first Paralympic Games in Sydney in 2000.

The delivery of sport programs, like many programs in Papua New Guinea, is limited by the geographic diversity of the country. Domestic travel is difficult, expensive and often laborious. There is no rail system and the road network is affected by the rugged terrain.

Structure of sport

Two peak bodies are responsible for sport in Papua New Guinea: the Papua New Guinea Sports Commission, and the Papua New Guinea Sports Federation and National Olympic Committee (PNG Sports Federation).

The PNG Sports Commission — the statutory authority responsible for policy and sport development — reports directly to the Minister for Community Development.

The Commission delivers programs in each of the country's 20 provinces. Activities include the Pikinini Junior Sport Program, disability sport, youth leadership programs and a physical education program through the National Sports Institute in Goroka.



The PNG Sports Federation is responsible for preparing teams for international competitions such as the Olympic Games, Commonwealth Games, South Pacific Games and South Pacific Mini Games. The federation is also responsible for developing elite athletes and coordinating relevant corporate sponsorship and fundraising programs. It also organises community programs including the nationwide Trukai Fun Run, the Prime Minister's celebrity walk, the Prime Minister's corporate golf day and the women-in-sport active lifestyle program.

The federation also runs a successful corporate sponsorship program called Operation Gold. The program generates significant revenue that the federation primarily uses to send teams to international competitions.

Papua New Guinea's national sport policy has recently been reviewed. It defines the roles and responsibilities of all stakeholders in the country's sport. The policy was endorsed by the Papua New Guinea Government in early 2004.

Sport and physical education

Papua New Guinea is in the process of reinvigorating its school sport and physical education programs. A needs assessment for school sport and physical education was launched by the Silver Jubilee Community Sports Development Program at the start of 2004. Following the assessment, delivery of the program will be restructured.

The Ministry of Education is responsible for school sport and physical education. Primary and secondary schools have time allocated for sport and physical education, but the lack of resources means these activities are poorly organised, verging on non-existent. The fact that schools allocate time to physical education and sport indicates that these subjects are recognised as a valuable component of the country's education curriculum.

Primary-school teachers usually train at one of the country's nine community teachers' colleges. Secondary-school teachers train at the University of Goroka. Aspiring physical education teachers at the university attend physical education lectures delivered by the National Sports Institute.

The Department of Education is responsible for curriculum development. Currently, a major review of the primary-school curriculum is being conducted through the AusAID-funded Curriculum Reform Implementation Program. This review is focusing on all subjects in the curriculum.

A major issue pertaining to physical education is the lack of equipment and teacher resources. This may threaten the delivery of a new physical education curriculum, and is of particular concern in rural areas where the lack of sport equipment in schools is a problem.

Sport for people with a disability

The Papua New Guinea Disabled Sports Association is the recognised National

Paralympic Committee and is a subsidiary of the PNG Sports Federation.

The association runs programs including regional games and coaching workshops for athletes throughout the provinces and runs a national disability sport carnival every two years.

While the association is relatively active, like so many sporting organisations in Papua New Guinea, it is limited by financial and resource constraints. The association receives assistance through the Silver Jubilee Community Sports Development Program, the PNG Sports Commission and the PNG Sports Federation as well as private-sector sponsorship. Yet, the association finds itself with a significant shortfall that inhibits its ability to deliver specific programs.

The majority of children with a disability who attend school are absorbed into the mainstream education system. Church and community groups run several schools specifically for children with a disability, and these are spread throughout Papua New Guinea. There are no systematic sport programs in the private schools for children with a disability, and those attending mainstream schools are virtually isolated from school sport programs.

Women in sport

The PNG Sports Federation coordinates the women-in-sport movement in Papua New Guinea, and established a women-in-sport sub-committee in 2001. The sub-committee has a major corporate sponsor that promotes sport activities for women and girls. The sub-committee provides a women-in-sport active lifestyle program, newsletters and posters, as well as assistance to send teams to international competitions. It also receives assistance through the Silver Jubilee Community Sports Development Program, which assists with sport administration courses.

Junior sport program

The PNG Sports Commission runs the Pikinini Sports program as well as a school holiday sport program.

Some national sport federations also run junior development programs including athletics, Australian football, netball, soccer, volleyball, tennis and swimming.

In addition to the above, the International Education Agency Schools run inter-school carnivals in Port Moresby.

The PNG Disabled Sports Association is trying to establish a junior development program incorporating a National Junior Disability Games. These programs are not yet active, due to limited funding and resources.

Other programs, activities and issues

The PNG Sports Commission is in the process of establishing a provincial games to keep in step with other Pacific countries that have instigated similar events. The concept is to have a provincial multi-sport competition for which teams from each of the 20 provinces will select representative sides. The event is scheduled to be held every two years.

The PNG Sports Federation is preparing to stage the inaugural Papua New Guinea National Games in 2005.

Papua New Guinea is in the advantageous position of having a National Sports Institute in Goroka built by the government in 1979. The institute is under-used at present. Despite having the buildings, fields and basic infrastructure in place, it is poorly resourced, making it difficult to attract national and international teams to the site. The site was originally built as a 'sport for all' resource, responsible for delivering and developing programs in physical education, sport education (coaching, administration and sport science/sport medicine) and national training camps. A lack of resources and

subsequent low patronage mean the institute has been unable to fulfil its objectives.

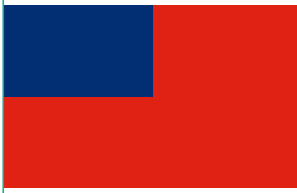
The institute's long-term aim is in delivering education programs. Both the PNG Sports Commission and the PNG Sports Federation would like to see it developed into a leading sport education facility.

The high cost of travel to Goroka is also partly responsible for low patronage at the institute. However, the fact that the facility exists and is operational is a huge advantage to sport in the country.

