LIST OF ANNEXS

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ANNEX 1

Project Design Matrix (PDM) for the Final Evaluation

Project title: IT Capacity Building at the University of the South Pacific(USP), Period:(2002, July - 2005, June)

Targeted area:Fiji, however benefit to other member countries of USP, Target group:USP CS, DFL, R&D staff , Beneficiaries: students Date: 4th, Nov, 03

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumption
Overall Goal: USP is enhanced as a center of excellence for human resource development through the qualitative and quantitative improved education service	1. Increase in the number of applicants for both higher education and continuing education 2. Increase in the number of offering of the qualified jobs for graduates 3. Increase in the number of papers read at international meetings and published with international academic journal	1.Questionnaire and interview 2. USP statistics	
Project Purpose: More students can receive improved education service through the enhanced IT capacity of USP.	1. Increase in the number of qualified graduates who have up-to-date and practical IT knowledge and skills 130 graduates/year in 2000 : 195 graduates/year in 2005 (50% increase) 2. Development of capacity of Distance and Flexible Learning course development utilizing multimedia technology (Procedure of DFL development is established and courses are developed just by staff) 3. Development of capacity of IT research and training (Many qualified research proposals inquiring utilization of IT for socio-economic development are collected at USP, and the result of researches are publicized successfully and utilized for short-term model training courses and generating awareness.)	1.Questionnaire and interview 2.USP statistics 3. Project record	1.Fiji will be politically stable 2.The budget of USP will not decrease drastically 3. Policy and strategy of USP will not be changed drastically

Outputs **1.Computing Science (CS) Component** More students can take various up-to-date CS courses by right number of capable lecturers both in distance and face-to-face mode **2. Distance and Flexible Learning (DFL) Component** More external students can take better DFL courses, particularly using IT **3.Component of IT Research and Training (R&T)** Short-term model training courses are implemented based on research on IT utilization and digital divide in the South Pacific Region	**1.Computing Science Component** 1)Improvement of quantity and quality of CS lecturers Quantity: number of lecturers from member countries(1 in 2001: 3 in 2005) Quality: academic background of lecturers(1 Msc in 2001 : 2 Msc and 1 PhD in 2005) 2) Improvement of quantity and quality of CS courses at Fiji main campus Quantity: number of CS courses(18 in 2001: 21 in 2005) Quality: number of enrollments (1500 in 2001: 2200 in 2005), Evaluation by students and staff 3) Improvement of quantity and quality of CS courses in distance mode Quantity: number of CS courses(1 in 2002: 3 in 2005) Quality: number of enrollments (273 in 2001: 375 in 2005), Evaluation by students and staff 4) Improvement of computer laboratory (accessibility) and USPNet Operation hour using the latest software Number of engineers who operate fully IP_based USPNet (0 in 2003, 8 in 2005) **2.Distance and Flexible Learning Component** 1)Establishment of operational course development management system Course development model for e-learning course is created by Feb. 2004 Courese development procedures for e-learnig course is documented by May 2004 One e-learning model course is developed implementing the above procedures by Jan. 2005 2) Improvement of quantity and quality of DFL model course development Quantity: number of model courses(3 in 2005) Quality: Evaluation by students and staff, Pass rate (65% in 2005(55% in international measurement), Completion rate (85% in 2005(75% in international measurement) number of registration, turn around time for assignment(average 1 week by the end of 2004) 3) Building repository of learning material – Virtual Learning Environment Quantity: number of multimedia learning objects indexed to MDB (100 by Jan. 2005) Quantity: number of items index to MDB (2200 by Jan. 2005) **3.Component of IT Research and Training** 1) Mechanism of R&T is established by October 2002 2) The first 3 research reports are completed by July 2004 3) The implementation of the first 2 short-term model training courses are started: 1 by February 2004 and another by February 2005 Evaluation by participants of model training courses	1)Project record 2)Questionnaire and interview 3)USP statistics	

Activities	Input		Pre-conditions
1. CS Component 1)To nurture less experienced CS lecturers from member countries through on the job training and short/long term training in Japan 2)To increase a variety of courses at Suva main campus both in face-to-face mode and the acquisition of courses 3)To enhance USPNet through experiment 4)To enhance CS laboratories to utilize the latest software **2. DFL Component** 1)To educate staff who develop multimedia resources for DFL through on the job training and short/long term training in Japan 2)To improve mechanism of the operational course development management system 3)To develop model DFL courses 4)Develop centralized repository of learning material **3. IT R&T Component** 1)To establish mechanism for research and short-term model training courses 2)To conduct ICT research 3)To fully utilize the research result for input into policy and implementation of short-term model training courses **4.Project Management** 1)To establish a coherent mechanism for planning, monitoring, evaluation, and reporting of the project 2)To have Joint Coordination Committee (JCC) and Operations Committee regularly 3)To publicize through various media such as Internet or newspapers	**Japanese side:** **1. Computing Science Component** 1)Dispatch of long-term and short-term experts 2)Long-term and short-term education of counterparts in Japan 3)Equipment of CS laboratories (Suva, Lautoka, and Labasa) **2. Distance Learning Component** 1)Dispatch of long-term and short-term experts 2)Long-term and short-term education of counterparts in Japan 3)Equipment necessary for development and management of courseware 4)Video conference/broadcasting audio systems and related equipment at Lautoka and Labasa centers 5) Equipment necessary for enhancement of USPNet **3. IT Research and Training Component** 1)Dispatch of long-term and short-term experts 2)Necessary equipment and funds to conduct research and education modules 3)training materials	**USP side** 1) Counterparts 2) Trainees 3)Necessary space for equipment of CS laboratory 1) Counterparts 2) Trainees 3)Operational and maintenance costs 4)Operational and maintenance costs 5)Operational and maintenance costs 1) Counterparts 2) Logistics	1.Commitment and willingness of USP participants 2.Low turnover of counterparts (condition not met)
	*Evaluation by students and staff Indicators could be "more than 80 % students evaluate the course and modify the courses "satisfactorily"(more than 4 in the 5 scale ranking)"		

Evaluation Grid for the Final Evaluation

< Scope of Evaluation>

1. To examine the result of this project at the final evaluation and issues to be solved in the future at the University of the South Pacific (USP).
2. To discuss about utilization of the project inputs and outcome for sustainability after the project ending.
3. To extract the useful lesson learned from the project experiences for future project formulation in similar JICA cooperation.

Evaluation Grid

Evaluation Item	Evaluation questions	Sub-questions	Details of Investigation items	Form of data and information (other than interview)	Sources
Achieve-ment	1 Degree of achievement of items stated on the PDM	1-1 Achievement of the overall goal by indicators	See PDM in detail.	Project document (PD)	Project (P)
		1-2 Achievement of the project purpose by indicators	See PDM in detail.	PD	
		1-3 Achievement of the outputs by indicators	See PDM in detail.	PD	
		1-4 Performance of activities	See PDM in detail.	PD	
		1-5 Performance of Inputs	See PDM in detail.	PD	
Imple-mentaion Process	2 Review of the implementation process	2-1 Changes in main targets	・Transition in PDM. ・Changes in project major aims according as the project progress*.	PD*, reports of the ex-experts	P, C/P, JCC
		2-2 Transition in USP staff	・Alternation of JCC member and the C/Ps and their influences on the project implementation.	PD	P, C/P
		2-3 Transition in management mechanism	・Activities of JCC. ・Transition in relationship among USP, the project and the member countries.	PD, minutes of the Meeting	P, C/P, JCC
		2-4 Implementation of monitoring	・Results of the series of monitoring by the project.		P, C/P
		2-5 Changes in conditions outside the project	・Changes in important assumption of PDM.	PD, Statistics	JCC, P
Five Evaluation Criteris	3 Relevance	3-1 Agreement with the needs	・Agreement with the needs of USP and the member countries. ・Agreement with the needs of students*.	*Survey of students	MOE, JCC, MC, students
		3-2 Precedence	・Is precedence of this cooperated field high according to the development policy of the benefit countries? ・Is there a consistency with the Japanese cooperation	*Policy documents, * JICA country program implementation plan	MOE, JICA