Priority areas for the future

- National physical education and school sport curriculum.
- National sport policy — the national sport policy will contribute to determining the roles and responsibilities of all stakeholders in sport in Papua New Guinea.
- Disability sport program — disability sport in Papua New Guinea needs assistance. The PNG Disabled Sports Association has established a good range of programs, the implementation of which is restricted by limited government and private-sector sponsorship. Junior sport development programs and school sport programs, in particular, have community development implications.
- National Institute of Sport, Goroka — the institute requires the input of resources to meet its objectives as a national education facility. Needs include
 - computers, written and electronic material, and access to online resources through connections to the Oceania Sport Information Centre in Fiji and the National Sport Information Centre in Australia. Relevant staff also need to be trained in areas such as information management. This could be achieved through placements at the Australian Sports Commission's National Sport Information Centre.
- Facilities maintenance — the maintenance of facilities is a growing concern in Papua New Guinea. There is a general lack of awareness of facilities maintenance and subsequently, many facilities are in danger of falling below acceptable standards.
- Other specific needs — the PNG Sports Federation notes the other following specific needs:
 - sports science
 - information technology for the PNG Sports Federation and national sport federations
 - human resource development
 - business/marketing plan
 - organisation restructure
 - improved performance by athletes, coaches, technical officials and administrators
 - extended scholarships overseas for high performance athletes and officials
 - extended programs for overseas experts to visit Papua New Guinea.

The maintenance of facilities is a growing concern in Papua New Guinea.



Country ■ Samoa

- **Capital** Apia
- **Population** 200 000 (2003)

71

Introduction

Samoa comprises two main islands — Upolu and Savai'i — and other smaller islands. It is located in the southwestern Pacific Ocean, has a total land area of 2944 square kilometres and a population of 200 000.

Sport in Samoa is undergoing enormous growth, due mainly to the South Pacific Games which the country will host in 2007. Accordingly, the Samoan Government is investing heavily in sport, placing a particular emphasis on facility development. Should the government's building plan meet its objectives, Samoa will be left with a legacy of world-class sporting facilities through which sport in Samoa can benefit.

Sport plays an important role in Samoan life. Samoans take pride in the success of their international athletes, in particular their national rugby union team, netball team and weightlifters, who are world-class competitors. Sport has developed as a genuine career path for many athletes who have moved overseas to pursue sporting careers, particularly rugby union players and basketballers. Many of these athletes send money home to their families, which Samoa considers an important export earner.

Structure of sport

At the national level, sport comes under the Ministry of Education, Sport and Culture.

The Samoa Association of Sports and National Olympic Committee (SASNOC) was recognised by the International Olympic Committee in 1983. A year later, Samoa competed in its first Olympics in Los Angeles. Samoa has participated in eight Commonwealth Games, with its debut being at the 1974 Christchurch Games. Since then, Samoa has won 11 medals at the Commonwealth Games.

Sport and physical education

Samoa is one of the few countries in the region to run a National Junior Sport Strategy. The Sportskidz Program is run by SASNOC across five sports: badminton, basketball, athletics, volleyball and netball. At one time, the Sportskidz Program was substantial, being delivered by up to eight sport development officers. Due to budget and resource constraints, the program is now considerably reduced and is only delivered in schools within the Apia district. Staff numbers devoted to its implementation have also been reduced.

The delivery of school sport programs is principally the role of the national federations. Only the larger sports, such as netball and rugby union, have the capacity in terms of equipment and resources to run school programs. Access to schools is a challenge for these federations.

There remains a level of uncertainty with regard to sport and physical education in the Samoan education system. This is due primarily to the absence of a structured physical education program. The corporate plan for education, when complete, will address sport and physical education and the Ministry of Education is in the process of developing a physical education curriculum.

Sport for people with a disability

The Samoa Paralympic Committee is the national body responsible for developing disability sport. It has no strategic or development plan and operates on a limited budget, supported mainly through sponsorship and government assistance. The Samoa Paralympic Committee has ten members, all of whom are volunteers.

While one athlete competed at the Sydney Paralympic Games in 2000, there is no active disability sport program in Samoa. Track and field athletics exists, with field events being the most popular. Wheelchair basketball is trying to get established, but equipment is expensive

Factors that inhibit the growth of disability sport in Samoa include:

- the absence of a strategic plan and development plan for the Samoa Paralympic Committee
- the lack of sport funding for people with a disability — the low profile of disability sport makes it difficult to attract corporate sponsorship, and the government's financial contributions to the Samoa Paralympic Committee are the organisation's primary source of operational income
- accessibility to facilities by athletes with a disability — the majority of Samoa's sport facilities do not accommodate athletes with a disability. An opportunity to remedy this situation will arise as new facilities are built for the South Pacific Games in 2007.

It is generally accepted that there are community development gains to be made through an investment in sport and physical activity for people with a disability.

Women in sport

Three of SASNOC's board members are women, and a vice-presidential position on the board is specifically allocated to a woman. SASNOC recently formed a Women in Sport Commission. While there are no specific women-in-sport activities, the commission has established a working group to examine programs it might implement.

The commission aims to increase women's participation in sport at all levels, from athletes through to administrators. A cultural barrier that affects women-in-sport initiatives is the strong emphasis on family and the important role that women play in family life.

The commission is in the process of defining its role. As a new organisation, it will benefit from external assistance.

There are community development gains to be made through an investment in sport and physical activity for people with a disability.

Junior sport program

As mentioned, Samoa is one of the few countries in the region to have a national junior sport strategy. Budget and resource constraints mean the program has been reduced considerably.

The national sport federations now have the principal role in delivering school sport programs but only the major sports, such as netball and rugby union, have the equipment and resources to run school programs.

Other programs, activities and issues

SASNOC and the Samoan Government have embarked on an ambitious facility development plan in the lead-up to the 2007 South Pacific Games. As part of the plan, the national government has donated land for the Samoa Sports Centre — a centrally located sport facility comprising an athletics track, tennis courts, soccer pitches and a swimming pool. Samoa will be relying heavily on donor countries to fund and build the facilities. The centre will also include new accommodation for SASNOC, comprising offices, a lecture theatre, an information centre and athlete testing facilities. This project is being funded through Olympic Solidarity's OlympOceania program.

The 2007 South Pacific Games will be the major focus of Samoan sport in the immediate future. The committee has identified the need for administrative expertise for this event, particularly in the fields of marketing (because of the heavy reliance on sponsorship dollars), technical expertise (particularly in the area of facility management and maintenance) and competition management.

SASNOC's athlete testing program, which began in 2003, will have a permanent base at the new Samoa Sports Centre. The Performance Enhancement Unit, as it will be known, will become one of SASNOC's major programs and an important service to

national sport federations and athletes. The unit, modelled on Fiji's successful Sports Development Unit, will employ full-time staff to provide basic sport science and athlete testing services, including strength and conditioning training, fitness testing and video analysis.

Priority areas for the future

- Facilities — it is critical that Samoa develops a management plan to ensure that new facilities developed for the 2007 South Pacific Games are properly maintained and fully used, so that Samoa's entire sporting population can enjoy the benefits. Access to current facilities for athletes with a disability is limited, and this needs to be addressed when planning the new facilities.
- School sport and physical education program — there is a recognised need for sport and physical education in schools.
- Disability sport program — the Samoa Paralympic Committee would benefit from an infusion of financial, educational and sporting resources.
- Performance Enhancement Unit — this unit needs to provide staff with further training and equipment. A full-time manager is also needed to coordinate the unit's operation.
- Coach education — there is a need to develop a uniform national education program of an international standard available to coaches at all levels. A uniform national approach also assists with selection criteria for coaches attending major international competitions.
- National sport policy — a national sport policy, clearly identifying the roles and responsibilities of all stakeholders in Samoan sport, will ensure that the country achieves maximum benefit.

Country ■ Solomon Islands

- **Capital** Honiara
- **Population** 500 000 (2003)

75

Introduction

Solomon Islands is an archipelago to the northeast of Australia in the southwestern Pacific Ocean. The archipelago consists of ten main islands and several hundred other islands with a total land area of 28 450 square kilometres. Solomon Islands has a population of 500 000.

Sport in Solomon Islands, particularly in recent years, has benefited from the Oceania National Olympic Committees and the ASP Sports Program. As a result, it is enjoying a period of growth. The National Olympic Committee was restructured in 2001, resulting in a streamlined organisation that can more effectively deliver programs throughout this diverse country.

In 2002, the ASP Sports Program facilitated a forum to establish a national sport policy. This initiative signalled a new approach to sport delivery with the National Olympic Committee and the government each defining their respective roles.

While the government recognises the benefits of sport, particularly in the area of reconciliation, it is experiencing economic

pressures and, as a result, funding for sport is almost non-existent. Indeed, it is a repetitive theme throughout the Pacific islands and an unfortunate reality of the economic pressures facing these countries.

Structure of sport

Two peak bodies are responsible for sport: the Department of Home Affairs and the National Olympic Committee of the Solomon Islands (NOCSI).

The Department of Home Affairs is a national government body. It houses the Department of Sport, which oversees the National Sports Council. The council is the statutory authority responsible for sport and employs four people.

The council has a comprehensive development plan but due to lack of funds, it is unable to deliver most of its programs.

NOCSI was formed in 1983 and competed at its first Olympic Games in 1984. It is responsible for preparing teams for international competitions such as the Olympic Games, Commonwealth Games, South Pacific Games and South Pacific Mini

Many schools also lack the equipment needed to deliver effective physical education and school sport programs.

Games. As is the case with many smaller countries, NOCSI also has a role in running community and junior sport programs. This is done in collaboration with the National Sports Council, with which it has a good working relationship.

Sport and physical education

Solomon Islands has a physical education curriculum, although its implementation is sporadic. Physical education is a non-examinable subject in secondary schools and course content varies from school to school. The general consensus is that the current physical education curriculum is outdated. Many teachers have not received sufficient training.

School sport and physical education is the responsibility of the Ministry of Education. Primary and secondary schools allocate time for sport and physical education, but lack of resources limits activities. Physical education and sport are recognised as a valuable component of the country's education curriculum.

All school curricula are developed by the Curriculum Development Centre. The centre employs a senior curriculum officer who is responsible for sport and physical education. Improved resources and information would increase the officer's capacity to develop a modern curriculum.

Teachers are educated at the College of Higher Education. The college employs a lecturer in physical education and sport, but the absence of a contemporary curriculum has led to fewer teachers choosing physical education as a major.

Many schools do not have the equipment needed to deliver physical education and school sport programs.

An event called the Secondary School Sports Carnival used to be run for all secondary schools in Honiara, but no longer takes place.

Sport for people with a disability

The only established disability sport program being delivered is a basketball program for hearing impaired and mute children in Honiara. The program is run entirely by volunteers, and the lack of financial resources and facilities confines the program to the capital. The program has a long-term objective to expand into other provinces and other areas of disability.

The program has been successful in changing the public's perception of these children. Expanding the program would have community benefits. Parents of participants in the deaf and mute basketball program have told organisers that they have noticed a remarkable increase in the confidence of their children. The children are more willing to participate in everyday activities and are becoming more widely accepted by the community.

Children with a disability attend the Red Cross Handicapped Children's Centre, which caters for all disabilities except blindness. Attendance at these schools is limited to people in Honiara. The centre has no sport program.

Women in sport

There is no active women-in-sport program. The National Sports Policy aims to 'encourage, support and increase the active participation and involvement of women in sport'. The National Olympic Committee has a Vice-president for Women in Sport. There is strong representation of women in administrative roles in sporting organisations. The National Olympic Committee is active in promoting more women-in-sport programs.

Junior sport program

Most junior sport competitions are run through the school system (such as intramural competitions).

National sport federations also run junior sport programs as part of their operations. These programs are separate to the school curriculum, and range from primary-school competitions to a junior training program.

The National Sports Council and NOCSI do not run structured junior sport programs.