			policy and JICA country program implementation plan*?		
		3-3 Appropriateness of cooperation design	・Is the consistency with the previous Japanese grant project appropriate in terms of design? ・Is cooperative period appropriate? ・Has been the implementation system (JCC and C/P selection etc.) appropriate?	Documents on the grant project, PD	JICA, P
	6 Effectiveness	4-1 Results of the cooperation	・Has been achieved the project purpose? ・As for the achievement, have been those results brought by the project? ・Trends in the number of students by departments and courses ・Situations regarding the graduates (CS, DFL) job-placements	PD, observation, Survey of students, Survey of C/Ps, USP statistics	JCC, C/P, Other staff, ex-and present students,
		4-2 Factors of promotion and obstacles	・Are there any factors which promoted effectiveness or obstructed? ・Point of view of comparative predominance of the Japanese technology ・Point of view of implementation system ・Point of view of ownership of the USP side ・Point of view of implementation mechanism and backup system of the Japanese side	PD, Survey of C/Ps	JCC, Other staff, C/P, P
	5 Efficiency	5-1 Scale of inputs and quality of inputs	・Are the quantity and quality of inputs (personnel, equipment and operational cost) proper? ・Is share of the input between the Japanese side and USP side proper?	PD, Survey of C/Ps	JCC, C/P, P
		5-2 Relationship between inputs and degree of the achievement	・Is the relationship between inputs (quantitative and qualitative) and the degree of achievement proper? ・Are there any good situations related to partnership with other donors? ・Refer to comparison with the other similar projects.	PD, JICA other project's document, Survey of C/Ps	JCC, C/P, P, JICA
		5-3 Efficiency related to management mechanism	・Are there any factors which promoted or obstructed efficiency in changes of implementation mechanism (analysis of implementation process).	PD	JCC, C/P, P
	6 Impact	6-1 Direct impacts	・Are there any direct-plus/minus impact which is expected (incl. the	PD, Reports of the ex-experts,	JCC, C/P, P, USP, ex-and

			superior goal) ?	Survey of C/Ps	present students
		6-2 Indirect impacts	· Are there any indirect plus/minus impact which is not estimated in the planning phase?	RD, Reports of the ex-experts, Survey of C/Ps	
	7 Sustainability	7-1 Management side	· Is the management system of USP stable? · Is the quality of the teaching staff, especially staff from the recipient courtiers, secured? · Are any problems regarding personal assignment or capability of staff in the management section?	Survey of C/Ps	JCC, C/P, Other staff, P
		7-2 Technical side	· Will be fixed transferred technologies to C/P and enable to develop by themselves? · Can be maintained the present situation of USPNet. laboratories, other infrastructure and equipment?	Survey of C/Ps, Observation	
		7-3 Finance side	· Is there a continuous possibility of the USP's finance regarding the maintenance of the equipments? · Is USP's finance* stable (reviewing the budge and future estimate) ? · Is the budget for development of DFL courses guaranteed?	Survey of C/Ps, *Trends in Budgets of USP and its prediction	
		7-4 Policy side	· Did the 12 governments of member countries appraise the result of this project, and show the attitude to future supports for USP?	Survey of C/Ps	
		7-5 Support of other donor	· Trends in future supports of other donors* and how? ·How other donors are supporting the capacity development of USP?	Survey of C/Ps, *Document of other donors such as AusAID	Other donors

References: * in details of investigation items required the particular source of data or information indicated in the source column.

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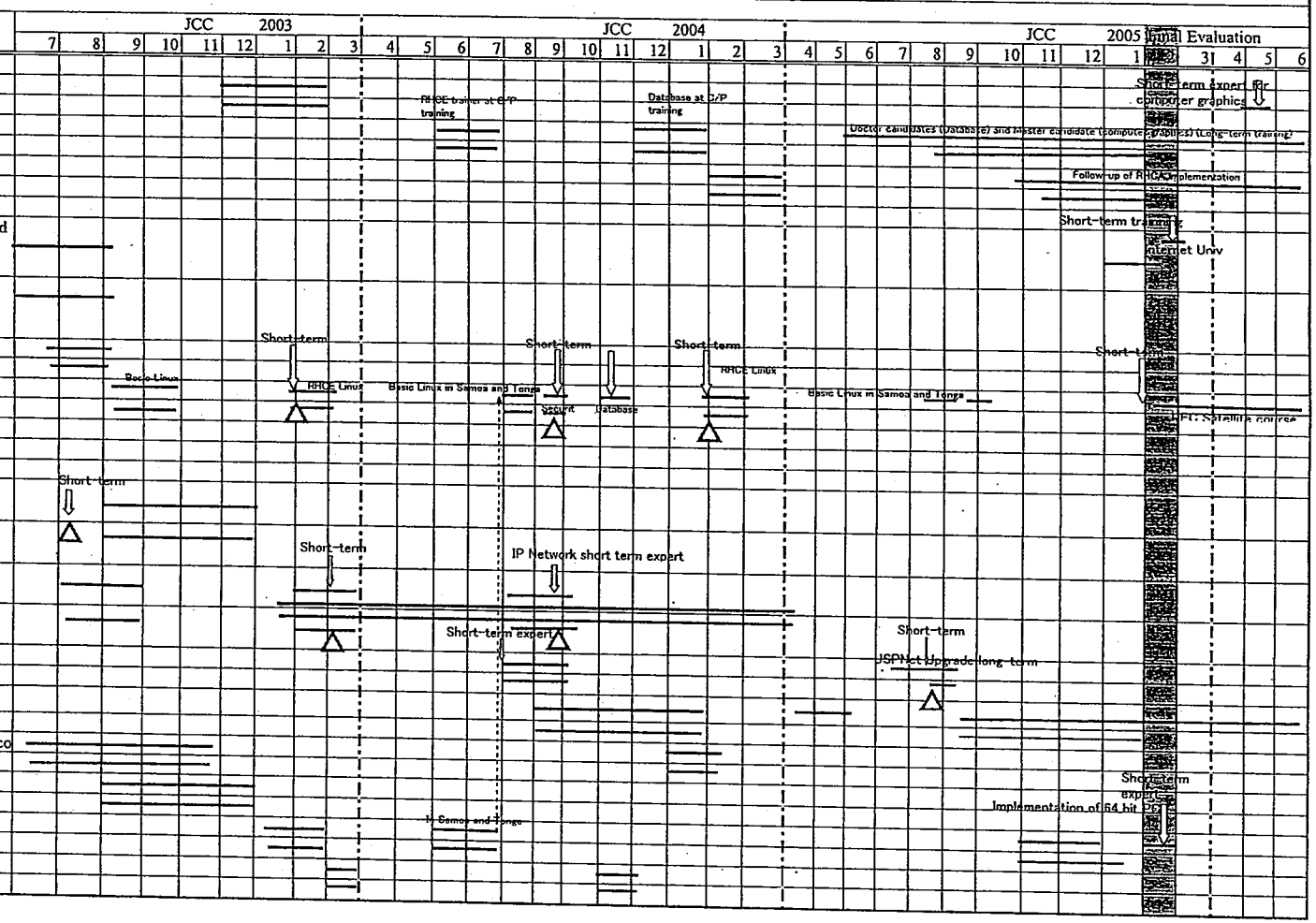
Plan of Operation (PO) and its Achievement

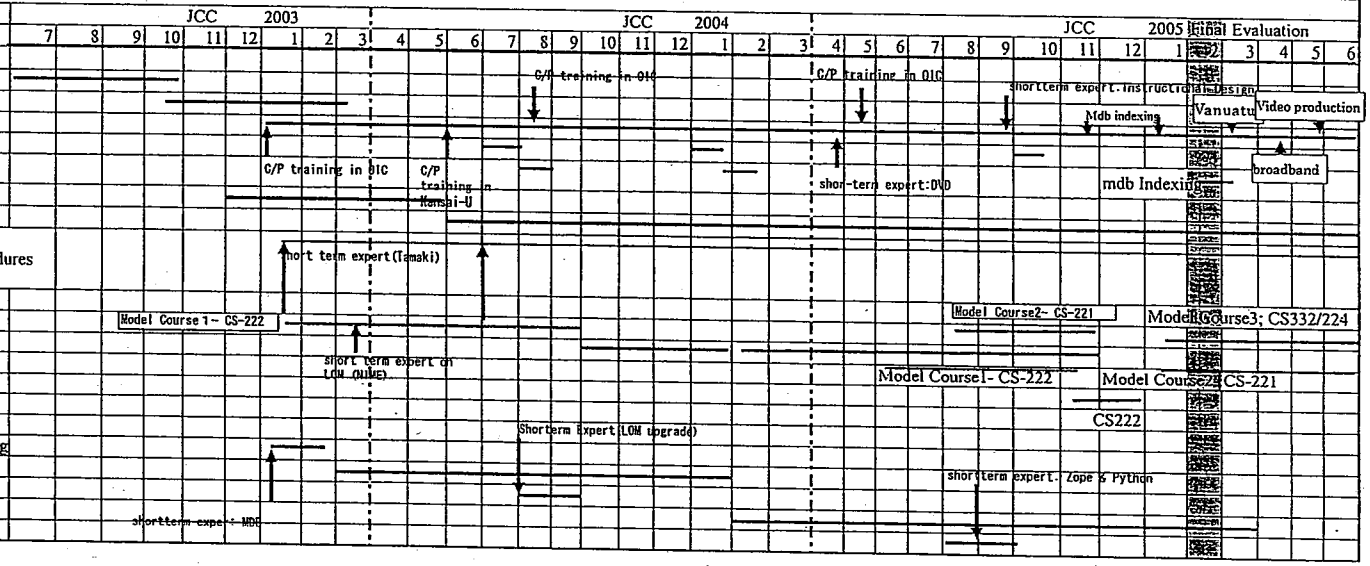
IT Capacity Building at USP

Component	PDM	Activities
Computing Science	1)To nurture less experienced CS lecturers from member countries through on the job training and short/long term training in Japan	1 Educate staff practically and academically
		1) Select fields and candidates
		2) Implementation
		3) Evaluation of education
	2)To increase a variety of courses at Suva main campus both in face-to-face mode and through networks via satellite from Japan	2 Increment variety of CS course
		1) Investigation of CS course variation at USP and international trend such as high quality certification course
		2) Decide course subject and way of
		3) Increment variety of CS course
		4) Evaluation of offered course
	3)To enhance USPNet through experiment	3 Enhancing USPNet
		1) write Proposal for USP Net
		2) IP Netwrok testing on USPNet with IP base lanline
		3) USPNet broadband planning
		4) Evaluation
	4)To enhance CS laboratories to utilize the latest software	4 PC lab enhancement
		1) Investigation of CS-Lab in Suva and member co
		2) Plan of PC lab enhancement
		3) Implementation of PC lab enhancement
		4) Evaluation of PC lab enhancement



IT Capacity Building at USP

Component	PDM	Activities
Distance Flexible Learning	1)To educate staff who develop multimedia resources for DFL through on the job training and short/long term training in Japan	1 Staff Training in Multimedia
		1) Training needs research
		2) Planning and Design of Training
		3) Training Implementation
		4) Evaluation
		5) Revising Training
	2)To improve mechanism of the operational course development management system	2 Constructing Course Development Model
		1) Creating Course Development Model
		2) Documentation of Course Development Procedures
	3)To develop model DFL courses	3 Model Course Development
		1) Planning and Design
		2) Material Development
		3) Implementation
		4) Evaluation
		5) Revision
	4) Develop centralized repository of learning material	4 MDB development
		1) Intall Multimedia Database and conduct training
		2) Trial, check usibility
		3) Upgrade with LOM - release 2
		4) Implementation
		5) Integration with other systems and follow up



IT Capacity Building at USP

Schedule columns: 2003 (8, 9, 10, JCC 11, 12), 2004 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, JCC 11, 12), 2005 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, JCC 11, 12), 2006 (1, 2, 3, 4, 5, 6), Final Evaluation

Component	PDM	Activity	Notes on schedule
IT R&T component	1)To establish mechanism for research and short-term model training courses	1 Establishment of Research and Training support system	
		1) Decide the member and role of Working Group(WG)	
		2) Decide the schedule for three years	
		3) Establishment of Research support system	
		3)-1 Decide the schedule and planning. implementation, and evaluation system of whole research support system	
		3)-2 Decide the procedure of proposal advertisement/selection/ monitoring/ report evaluation/ payment/ publishment	
		3)-3 Create forms for research proposals	
		3)-4 Conduct pilot project to verify the system	
		4) Establishment of Training Support System	
		4)-1 Decide the schedule and planning. implementation, and evaluation system of whole training support system	
		4)-2 Decide the procedure of training/ monitoring/ evaluation/ payment/ advertisement	
		2 Publish and attend the conference	
		2)-1 Publishment of report	
		2)-2 Share the result at the conference	
	2)To conduct research	3 Research capacity development	
		1) Research Support	
		1)-1 Proposal collection	2nd time proposal collection
		1)-2 Selection	Short-term expert arrives; 2nd time proposal selection
		1)-3 Monitoring	
		1)-4 Payment	
		1)-5 Evaluation of report	Short-term expert arrives; O/P Training
		2) Evaluation of Research Support System	
		2)-1 Evaluation of system	
		2)-2 Feedback of evaluation	
		4 ICT Research and training environment enhancem	
		1) Needs assessment for laboratory	
		2) Laobratory set up	
		3) Evaluatin of laboratory and feedback for utilizati	
	3)To fully utlize the research result for input into policy and implementation of short-term model training courses	5 Short-term training course implemantation	
		1) Planning of Short-term training course	
		1)-1 Training needs assessment	
		1)-2 Planning of short-term training course	
		1)-3 Preparation of short-term traing course (lecturor or facilitator /equipment /	
		2) Implementation of the short-term training course	
		2)-1 Implementation of short-term training course	
		2)-2 Monitoring and keeping record	Short-term expert arrives
		2)-3 Evaluation and feedback	
		6 Enhancement of sustainability of research and training system	
		1) Enhancement of capacity for proposal writing	
		1)-1 Workshop for proposal writing	
		2) Information collection and advertisement of grant aid for research	
		3) Evaluation of system	

ANNEX 4

Dispatch of Japanese Experts

A. Short Term Experts

JFY2002

No.	Time	Name and Occupation	Purpose
1	06/08/02 ~ 02/09/02	Consultant Katsumi Yamamoto	Planning of upgrade and design of USPNet
2	20/08/02 ~ 13/09/02	CRL Kazunori Sugiura	Consultancy of Planning and design of IP-based network
3	17/09/02 ~ 02/10/02	JICS Haruhiro Fujita	Equipment planning
4	13/10/02 ~ 18/10/02	NIME Noritaka Osawa	Development of distance course model between USP and other institutions
5	13/01/03 ~ 12/02/03	Consultant Takakazu Tamaki	Utilization of Web application database for Distance and Flexible Learning
6	14/01/03 ~ 12/03/03	Consultant Satoru Takahashi	Development of Computing Science extension course
7	21/01/03 ~ 21/02/03	RedHat Koichiro Oda Ayumi Tanaka Hironobu Yoshikawa Masatake Yamato Ken Chan	Computing Science Lecture: RedHat RHCE Course
8	16/03/03 ~ 21/03/03	UEC Toshio Kosuge	Consultancy for research methods of IT utilization
9	16/03/03 ~ 21/03/03	NIME Makiko Miwa	Distance and Flexible Learning course planning and evaluation