Other programs, activities and issues

The National Sports Council and NOCSI believe the establishment of an academy of sport is a critical component of developing sport. The academy would assist elite and potentially elite athletes and coaches by providing supervised and tailored programs, fitness testing and monitoring, access to better facilities and an improved education program. It is anticipated that the academy would employ full-time staff to service academy athletes and coaches.

The National Sports Council has plans for a national outreach program designed to develop sport programs in the outer provinces. The proposed program would develop resources for coaches, athletes, umpires and administrators to increase provincial sport and physical activity.

A sport education centre is another program that has been planned. The centre, through links to the Oceania Sport Information Centre and the Australian Sports Commission's National Sport Information Centre, would deliver sport education programs as part of a national accreditation scheme for coaches and administrators.

In October 2003, NOCSI signed a 50-year lease agreement with Honiara City Council giving NOCSI managerial control of major sport facilities in Honiara. Facilities included under the lease agreement are the multi-purpose hall, an administration building, three tennis courts, two netball courts and the old Community Centre.

By giving NOCSI control of the sporting facilities, they should become more accessible to local, provincial and national teams and athletes. This, of course, presents new challenges to NOCSI, which now has major facility management as one of its core functions.

Olympic Solidarity and some donor countries are funding a major renovation of facilities. These facilities are important should Solomon Islands proceed with its plan to bid for the 2011 South Pacific Games.

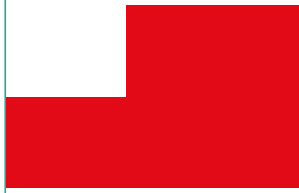
Priority areas for the future

- Facilities — a comprehensive capital works program to develop generic, multi-purpose outdoor courts in Honiara and the provinces would have a profound effect on increasing sport participation. The country also lacks an athletics track and stadium. A well thought out plan for the development of a basic athletics stadium could service not only athletics, but soccer, rugby union and rugby league.
- School sport and physical education program — notwithstanding the desire for a program and existing infrastructure, there is a need for increased resources and assistance.

- Disability sport program — the existing program for speech and hearing impaired children in Honiara is a solid foundation for an expanded program, servicing other areas of disability and the outer provinces.
- National academy of sport — a national academy of sport would ensure that international assistance is more effectively channelled and that such assistance benefits not only elite athletes, but the community as a whole. A sport academy with full-time staff would be able to service community and school teams, and be a logical location for an education centre.
- Sport education centre — by establishing links with the Oceania Sport Information Centre and the Australian Sports Commission's National Sport Information

Centre, the centre would be more readily able to access information on sport, nutrition and health. Such a resource could be used by schools, community groups and sporting organisations. It provides an information link to worldwide expertise, in particular the Australian Sports Commission and the Australian Institute of Sport.

- Provincial outreach program — a well-resourced outreach program, focusing on the development and distribution of resources and incorporating training programs, would have a positive effect in increasing community participation in sport and physical education, leading to an increase in social development objectives.



Country ■ Tonga (Kingdom of)

- **Capital** Nuku'alofa
- **Population** 100 000 (2003)

79

Introduction

The Kingdom of Tonga is one of the world's few remaining constitutional monarchies, ruled by His Majesty King Taufa'ahau Tupou IV. It is the only South Pacific country never to have been colonised by a foreign power.

Tonga is located about 650 kilometres southeast of Fiji. It consists of more than 150 islands spread over about 360 000 square kilometres. The islands are divided into three main groups: Tongatapu, Ha'apai and Vava'u.

The population of Tonga is 100 000. The population is unevenly distributed and about two-thirds of the people live on Tongatapu.

Delivery of sport in Tonga is difficult due to its dispersed population. However, in 2003, the Tonga Amateur Sports Association coordinated the first regional games for the island groups, which culminated in national games in Vava'u.

Structure of sport

The Tonga Amateur Sports Association and National Olympic Committee (TASANOC) was created in 1961 to prepare a national team for the first South Pacific Games held in Fiji in 1963. Tonga participated in its first Olympic Games in Los Angeles in 1984.

The Tonga National Paralympic Committee was established in 2003. Tonga participated in its first Paralympic Games in Sydney in 2000.

TASANOC develops community and elite sport in Tonga. Twenty-six organisations are affiliated with TASANOC, 24 of which are national sport federations.

TASANOC has organised development officers to work in schools and the Alonga Centre, the only residential facility in Tonga that caters for people with a disability. The development officers are providing valuable sporting opportunities for students and Alonga

Delivery of sport in Tonga is difficult due to its dispersed population.

The current sports policy includes the development of a Tonga Institute of Sport for elite athletes.

residents and are assisting to develop pathways into competitions.

TASANOC also works with community organisations to address issues affecting youth. They have worked with the Tonga Family Planning and Youth Centre on a safe-sex campaign.

The Ministry of Education, Youth, Culture and Sport has a mandate to improve the development and delivery of physical education and sport in schools. Attempts are being made at better coordination through regular consultation with TASANOC. Improved coordination between TASANOC and the ministry would help avoid duplication of tasks and maximise the use of resources.

The ministry is in the process of establishing an institute of sport at the only indoor stadium in Tonga. User fees are expected to be reviewed and significantly reduced to encourage greater use by sporting bodies.

Sport and physical education

In January 2003, the Ministry of Education, Youth, Culture and Sport implemented a health and physical education curriculum for Forms 1, 2 and 3 in secondary schools. A similar curriculum is nearing completion for Classes 1 to 6 in primary schools.

The development of school sport and physical education is an identified need, however, factors affecting its growth include:

- perspectives:
 - some teachers do not want to change the existing structure within schools
 - some teachers and parents think sport is not important because it is not perceived as an academic subject

- teacher training:
 - many teachers are not trained to deliver physical education and sport
 - it is difficult to access people to train Tongan teachers
 - many teachers are not keen to pursue professional development in sport
- curriculum:
 - very little physical education and sport are offered in schools and some teachers are concerned about the effect on other curriculum areas if physical education and sport are increased
- lack of human resources to coordinate activities.