JFY 2003

No.	Time	Name and Occupation	Purpose
1	23/08/03 ~ 02/09/03	CRL Hiroyuki Ohno	Network Security
2	25/08/03 ~ 15/09/03	CRL Kazunori Sugiura	Network IP Upgrade Experiment
3	04/08/03 ~ 06/10/03	Consultant Takakazu Tamaki	Updating the MDB with the latest LOM standards.
4	22/11/03 ~ 29/11/03	UEC Toshio Kosuge	Meeting regarding the electro communication standards of Fiji.
5	19/01/04 ~ 31/01/04	UEC Masahisa Suzuki	Negotiations on satellite course from Japan for offering at USP
6	17/01/04 ~ 04/02/04	RedHat Koichiro Oda Naoko Takakura Takafumi Yamada Scott Hughes (via RedHat)	RedHat RHCE Course

JFY 2004

No.	Time	Name and Occupation	Purpose
1	03/07/04 ~ 12/08/04	Consultant Takakazu Tamaki	Programming and Maintenance of Multimedia Database
2	17/08/04 ~ 04/09/04	Keio University Kazunori Sugiura and Shunsuke Fujieda	Support of Online CS Course Introduction Using Internet and Support for USPNET Upgrade
3	06/09/04 ~ 01/08/05	Kader Hiroshi Pramanik	Distance and Flexible Learning
4	19/10/04 ~ 04/11/04	Iwate Prefecture University Katsuaki Suzuki	Instructional Design for Online Courses

B. Long term Experts

No.	Time	Name	Purpose
1	01/07/02 ~ 17/03/04	Fujinobu Takahashi	Chief Advisor/ Expert for CS Component
2	01/07/02 ~ 21/08/04	Wade Miyagi	Expert for DFL Component.
3	01/07/02 ~ 01/07/05	Maki Kato	Project Coordinator/Expert on IT Research and Training
4	16/08/04 ~ 17/08/05	Hiroshi Kuroiwa	Chief Advisor/ Expert for CS Component

ANNEX 5

Counterpart Training in Japan

JFY2002

No.	Time	Name and Occupation	Purpose and Contents
1	28/09/02 ~ 08/10/02	Savenaca Siwatibau, USP Vice Chancellor	To observe how ICT is incorporated in higher educations in Japan Human network with Japanese institution ITU international forum – discussion panel participation
2	11/11/02 ~ 27/11/02	Keith Moala, Manager, USPNet	Report on the upgrading of the USPNet To learn the know-how involved in upgrading the USPNet with the latest technology available
3	11/01/02 ~ 01/06/03	Valentine Hazelman, Course Development Assistant	To improve the level of multimedia learning objects created at USP

JFY 2003

No.	Time	Name and Occupation	Purpose and Contents
1	20/08/03 ~ 13/12/03	Sangeeta Singh, Associate TV Producer	Digital Video Production To improve the level of multimedia learning objects created by USP Learning the latest in technology
2	19/01/04 ~ 10/02/04	Jito Vanualailai, Head of Department, Math and Computing Science	Computer Science Distance Education Course Implementation Visiting Shinshu University to observe and learn the types of courses offered
3	15/03/04 ~ 25/03/04	Esther Williams, Librarian (Pro-Vice Chancellor)	Observation and Professional Visit to Academic Institutions in Japan To find out how other organizations are doing or running projects similar what JICA is doing at USP and to observe and learn from the system they have in place Information gathering regarding the projects run by the involved institutes and discussion as to future collaboration with USP Visiting research facilities and observing the organization and financial structure

JFY 2004

No.	Time	Name and Occupation	Purpose and Contents
1	11/01/05~ 28/04/05	Ashwini Datt, Course Development Assistant, DFL Support Centre.	To improve the level of multimedia learning objects created at USP
2	21/02/05~ 06/03/05	Dinesh Kumar, Asst. Lecturer, Maths and Computing Science Department	Visiting Shinshu University to learn the online system architecture and how to introduce the system at USP

ANNEX 6

List of Machineary and Equipment Provided by the Japanese Side and Equipment Carried by Japanese Experts

(as of 1st January, 2005)

1. Equipments provided by the Japanese side excluding equipments for USPNet upgrade — 65Yen = 1F$

Location	Equipment	Qty	Total Price (Yen)	Total Price (F$)
Maths and Computing Science Dep.	Desktop Computer (IBM M42DT)	50	8,775,000	135,000
	Laser Printer (HP Laserjet)	2	3,579,550	55,070
DFL Support Centre/ Media Centre	Multimedia Computer (IBM M42 DT)	6	10,530,000	162,000
	Laser Printer (HP Laserjet)	1	1,789,775	27,535
	Scanner (Epson expression)	6	1,025,700	15,780
	Desktop Computer (IBM M42SFF)	1	282,750	4,350
	Projector (LD-XG200)	1	446,000	6,862
	Projector spare lamp	1	264,000	4,062
	Digital Camera (FinePix S602)	1	85,100	1,309
	Digital Video Camera (DSR-PD150P)	1	632,600	9,732
	Digital Video Recorder (DSR-11)	1	326,000	5,015
	wireless microphone(ECM-77BMP)	2	385,800	5,935
	MiniDVD cassette (DVM-60MM3)	1	82,500	1,269
	14 inch TV(Sony WEGA)	1	25,935	399
	DVD recorder	1	104,000	1,600
CELT	Multimedia Computer (IBM M42 DT)	7	1,888,250	29,050
Various Departments	Digital Video Camera (DSR-TRV18E)	15	1,965,000	30,231
ITS	PC Server	3	2,990,000	46,000
	Router (Cisco 1750)	2	1,229,670	18,918
Library	Laptop Computer (IBM)	12	3,603,600	55,440
	Printer (LEXMARK)	1	260,000	4,000
	Router (Cisco 295C, 2950C)	2	238,485	3,669
	IC Recorder	1	30,000	462
Lautoka centre	Desktop Computer (IBM M42DT)	20	3,315,000	51,000
	Laser Printer (HP Laserjet)	1	1,789,775	27,535
	Switching Hub (CISCO 24)	1	150,085	2,309
	Multimedia Computer (IBM M42 DT)	1	175,500	2,700
	Projector (LD-XG200)	1	446,000	6,862
	Screen (Square screen)	1	95,000	1,462
	Audio/Video Amplifier (DSP-AZ1)	1	200,000	3,077
	Speaker (Control 28)	2	128,000	1,969
Labasa center	Desktop Computer (IBM M42DT)	20	3,315,000	51,000
	Laser Printer (HP Laserjet)	1	1,789,775	27,535
	Multimedia Computer (IBM M42 DT)	1	175,500	2,700
	Projector (LD-XG200)	1	446,000	6,862
	Screen (Square screen)	1	95,000	1,462
	Audio/Video Amplifier (DSP-AZ1)	1	200,000	3,077
	Speaker (Control 28)	2	128,000	1,969
Alafua campus(Samoa)	Desktop PC (IBM)	20	3,897,400	59,960
	IBM Server	1	617,500	9,500
	Switching Hub(Netgear 24)	1	34,125	525
	Printer (LEXMARK)	1	260,000	4,000
Tonga center	Desktop PC (IBM)	23	4,482,010	68,954
	IBM Server	1	617,500	9,500
	Switching Hub(Netgear 24)	1	34,125	525
	Printer (LEXMARK)	1	260,000	4,000
Emalus campus(vanuatu)	Desktop PC (IBM)	2	520,000	8,000
Project office	Laptop Computer(HP, DELL,Toshiba)	3	717,730	11,042
	Desktop Computer(IBM 1,DELL 4)	5	982,345	15,113
	Projector(Sony VLP-CS5, CS6)	2	639,795	9,843
	Printer(HP 3, Canon 2)	5	349,830	5,382
	Scanner (HP PSC2110)	1	95,095	1,463
	Phone (Alcatel 6, Sharp 1, Nokia 2)	9	118,495	1,823
	Speaker (ajuha)	1	46,280	712
	IC recorder (Sony, Olympus)	2	59,000	894
	Air Conditioner (National)	1	166,075	2,555
	Paper Punch (KW-Trio)	1	23,400	360
	Only Staple (Stanl;ey Bostitch)	1	7,735	119
	Swinging Door Cabinet	1	25,935	399
			Total (F$)	1,029,874

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9th AAT

2. Equipments for USPNet Upgrade for 6 member countries

Location	Equipment	Qty	Total Price (Yen)	Total Price (F$)
Media Centre	Video Conference system(Polycom)	2	3,120,000	48,000
ITS	Cisco Media Convergence Server	2	21,450,000	330,000
	Cisco 3700 series Modular Router	3		
	Cisco IP Phone	2		
	Cisco IP Conference Station	1		
Alafua campus (Samoa)	Cisco 2651XM Modular Router	2		
	Cisco IP Phone	2		
	Cisco IP Conference Station	1		
	Cisco Catalyst 2950 Switch	1		
Emalus campus (Vanuatu)	the same as Alafua campus			
Kiribatis	Cisco 2611 XM Router,	1		
	Cisco IP Phone	2		
	Cisco IP Conference Station	1		
	Cisco Catalyst 2950 Switch	1		
Tonga center	the same as Kiribatis			
Solomon Islands center	the same as Kiribatis			
			Total (F$)	378,000

3. Eqipments carried by the Japanese experts

Location	Equipment	Qty	Total Price (Yen)	Total Price (F$)
	Laptop PC(Sony Vaio PCG GRE)	1	389,000	5,985
	Printer(Canon PIXUS 50i)	1	37,800	582
	Digital camera(Richo model)	2	185,000	2,846
	Digital camera(Canon)	1	62,000	954
	Ditigal Video Camera(Sony DCR TRV50)	1	454,000	6,985
	Software(Astec)	1	74,000	1,138
	Software(office Professional 2003)	1	60,000	923
	Software(Visio Professional 2003)		62,900	968
	Wirell Access Point(Laneed Hawk)	2	122,000	1,877
	PC Card(IO data)	8	92,000	1,415
	PC Card(Elecom)	4	38,800	597
Maths and Computing Science Dep.	Desktop Computer(Fujitsu FMV-C90EWC)	4	1,636,707	25,180
DFL	Laptop PC(IBM Think Pad)	1	465,000	7,154
ITS	Laptop PC(Epson)	1	546,000	8,400
Emalus Campus(Vanuatu)	Digital Video Camera (DSR-PDX10P)	1	454,000	6,985
	Digital Video Cassette Recorder(DSR-11)	1	295,000	4,538
UEC	Laptop PC(IBM Think Pad)	1	293,500	4,515
	Portasble Linux Server(Sony FSV-PGX1)	2	153,600	2,363
Keio Univ.	Wirell Access Point(Laneed Hawk)	1	61,000	938
			Total (F$)	84,343

Total of 1.2.3 (F$)	1,492,218

Expenditures for the Project by the Japanese Side

	JFY2002	JFY2003	JFY2004*	Total
Dispatch of Study Team				
(1,000Yen)	22,812	4,964	6,545	34,321
(1,000F$)	351	76	101	528
Dispatch of Experts				
(1,000Yen)	20,339	16,871	27,296	64,506
(1,000F$)	313	260	420	992
Provision of Equipment				
(1,000Yen)	41,934	42,150	12,902	96,986
(1,000F$)	645	648	198	1,492
Experts on the Consultant Contract				
(1,000Yen)	16,249	15,764	16,936	48,949
(1,000F$)	250	243	261	753
Activities for the Project				
(1,000Yen)	18,561	26,474	29,138	74,173
(1,000F$)	286	407	448	1,141
Acceptance of C/P Training in Japan				
(1,000Yen)	0	4,083	641	4,724
(1,000F$)	0	63	10	73
Total (1,000Yen)	119,895	110,306	93,458	323,659
Total (1,000F$)	1,845	1,697	1,438	4,979

* The Expenditures for the JFY2004 covers the expences until the end of February, 2005.
* Exchange Rate: 1 F$ = 65 Yen

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ANNEX 8

Assignment of Fiji Counterparts

	Name	Post	Responsible Component					2002	2003	2004	2005	Regional
			Management	CS	ITS	DFL	IT R&T	7 10	1 4 7 10	1 4 7 10	1 4	
Management	Mr. Savenaca Siwatibau	Vice Chancellor	●									
	Prof. Rajesh Chandra	Acting Vice Chancellor	●				●					*
	Dr. Esther Williams	Acting Deputy Vice Chancellor	●				●					*
SPAS/CS	Assoc. Prof. John Hosack	Head of MaCS		●			●					*
	Dr. Jito Vanualailai	Head of MaCS		●								
	Dr. William Blanke	CS lecturer		●								*
	Ms. Veronica Schiaffini	CS lecturer		●								
	Prof. Christian Omlin	Professor of CS		●								
	Mr. Sunil Lal	Asst Lecturer, CS		●								
	Mr. Dinesh Kumar	Asst Lecturer, CS		●								*
	Mr. Atish Chand	CS lecturer		●		●	●					*
	Dr. Marko Shultz	CS lecturer					●					*
	Mr. Prakash Narayan	CS lecturer		●								
	Dr. Anjeela Jokhan	Head of SPAS		●								*
	Mr. Shymal Chandra	Grad. Asst, CS Dept.		●								*
ITS	Mr. Kisione Finau	Director, ITS		●	●							*
	Mr. Kevin Maitava	Chief Engineer, Communications		●	●							*
	Mr. John Isles	Network Analyst		●	●							*
	Mr. Keith Moala	Manager of USPNet		●	●							
	Mr. Simon Greaves	Programmer/Analyst		●	●							*
Media Centre	Mr. Alan Lifton	Director	●				●					
	Mr. Marika Qalomai	USPNet Asst. Engineer				●						
	Mr. Christopher Robbins	Multimedia Production Specialist					●					*
	Ms. Sangeeta Singh	Media Assistant/Associate TV Producer				●						
	Ms. Linda Austin	Resources Coordinator				●						*
SSED	Prof. Vijay Naidu	Head of Development Studies					●					
	Dr. Ropate Qalo	Head of SSED					●					*
	Mr. Conway Pene	Asst. Lecturer, GIS					●					*
	Dr. Anand Chand	Senior Lecturer, Sociology					●					*
	Ms. Yoko Kanemasu	Asst. Lecturer, Sociology					●					*
	Dr. Stephen Doorne	Lecturer, Tourism Studies Program					●					
PIASDG	Prof. James McMaster	Professor					●					
DFL	Dr. Richard Wah	Director, DFLSC				●						*
	Fr. John Bonato	Director, DFLSC				●						*
	Mr. Anare Tuitoga	Acting Coordicnator Instructional Design and Development				●						
	Ms. Ashwini Datt	Course Development Assistant				●						*
	Mr. Valentine Hazelman	Online Instructional Designer				●						*
	Dr. Sala Bakalevu	Instructional Designer, DFL SC					●					*
	Ms. Alanieta Lesuma	Course Development Assistant				●						*
	Ms. Carole Hunter	Instructional Designer, DFL SC				●						*
SOH	Prof. Ian Gaskell	Professor, Literature and Language				●						
	Dr. Srinivasiah Muralidhar	Head of Education & Psychology Dept.					●					
CELT	Dr. Eileen Tuimaleali'ifano	Director, CELT				●						*
	Dr. Robert Hogan	Senior Lecturer, CELT				●						*
IOE	Dr. Ana Taufe'ulungaki	Director, IOE					●					
Emalus campus, Vanuatu	Prof. Robert Hughes	Emalus Campus, Vanuatu				●						*
	Assoc. Prof. Peter	Emalus Campus, Vanuatu				●						
	Ms. Jane Kanas	Asst. Instructional Designer, DFLSC				●						
	Mr. Wilford Gibson					●						