Sport for people with a disability

The Alonga Centre was established in 1991 and is the only residential facility in Tonga that caters for people with a disability. It is resourced through in-kind donations from Her Majesty Queen Halaevalu Mataáho and the local community, and it has four staff members.

The centre has up to 60 day clients, and 20 to 25 permanent residents, including Tonga's two Paralympic athletes.

Physical activity and sport at the Alonga Centre is coordinated by a TASANOC development officer, using the Alonga and OTA staff. OTA stands for *ofa, tui rom amanaki*, meaning love, faith and hope. OTA is the only school for children with a disability, aged 5 to 18. These children do not attend mainstream schools. Speech and hearing-impaired children (approximately ten) go to their own school next door to OTA.

Prior to TASNOC's involvement, no sport activities were run at the Alonga Centre.

The existing physical activity program began as a result of a workshop run by the Australian Sports Commission in September 2002. It was initially coordinated through an Australian volunteer based at TASNOC. TASNOC has now assumed the role.

Sport and physical activities that have been introduced to people with a disability include:

- track and field events
- goalball
- seated volleyball
- wheelchair racing
- table tennis
- power lifting
- bocce
- swimming
- tug-of-war.

Sport for people with a disability has been identified as a continuing need.

Women in sport

TASNOC is keen to establish a women-in-sport committee, and to address the cultural and religious beliefs held about male and female roles in the vocational and sporting arenas.

National sport federations are also keen to identify and implement strategies to retain and increase participation of women and girls in sport.

Junior sport program

Junior sport is provided to children in schools through development officers and in club competitions through the national sports federations.

Other programs and activities

The Tonga Amateur Athletics Association has developed a local veterans competition and junior athletics structure, modelled on the Little Athletics system in Australia.

The association's national championships began two years ago, and summer and winter seasons are open to all local athletes. There is also a coordinated national high-school competition, which begins immediately after the summer season.

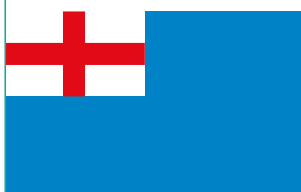
The Oceania Judo Union runs a tri-nations competition among Samoa, American Samoa and Tonga every four years. Other South Pacific countries will be included after the competition has proven its sustainability.

Priority areas for the future

- National sport policy — Tonga needs to develop a national sport policy detailing the roles and responsibilities of all sport stakeholders, as there appears to be significant duplication of tasks. The policy needs to be accompanied by an implementation or action plan that also lists actions, agency responsibilities and timelines.
- Good governance — internal operating practices and guidelines need to be reviewed or developed, where found lacking, to ensure effective and efficient sport management.
- More school sport programs — Tonga is fortunate to have school sport and a physical education curriculum. There is a need to expand the programs, and deliver teacher training in physical education, sport and health.
- Programs for coaches, officials and administrators — there needs to be an ongoing coordinated sport education program for coaches, officials and administrators with an emphasis on event management.

- Disability sport program — the existing program for residents at the Alonga Centre offers a solid foundation for an expanded program. This expansion would require an injection of resources and training.
- National institute of sport — there needs to be a clear mandate to establish an institute.
- Women in sport — a women-in-sport program needs to be developed, incorporating strategies to retain and increase female participation in sport.
- Communication — a communication strategy is required that encompasses the non-government sport sector, from local through to international level, focusing particularly on TASNOC and the national sport federations. This would encourage timely dissemination and collection of information.
- Language barriers — translating some sport rules from English to Tongan would help improve participation rates.

A women-in-sport program needs to be developed, incorporating strategies to retain and increase female participation in sport.



Country ■ Tuvalu

- **Capital** Funafuti
- **Population** 10 200 (2003)

83

Introduction

Tuvalu is a country of nine coral atolls with a total of 26 square kilometres, and a population of 10 200 located in the western part of Polynesia. Tuvalu's coral atolls are spread in a rough north–south chain over 757 000 square kilometres. The capital and main centre of activity is Funafuti atoll. Other main centres are on the atolls of Nukufetau and Vaitupu. The atolls are isolated from each other and the world, and participation in national and international competition has proven to be expensive and difficult to organise.

Tuvalu has little tourism and agriculture. It receives financial assistance including from Australia, New Zealand and Taiwan. Most residents rely on subsistence farming and fishing.

Tuvalu's sport teams and athletes are becoming regular participants at the Pacific-region level. This is a considerable achievement in itself, considering the size, location and resources of the country. Tuvalu's victory in soccer over neighbouring Kiribati at the 2003 South Pacific Games led to a national day of celebration.

Structure of sport

Tuvalu has a club/village-based sport system. Sport activities tend to be all year round. Apart from beach volleyball, the citizens are totally dependent on the availability of scarce facilities.

Tuvalu has government and non-government elements to its sport structure.

Government

At the national level, the Ministry of Education, Sports and Culture is responsible for sport through its Department of Sports. The department has one sport officer located on Funafuti who is responsible for all sport operations in the country.

The government allocates AU\$2000 to every island for sporting events associated with Independence Day celebrations.

Non-government

There is no National Olympic Committee. However, Tuvalu has set its sights firmly on entry into the Olympic movement. Its relatively large team and strong representation in sports at the South Pacific Games demonstrate Tuvalu's commitment to meet this objective.

The Tuvalu Amateur Sports Association (TASA) and the individual national sport federations form the non-government sport structure. Most TASA activities focus on event-based participation, including the South Pacific Games, South Pacific Mini Games, Commonwealth Games and Olympic Games.

Nine national sport federations are affiliated with TASA. TASA receives a small amount of annual funding, but does not have the resources to employ its own sport development officer. The government-funded sport officer is a member of the TASA executive, thus forming a strong link between government and non-government sport. This officer handles all administrative and sport development activities, and assists with the preparation of international representative teams.