ANNEX 9

Achievement of Activities

Narrative Summary	Results
Activities	
1. CS Component	
1)To nurture less experienced CS lecturers from member countries through on the job training and short/long term training in Japan	- Long term expert made a serious of lectures on the basis of LINUX in September to October, 2002. - Red Hat Certified Engineer (RHCE) courses were offered to CS and ITS staffs in February 2003 and in January to February 2004. Total participants were 30 and 6 participants acquired certification. - In order to provide continuous LINUX training course, USP is investigating to establish RHCA (Red Hat Academy) course in USP with project supports. - One CS senior lecture studied system of on-line lectures deployed at Shinshu university in January 2004 by short term training program. - One CS assistant lecture succeeded to get scholarship by Ministry of Education in Japan for studying at doctor course in Ryukyu university. His study is scheduled to begin in April 2005. - It is expected that one CS staff will study at maser course of UEC from October 2005 by JICA long term training scholarship. - Four 64 bits computer were provided to CS department for the purpose of research and new course development in March 2004. Provision of one more computer is scheduled in March 2005.
2)To increase a variety of courses at Suva main campus both in face-to-face mode and the acquisition of courses	- Two on-line courses have been created (CS221 and CS222). CS221 has been offered from semester 2 2004 and CS222 is offered from semester 1 2005. One more on-line course is schedule to be created and offered from semester 2 2005. - On-line course (CS493) for post-graduate students was offered by UEC in semester 1 2004 by the post-partners satellite link. - Instead of CS493, another course is offered also by UEC by the post-partners satellite link and/or by Internet. - Two short term experts offered lectures to students as well as staffs as a part of usual courses CS312 in August to September 2003. Those lectures were about Security (Dr. Ohno) and Network (Dr. Sugiura). - An action plan (Action plan for Computing Science course development by Distance and Flexible Learning Mode) was created by a short term expert in January to March 2003 for the development of DFL CS courses.
3)To enhance USP-Net through experiment	- Short tern and long term upgrade plan of USP-Net was studied by a short term expert in August 2002. USP has studied the update plan with reference of this report. - Routers for testing of IP base networking were provided in FY 2003. - Tests using IP routers were conducted by short term experts and ITS staffs in August 2003 and in August to September 2004. - Implementation of USP-Net upgrade was discussed between JICA, AusAID and USP in November 2003. - Detail upgrade plan has been created by USP in December, 2004.
4)To enhance CS laboratories to utilize the latest software	- Recent PC's were provided to computer laboratories of CS department, Lautoka center, and Labasa center in FY2004 and to Samoa campus and Tonga campus in 2004.

Narrative Summary	Results
Activities **2. DFL Component** 1) To educate staff who develop multimedia resources for DFL through on the job training and short/long term training in Japan	1) Greater experience has been gained by staff under the DFL component as a result of collaborative work with the JICA experts. This included the on going attachment to DFLSC by long term experts as well as short term experts holding workshops and seminars at USP. Three counterparts under the DFL component, Mr. Valentine Hazelman, Ms. Sangeeta Singh and Ms Ashwini Datt were sent by JICA to OIC and other facilities in Japan for training in multimedia and video production. On returning, they shared their knowledge and skills.
2) To improve mechanism of the operational course development management system	2) The documentation of procedures for e-learning is now being finalized in order to improve the mechanism for overall e-learning course development and management.
3) To develop model DFL courses.	3) Two model e-learning courses were developed. CS222 was developed in semester 1, 2004 and validated in semester 2 while CS221 was developed in semester 2, 2004 and is being validated in semester 1, 2005. Two more courses, CS224 and CS332 are currently being developed for validation in semester 2, 2005. Others) A multimedia database was installed in January 2003 to build a repository of learning objects. Following this initial user training was conducted. The learning objects indexed to MDB based on the PDM are as follows: a. Multimedia objects approximately 100. b. Course materials approximately over 2000 The figure is expected to grow considerably once the capacity of the repository is expanded.
3. IT R&T Component 1) To establish mechanism for research and short-term model training courses	1) Mechanism of ICT R & T (proposal collection, screening, monitoring, peer reviewing, supporting, editing, publishing, and circulating) was planned by October 2002 and established during the first round ended in end of March 2004.
2) To conduct ICT research	2) So far 8 researches were conducted under the current scheme for 3 years. (2 are on-going)
3) To fully utilize the research result for input into policy and implementation of short-term model training courses	3) Most research have some aspects to enhance policy formation such as Telecommunication policy by 2 researches: "Redefining Telecommunications Legislation and Regulatory Environment in Fiji for Improved Economic Growth and Social Development" and "ICTs, Sustainable Rural Development and Poverty Reduction in the Solomon Islands: PFNet case" Appealing to right stakeholders will be crucial for utilization especially for policy formation.1)

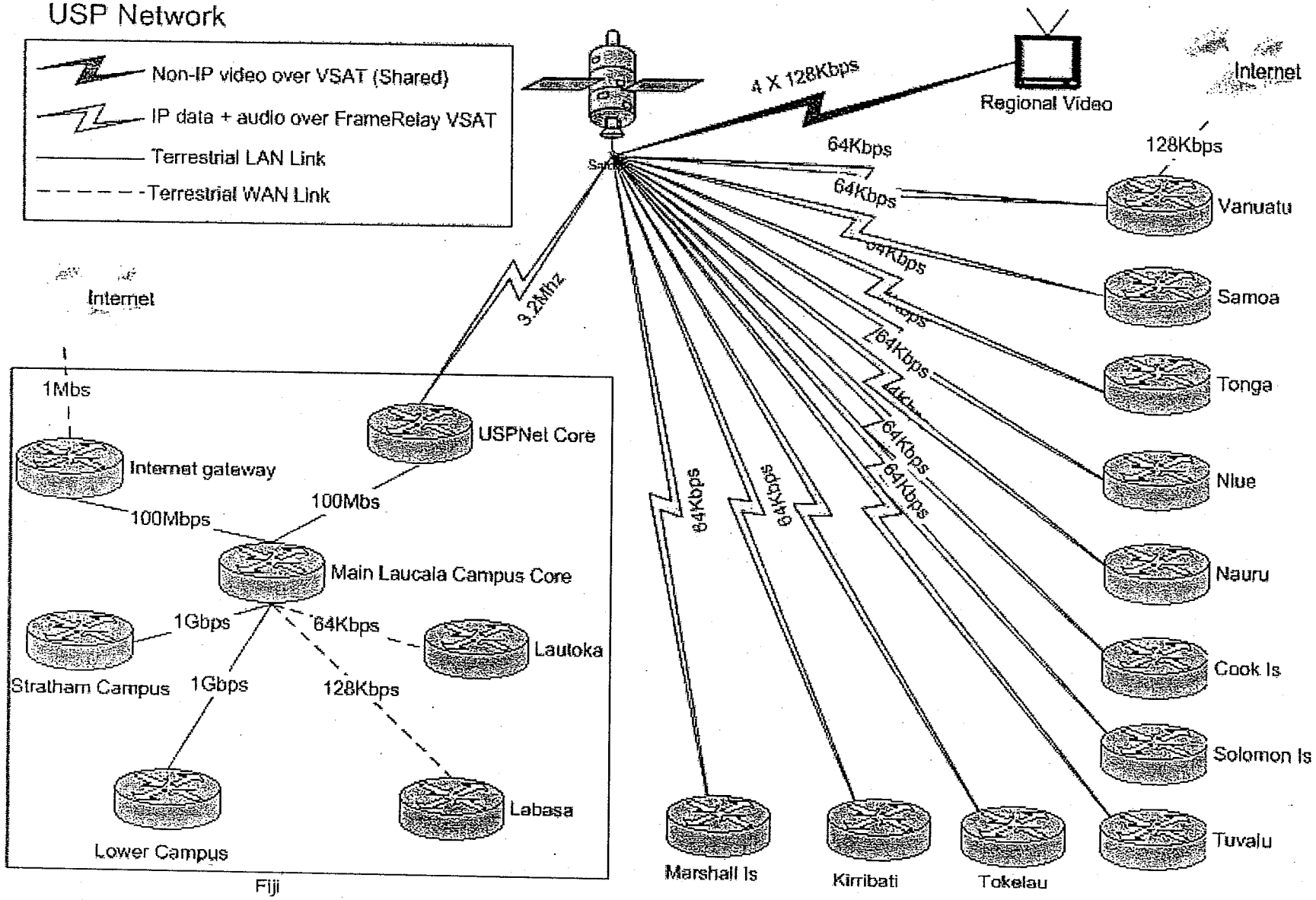
4.Project Management 1) To establish a coherent mechanism for planning, monitoring, evaluation, and reporting of the project	1) For some major activities such as Red Hat course, CS online course, research for IT education and so on, a coherent mechanism for planning, monitoring, evaluation, and reporting has been conducted, but the mechanism is not formulated so far.
2) To have Joint Coordination Committee (JCC) and Operations Committee regularly	2) JCC was held annually in November in which request for the next fiscal year should be submitted to JICA HQ. (JCC #1 in 7 November 2002, JCC #2 in 4 November 2003, JCC #3 in 4 November 2004) Operating Committee (OC) that was held recently is in 27/7/2003, 23/9/2003, 6/9/2004, 2/2/2005. It was decided that OC is held every two months basis in JCC held in November 2004.
3) To publicize through various media such as Internet or newspapers	3) WEB page was created in 2002 and has been updated when there are any major topics. Reports by local newspapers and local television to the major activities such as handover ceremony, regional workshop, etc. have been frequently made.

Trends in General USP Budget

5 YEARS COMPARATIVE RECURRENT INCOME AND EXPENDITURE

	1999		2000		2001		2002		2003	
Income	$ 000'	%	$ 000'	%	$ 000'	%	$ 000'	%	$ 000'	%
Government Contributions	33,492	71.4	35,145	71.0	36,240	69.6	38,376	68.8	41,925	66.2
Student Fees	7,825	16.7	7,981	16.1	8,865	17.0	9,800	17.6	12,379	19.5
Overseas Aid	3,800	8.1	3,982	8.0	4,565	8.8	4,777	8.5	4,490	7.1
Other Income	1,785	3.8	2,364	4.8	2,423	4.7	2,819	5.1	4,504	7.1
Total Income	**46,902**	**100.0**	**49,472**	**100.0**	**52,093**	**100.0**	**55,772**	**100.0**	**63,298**	**100.0**
Expenditure										
Academic	21,449	45.8	21,956	45.6	22,649	44.6	23,747	43.5	27,185	44.9
Academic Support Services	8,965	19.1	8,764	18.2	8,761	17.3	9,581	17.6	10,916	18.0
Administration Support	6,876	14.7	7,389	15.3	8,404	16.5	9,472	17.4	10,036	16.6
Utilities,Grounds & Maintenance	3,126	6.7	3,072	6.4	3,539	7.0	3,531	6.5	3,178	5.3
Community Services	1,202	2.6	1,330	2.8	1,442	2.8	1,563	2.9	1,671	2.8
General Education Expenditure	1,563	3.3	1,821	3.8	1,607	3.2	3,055	5.6	2,483	4.1
Miscellaneous Expenditure	2,863	6.1	3,020	6.3	3,663	7.2	2,921	5.4	4,346	7.2
Medium Works	676	1.4	683	1.4	683	1.3	678	1.2	678	1.1
Contingency	95	-	78	0.2	-		-	-	-	-
Depreciation charged to Recurrent Fund	40		40	0.1	40.00	0.1	40.00	0.1	40.00	0.1
Total Expenditure	**46,855**	**99.7**	**48,153**	**100.0**	**50,788**	**100.0**	**54,588**	**100.0**	**60,533**	**100.0**
SURPLUS FOR THE YEAR	**47**		**1,319**		**1,305**		**1,184**		**2,765**	

Network Configuration of USP-Net



ANNEX 12

Titles and Numbers of CS Courses

(Year of 2005)

Course Code	Course Title	Semester	Mode	Location
CS100	Computing Fundamentals	I and II	OC	L
CS102	Computing for Science and Technology	II	OC	L
CS111	Introduction to Computing Science	I	OC/DFL	L/C
CS112	Data Structures and Algorithms	II	OC/DFL	L/C
CS121	Introduction to Information Technology	I	OC/DFL	L/C
CS122	Information Systems II	II	OC/DFL	L/C
CS211	Computer Organisation	I	OC/DFL	L
CS214	Design and Analysis of Algorithms	II	OC	L
CS221	Distributed Information Systems Theory and Application	I	OC/DFL	L/C
CS222	Database Management Systems	I	OC/DFL	L
CS224	Advanced Database Systems	II	OC/DFL	L/C
CS311	Operating Systems	I	OC	L
CS312	Data Communications and Computer Networks	II	OC	L
CS313	Software Engineering	I	OC	L
CS314	Computing Project	II	OC	L
CS316	Programming Languages	II	OC	L
CS323	Information Systems Analysis and Design	I	OC	L
CS332	Advanced Distributed Systems	II	OC	L
CS391	Special Topics in Computing Science	I	OC	L
CS392	Special Topics in Computing Science			

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ANNEX 13

Computer Science / Information Systems Lecturers

Name	Designation	Qualifications
Professor Christian Omlin	Professor	Dipl. Ing. ETH (Swiss Federal Institute of Technology, Zurich), PhD (Rensselaer Polytechnic Institute, NY, USA).
Dr. John Hosack	Associate Professor	BSc (Cal Tech, USA), MA, PhD (UC, Berk., USA)
Dr. William Blanke	Lecturer	BSc (Duke, USA), MSc (Virginia, USA), PhD (Texas, USA)
Dr. Marko Schütz	Lecturer	MSc, PhD (Johann Wolfgang Goethe Univ, Frankfurt, Germany)
Mr. Prakash Narayan	Lecturer	BSc, MSc (Avignon, France), MPhil (Strasbourg, France)
Mr. Jason Hershberger	Lecturer	BSc, MSc (Southern California, USA)
Dr. Sharlene Dai	Lecturer	BSc, Postgraduate Diploma (Hebei, China), PhD (Auckland Univ, NZ)
Mr. Atish Chand	Lecturer	BSc, Postgraduate Diploma (USP, Fiji)
Mr. Maletino Hola	Assistant Lecturer	BSc, Postgraduate Diploma (USP, Fiji)
Mr. Sunil Lal	Assistant Lecturer	BSc, Postgraduate Diploma (USP, Fiji)
Mr. Dinesh Kumar	Assistant Lecturer	BSc, Postgraduate Diploma (USP, Fiji)

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Number of Total Enrolments in CS Courses

Semester 1, 2004

Course	Total Enrolment
CS100	462
CS111	430
CS121	950
CS211	132
CS311	132
CS313	109
CS323	204
CS391	111
TOTAL	**2530**

Semester 2, 2004

Course	Total Enrolment
CS100	433
CS102	257
CS112	202
CS122	607
CS214	107
CS222	401
CS312	116
CS314	268
CS316	16
CS392	82
TOTAL	**2489**

Semester 1, 2003

Course	Total Enrolment
CS100	303
CS111	475
CS121	1112
CS211	248
CS311	103
CS313	131
CS323	159
CS391	108
TOTAL	**2639**

Semester 2, 2003

Course	Total Enrolment
CS100	247
CS102	181
CS112	180
CS122	664
CS214	196
CS222	463
CS312	143
CS392	255
TOTAL	**2329**

Semester 1, 2002

Course	Total Enrolment
CS100	179
CS111	519
CS121	1120
CS211	230
CS313	105
CS323	138
CS391	117
TOTAL	**2408**

Semester 2, 2002

Course	Total Enrolment
CS100	127
CS102	76
CS112	278
CS122	669
CS214	167
CS222	377
CS312	105
CS314	2
CS316	1
CS392	224
TOTAL	**2026**