Sport on atolls other than Funafuti is conducted by the national sport federations. The incidence of inter-island sport is limited to special events.

Churches and agencies, such as the Red Cross, conduct some ad hoc sport activity.

There is no Paralympic Committee.

Sport and physical education

The Department of Education runs the physical education and sport programs in schools. These programs are not part of the school curriculum. Schools deliver these in an effort to broaden children's development.

Each school allows for weekly physical education and sport activities that consist of:

- one hour per week of physical education, which is not organised and essentially amounts to a play session
- an organised sport afternoon, usually involving soccer and tennis.

School sport and physical education are part of the few avenues for children to experience organised sport. School sport facilities are quite basic.

Sport for people with a disability

Athletes with a disability participate in existing sport activities. There is no separate sport program for people with a disability. Tuvalu has expressed an interest in conducting an athletes-with-a-disability workshop.

The Red Cross remains the only organisation that offers support for people with a disability. Their activities include sport and recreation activities on an informal basis and are not linked with the national sport federations.

Women in sport

There is no dedicated women-in-sport program. Women compete in sport through national sport federation activities. Volleyball is the main sport activity.

TASA is planning a women-in-sport awareness workshop as a matter of priority once funding is arranged. TASA is keen to link with, and be involved in, any regional or worldwide women-in-sport activities as a means of overcoming cultural expectations of women that limits their participation.

Junior sport program

National sport federations operate sport for juniors, depending on the availability of the multi-purpose court and sport field (sports compete to gain access). As a result, sport cannot be conducted on a continuous year-round basis.

Junior sport programs are also run by:

- schools
- government — for special events such as fun runs and the Independence Day Tournament.

Other programs, activities and issues

Tuvalu does not have a national sport policy or national sport development plan. However, this issue is being examined by the Sports

Ministry. The government continues to provide as much assistance as it can to develop sport. One of its major contributions is the construction of the national sport field in Funafuti. This marks a significant development for Tuvalu, which has in the past had to use the main airport runway for sport activities.

Further demonstrating its growing level of activity, Tuvalu wishes to run sport events and/or programs, including the following:

- national games for the sports of soccer, volleyball, touch football, rugby union, tennis, table tennis and weightlifting
- talent identification and sport selection
- a games event, inviting other countries.

Some specific issues are:

- there is a lack of public sport facilities
- there are low numbers of qualified people and trained volunteers available to run sport. Volunteers are thinly spread, with most work done by the executives of individual national sport federations
- for an isolated country, representative sport offers a valuable and prestigious opportunity to travel and gain overseas experience.

Priority areas for the future

- Olympic status — Tuvalu's top priority is to establish the Tuvalu National Olympic Committee and join the International Olympic Committee. This step would open up other sport funding and development possibilities.
- Qualified people and training — a sport education and accreditation program for training and developing people in these areas.

- National sport policy — to provide direction to sport development and strategic linkages between sport stakeholders. The policy would detail stakeholders' roles and responsibilities, and avoid potential duplication of roles as sport system structures and frameworks grow. The policy needs to be accompanied by an implementation or action plan that lists actions, responsible agencies and timelines.
- School programs and teacher training — physical education and sport to be recognised by the national government and included on the school curriculum as part of the broad agenda for youth and community development. This would be accompanied by a physical education, sport and health teacher training program.
- Good governance — internal operating practices and guidelines need to be developed and implemented to ensure sport organisations make the best use of scarce resources.
- Scholarships — increased use of Oceania Olympic Training Centre scholarships for in-country or regional training to potentially develop more athletes and coaches in each sport. More emphasis should be given to placements (as opposed to regional placements in Australia) so their athletes and coaches have living conditions more similar to their own.
- Women in sport — to conduct activities such as awareness workshops on sport, linking with any regional and international women-in-sport activities.



Country ■ Vanuatu

- **Capital** Port Vila
- **Population** 200 000 (2003)

87

Introduction

Vanuatu has 13 main islands and 80 other islands in six provinces scattered over an area of 860 000 square kilometres. Vanuatu is located in the middle of Melanesia. Vanuatu is mountainous and its islands and population of 200 000 are spread over a large area.

Vanuatu has two main urban centres: Port Vila (Efate) and Luganville (Espiritu Santo). Other islands such as Pentecost, Malekula and Tanna are lesser commercial centres.

Due to its geography, transport and communication are difficult. This has led to many pockets of sport, often with little sustainable competition.

In Port Vila, transport and facilities are relatively good, although demand by various sporting groups for facilities outstrips supply.

It appears there are no barriers to people travelling for sport in and around Port Vila and the island of Efate.

Structure of sport

Government

At the national level, the Ministry of Education, Youth and Sport, through its Department of Youth and Sport, is responsible for sport as well as education throughout the country. The Department of Youth and Sport, which is responsible for physical education and sport in schools, receives an annual budget to conduct programs in sport, sport development, sport training and to assist sport with venue access and the provision of prizes. Outside Port Vila, the department has sport officers who conduct programs and competitions in

Vanuatu's performance in the South Pacific Games has improved steadily since the 1990s.

Tafea, Shefa and Sanma provinces. A substantial portion of its budget is spent on travel.

The Department of Youth and Sport also links with national sport federations to provide some sport coaching direct to schools. In this regard, more involvement from national federations could improve the effectiveness of this initiative.

The government provides annual sport development funding grants directly to national sport federations at the rate of 100–200 000 vatu (AU\$1200–2400). In addition, the government provides some funding for Vanuatu to be represented at the South Pacific Games and South Pacific Mini Games.

Vanuatu's National Sports Council was created by the government to manage the national sport facilities built for the 1993 South Pacific Mini Games, and comes under the Department of Youth and Sport. The council has no operating budget and some of its responsibilities appear to duplicate other Vanuatu sport organisations.

Non-government

The Vanuatu Association of Sports and National Olympic Committee (VASANOC) was formed in 1987 and is recognised by the International Olympic Committee. VASANOC has 18 affiliated sports and is the organisation responsible for ensuring Vanuatu is represented at the Olympic Games, Commonwealth Games, South Pacific Games and the South Pacific Mini Games. Vanuatu first competed in the Olympics in Seoul in 1988.

VASANOC and the individual national sport federations make up the bulk of the non-government sport structure. However,

some community groups such as churches, the Vanuatu Rural Development and Training Centre Association (with 40 centres around Vanuatu) and the Foundation of South Pacific People (with 29 offices around Vanuatu) play an increasing role in sport activities, especially for youth in the rural areas.

VASANOC activities include linking with national sport federations for the provision of physical education and sport in schools and conducting events such as the Provincial Games, the National Secondary Schools Competition and the annual round the island relay.

VASANOC's operations are fully funded by grants from the International Olympic Committee and the Oceania National Olympic Committees.

Sport relies on development officers and technical expert placements from the international sport federations. Soccer was the first federation to make use of this combination for its development, and this initiative has benefitted the sport. Tennis, basketball and cricket also have local development officers.

Most of the national sport federations do not own facilities or offices. Day-to-day operations of sports are conducted by the individual sport leagues and clubs. Leagues cooperate with the federations to access funding that the national federations receive from international federations.

Sport and physical education

Sport and physical education are not core examinable subjects in Vanuatu's national education curriculum. However, most schools attempt to offer their students 30 to 60 minutes of physical education

The Vanuatu Association of Sports and National Olympic Committee (VASANOC) was formed in 1987 and is recognised by the International Olympic Committee.

each day. There is limited inter-school competition to act as a catalyst for sport participation.

Other aspects of school sport are:

- Vanuatu does not have enough qualified physical education teachers. Teachers only study basic physical education as part of their training
- work is under way on a new physical education curriculum
- each school has an annual inter-house sport competition
- the National Secondary School Games are organised biennially
- VASANOC assists in conducting the National Secondary Schools Sports Competition.

School sport is conducted at least once a week and the sports most often played are soccer, basketball and volleyball. Each school makes separate arrangements with sport federations for their regular sport programs. Some sport federations also link with schools to conduct try-out days.

Outside Port Vila and the few other major centres around the country, regular and organised school sport is difficult due to transport and communication challenges.

Sport equipment, especially school sport equipment, is needed. Schools often approach the Department of Youth and Sport for equipment and available equipment is distributed equitably.

Sport for people with a disability

Vanuatu's Paralympic Committee was formed in 2003. It was founded through efforts by Vanuatu's Sports Federation for Disabled Persons (VANDISPORT), the Disabled Persons Association and the Vanuatu Society for Disabled Persons. Vanuatu competed in the Sydney 2000 Paralympic Games.

Individual sport federations, including tennis, netball, track and field, and swimming, have formed a working association with VANDISPORT to provide ongoing programs for

athletes with a disability. VANDISPORT is keen to expand operations. It intends to run workshops for interested sports to raise awareness and skills in the athletes-with-a-disability area, leading to start-up programs in other sports.

Women in sport

Vanuatu Women's Affairs is the government department responsible for women's needs in the community. This organisation conducts some sports activities on an ad hoc basis. A VASANOC sport development officer coordinates some activities for women. Women are involved in sport through the individual sport federations. VASANOC encourages each sport to have women members on its executive.

Junior sport program

All national sport federations have structured competitions run during after-school hours or on weekends at various times of the year.

Apart from this, junior sport programs are run by:

- schools with links to the national sports federations
- the Department of Youth and Sport, and some provincial governments
- community groups such as the Vanuatu Rural Development and Training Centre Association, and Foundation of South Pacific People.

The Pikinni Pleplei program developed and delivered selected modified sports to encourage participation by young children. The program focused on basketball, cricket, soccer and athletics. Due to insufficient funds, however, the program has not been run since 1997.

Other programs, activities and issues

VASANOC supports the current Oceania National Olympic Committees' objective of sport development through competition. One innovation is the Vanuatu Provincial Games,

held every three years on a rotational basis. This promotes facilities growth and sport development across the country. In addition, the staging of events such as the South Pacific Mini Games provides further impetus for facilities development and sport development generally.

Soccer is the most popular sport in Vanuatu. Other prominent sports include netball, volleyball, basketball, petanque, karate, handball and rugby union. Most sporting activity is usually conducted between February and November.

Sports recognise that help is needed in organising and developing sport.

Facilities are in reasonable condition, a reflection of the level of funding for facilities maintenance and the declining number of volunteers to care for the clubs.

Community groups use sports such as soccer, volleyball, basketball, netball and karate to attract 'at risk' groups.

The Vanuatu Rural Development and Training Centre Association operates 40 rural community-based learning centres where youth and communities can learn a mix of traditional and contemporary trade skills aimed at increasing employment opportunities. The association links with individual sports (for example, track and field, and volleyball) to provide activities and often operates in places where national sport federations and government activities do not or cannot reach. The association does not have the resources to run sport training programs for its officers. It wants to expand its activities and would like to link directly with the ASP Sports Program. One of its athletes in track and field represented Vanuatu at the Manchester 2002 Commonwealth Games.

It appears organisations such as the Foundation of South Pacific People and the Vanuatu Rural Development and Training Centre Association may provide a strategic link for Vanuatu national sport federations wishing to expand their activities.

Youth development programs that some federations are undertaking in the schools,

such as basketball, cricket and football, have contributed to the increased participation of children in sport.

There are more than 80 languages and dialects in Vanuatu, with three — Bislama, English and French — being the languages of education. This needs to be taken into account in resource planning and development.

VASANOC is aware that its sport development officers need to establish credibility with the national sport federations. Therefore, sport skills, expertise and past sport performance at a high level are important credentials in strengthening the credibility of VASANOC sport development officers.

Other issues are:

- a lack of coaches or volunteers to run competitions
- at least one national sport federation is operating with an executive of one person
- many sport competitions start but few continue due to a lack of volunteers, the cost to participants and the apparent lack of appropriate facilities
- there are very few training programs for sport administrators and volunteers
- the need for a national school physical education and sport program
- the long-term sustainability of sport programs is hampered by a lack of ongoing funding
- for many, sport is becoming inaccessible due to the perceived high cost of participation. For example, costs of yearly registration and yearly competition are around 8 to 10 per cent of the average wage
- VASANOC receives occasional sport administration assistance from the Oceania National Olympic Committees through the Olympic Solidarity program
- there is insufficient handover when new officials are appointed to a federation.

Soccer is the most popular sport in Vanuatu. Other prominent sports include netball, volleyball, basketball, karate and handball.

Priority areas for the future

- Management education — there is a need for a national sport education program on management and administration for government and non-government sport authorities. There is also a need to include coach and official development and sport education for stakeholders. When a national sport federation executive is appointed, a management induction program is required. Associated issues are the lack of skills in building sustainable sport programs and progressing athletes in sport.
- National sport policy — there is a need for a national sport policy to be drawn up by sport stakeholders that pinpoints the areas needing development.
- More school sport — sport in schools can be used to positively motivate children to stay at school. There is a need to establish a more extensive school sport system, including reviving the Pikiinini Pleiplei Junior Sport Program and its re-integration into the national education curriculum, along with establishing physical education as a core subject. These measures will help to provide sport with a base of primary-school sport, linking to secondary-school sport and tertiary and club sport. An important part of this system is a more extensive sport and physical education training program for all trainee teachers.
- Sport awareness campaign — the need exists for an awareness campaign by national sport federations and the Ministry of Sport to reach parents to enlist their support and involve their children. VASANOC should ensure that each national sport federation develops and promotes pathways for their athletes that spell out the possible opportunities as soon as they are identified as potential prospects for the future.
- Facilities maintenance — new strategies are required to maintain facilities. Papua New Guinea and Fiji have asked Vanuatu to host the inaugural Melanesian Games in 2005. If accepted, this may require all sport stakeholders to assist in upgrading current facilities.

Appendixes

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Appendix 1

Summary of the social profile of countries participating in the ASP Sports Program

MELANESIA					
Country	Total population	Size (km ²)	Adult literacy rates (education) (%)	Health indicators	Life expectancy at birth (years)
Papua New Guinea	5.7 million (2003)	462 840	63.9	7.3 doctors and 67 nurses per 100 000 persons	63.83 (2002 est.)
Solomon Islands	500 000 (2003)	28 450	60	14 doctors and 119 nurses per 100 000 persons	71.82 (2002 est.)
Vanuatu	200 000 (2003)	12 200	53	12 doctors and 260 nurses per 100 000 persons	61.33 (2002 est.)
Fiji	800 000 (2003)	18 270	92	48 doctors and 195 nurses per 100 000 persons	68.56 (2002 est.)
MICRONESIA					
Palau	20 300 (2003)	458	98	110 doctors and 144 nurses per 100 000 persons	69.2 (2002 est.)
Federated States of Micronesia	112 600 (2003)	702	90	57 doctors and 279 nurses per 100 000 persons	68.5 (1999 est.)
Marshall Islands	54 000 (2003)	181	93	42 doctors and 149 nurses per 100 000 persons	66.2 (2002 est.)
Nauru	12 100 (2003)	21	99	n/a	61.6 (2002 est.)
Kiribati	88 100 (2003)	811	90	29 doctors and 235 nurses per 100 000 persons	60.5 (2002 est.)
POLYNESIA					
Tonga	100 000 (2003)	748	99	44 doctors and 315 nurses per 100 000 persons	68.56 (2002 est.)
Samoa	200 000 (2003)	2 944	92	34 doctors and 155 nurses per 100 000 persons	69.8 (2002 est.)
Niue	1 650 (2003)	260	95	n/a	n/a
Tuvalu	10 200 (2003)	26	95	30 doctors and 736 nurses per 100 000 persons	66.98 (2002 est.)
Cook Islands	17 800 (2003)	240	90	n/a	71.14 (1999 est.)

Sources

- Total population: Australian Department of Foreign Affairs and Trade web site: www.dfat.gov.au
- Size: CIA world factbook: www.cia.gov/cia/publications/factbook/index.html
- Literacy: CIA world factbook
- Health indicators: SBS World Guide
- Life expectancy: CIA world factbook

Note: n/a not available

Appendix 2

Acronyms

ASC	Australian Sports Commission
ASNOC	American Samoa National Olympic Committee
ASP	Australia–South Pacific
AusAID	Australian Agency for International Development
CIA	Central Intelligence Agency (United States)
CISNOC	Cook Island Sports and National Olympic Committee
DFAT	Department of Foreign Affairs and Trade (Australia)
FASANOC	Fiji Association of Sports and National Olympic Committee
FESPIC	Far East and South Pacific Games Federation for the Disabled
FIFA	Fédération Internationale de Football Association
FSM	Federated States of Micronesia
FSMNOC	Federated States of Micronesia National Olympic Committee
GDP	Gross Domestic Product
GNOC	Guam National Olympic Committee
HDI	Human Development Index
IOC	International Olympic Committee
KNOC	Kiribati National Olympic Committee
MINOC	Marshall Islands National Olympic Committee
NISANOC	Niue Islands Sports Association and National Olympic Committee
NNOC	Nauru National Olympic Committee
NOCSI	National Olympic Committee of the Solomon Islands
ONOC	Oceania National Olympic Committees
OTA	<i>Ofa, tui and amanaki</i> (love, faith and hope)
PNG	Papua New Guinea
PNOC	Palau National Olympic Committee
SASNOC	Samoa Association of Sports and National Olympic Committee
SBS	Special Broadcasting Service
TASA	Tuvalu Amateur Sports Association
TASANOC	Tonga Amateur Sports Association and National Olympic Committee
VANDISPORT	Vanuatu Sports Federation for Disabled Persons
VASANOC	Vanuatu Amateur Sports Association and National Olympic Committee

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