SUMMARY	
YEAR	TOTAL
2004	5019
2003	4968
2002	4434

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Multimedia Learning Materials Produced by the Project

No.	Item Name	Date	Aurthor	Multimedia Creator	Multimedia	Non Multimedia
1	Instructional Design and Multimedia	Oct-25 - Oct-29, Nov-02, 2004	Dr. Katsuaki Suzuki	Mr. Dhiraj Bhartu	Synchronize Powerpoint	Powerpoint Slides
2	Network Operating Systems	Sep-05, 2004	Dr. Kazunori Sugiura	Mr. Navneet Maharaj	Synchronize Powerpoint	Powerpoint Slides
3	Research and Development at NIME and Demonstration of Some Tools	Oct-16, 2004	Dr.Noritaka OSAWA	Dr.Noritaka OSAWA	Presentation Video	Powerpoint Slides
4	Education Multimedia for the South Pacific	Aug, 2004	Mr. Christopher robbins	Mr. Christopher robbins	Flash Presentation	
5	Evalution of Computer Science Curriculum in Fiji Secondary School	May, 2004	Dr. Esther Williams, Ms. Maki Kato, Ms.Natasha Khan	Mr. Navneet Maharaj, Mr. Wade M. Miyagi	Presentation Video	CS Curriculum Report
6	Aloha Hawaii: an experiment with streamed audio	Jun-07, 2004	Ms. Ashwini Datt, Ms.Carol Hunter, Mr. Wade Miyagi	Ms. Ashwini Datt, Ms.Carol Hunter, Mr. Wade Miyagi	Audio	
7	CS222 Database Management System	Semester 2, 2004	Mr. Valentine Hazelman, Mr. Atish Chand, Mr. Wade M. Miyagi	Mr. Valentine Hazelman, Mr. Wade M. Miyagi	Flash Video Tutorials	Course Tips
8	Law_library practical research	Mar, 2004	Prof. Peter MacFarlane	Mr. Wade M. Miyagi, Mr. Robert Hughes	Video	
9	Visual record of multimedia workshop Vanuatu	Mar, 2004	Mr. Wade M. Miyagi	Mr. Wade M. Miyagi	Video	

ANNEX 16

List of Researches

Project	From-To	Objectives	Status	Contact_person	Contact_email
1. Evaluation of Computer Science Curriculum in Fiji Secondary Schools	Dec 2002 - April 2003	Review and analyze computer science education in Fiji schools. Share the results with teachers, stakeholders and students. Propose recommendations to the Ministry of Education. Set up a webpage for the Ministry of Education concentrating on learning and teaching CS in schools.	Final report has been printed and circulated. A Regional Conference on ICT Education is being planned for Jan. 2005 arising out of this.	Dr. Esther Williams, Ms. Maki Kato, and Ms. Natasha Khan	williams_e@usp.ac.fj kato_m@usp.ac.fj khan_n@usp.ac.fj
2. Maximising the Benefits of ICT/Multimedia in the South Pacific: Cultural Pedagogy and Usability Factors	July 2003 - March 2004	The project aims to improve the reach of ICT/Multimedia for education by examining how educational Multimedia production can be adapted to be inclusive of Pacific learning approaches and cultural differences. This information is	The final report has been published and circulated. Software on multimedia has also been developed and circulated with the report.	Christopher Robbins, USP Media Center	robbins_c@usp.ac.fj
3. GIS as a Planning Support Tool for Community Integrated Tourism Development: A Pilot for Fiji/South Pacific	July 2003 - March 2004	To identify opportunities and constraints for the future development of the database as (1) product development and marketing tool; (2) a community driven decision support tool; and (3) as a vehicle for donor harmonization through the communication of lessons learned, methodologies, development models, critical success factors, and will assess the opportunities and constraints for further expansion of the concept to other Zones in the Development Plan and elsewhere throughout the South Pacific Region	Research report will be published soon. The teams are finalizing the GIS Atlas at USP.	Dr. Stephen Doorne, Dr. Fabrice Lartigou Tourism Studies USP. Mr. Manoa Malani – Min. of Tourism	doorne_s@usp.ac.fj lartigou_f@usp.ac.fj mmalani@govnet.gov.fj
4. ICTs, Sustainable Rural Development and Poverty Reduction in the Solomon Islands: PFNet case	Sep 2003 – July 2004	To understand why there are issues related to differential access and utilization of email stations in the 9 PFNet project communities. To investigate the impact of PFNet on sustainable rural development incorporating, livelihoods, wellbeing, environmental awareness and management and gender equality) in the remote and rural Solomon Islands.	Final report to be printed soon.	Dr. Anand Chand, Sociology, SSED, USP, Mr. Glan Galo, USP-Solomons and Mr. Edo Stork from UNDP Mr. Alan Agassi – RDVA- Solomons	chand_a@usp.ac.fj galo_g@usp.ac.fj edo.stork@undp.org rdva@pipolfastaem.gov.sb

Project	From-To	Objectives	Status	Contact_person	Contact_email
5. Economic Impact of E-commerce Strategies for Marketing Small and Medium Tourism Enterprises.	Sep 2003 – March 2004	The project plans to examine the impact of e-commerce strategies of SMEs in the tourism sector. It applies a basic cost-benefit analysis framework to identify the impact of enterprise web-sites on the demand for tourism products. The project will set up the Web site for 3-4 budget SME accommodation to see the impact to profit. Monitoring period could be 12 months.	Shared results with stakeholders in Fiji, Samoa and Tonga. Final report to be printed soon. Monitoring the impact of research designed website http://www.holiday-fijibackpacking.com/	Prof. James McMaster, Director, PIMD, Ms. Maki Kato, and Ms. Natasha Khan	mcmaster_j@usp.ac.fj kato_m@usp.ac.fj khan_n@usp.ac.fj
6. Redefining Telecommunication Legislation and Regulatory Environment in Fiji for Improved Economic Growth and Social	Oct 2003 – July 2004	To improve the bandwidth in the country for education, business and health and to encourage policies and leadership that support the telecommunications infrastructure necessary for these purposes To strengthen Fiji's position in the region and internationally as a hub for the best telecommunication capability thus attracting increased investments and services globally To limit control and continue support for an independent regulatory body in the area of telecommunications.	Report writing in process.	Dr. Williams et al	williams_e@usp.ac.fj kato_m@usp.ac.fj takahashi_f@usp.ac.fj
7. A baseline survey on Free and Open Source Software (FOSS) in the South Pacific: Knowledge, Perception, Usage, Contribution and Potential.	Jan – Apr 2005	The specific aims of this study are: 1. to gauge the understanding of various key stakeholders in their use of FOSS 2. to discover how IT managers deploy, and plan to deploy, FOSS in their organisations 3. to discover how software developers at use, and plan to use, FOSS tools, licenses and development paradigms 4. to discover how end-users use FOSS applications 5. to discover interest in longer-term development or participation in the FOSS community 6. to find out how FOSS could be utilized to help in developing cheaper and more flexible IT systems in the Pacific.	Started the conduct of interviews.	Dr. Marko Schutz, Mr. Kisione Finau, Mr. Atish Chand and Natasha Khan	Schutz_m@usp.ac.fj, finau_k@usp.ac.fj, chand_at@usp.ac.fj khan_n@usp.ac.fj

Project	From-To	Objectives	Status	Contact_person	Contact_email
8. Country-Specific Websites and Cultural Identity Formation: A Case Study	Jan – Apr 2005	The primary objective of the study is to : • Illuminate the role played by ICTs and especially country-specific websites in the second-generation and younger indigenous Fijians' knowledge of their island home (Fiji) community and definition of themselves as part of that community. • To examine whether country-specific websites as a new form of "link" between the migrant and home communities play a specific role in this process. • To assess the extent to which ICTs and country-specific websites with their unique features contribute to the construction of a cultural identity in today's increasingly multi-cultural, globalised world. • To supplement this with a comparative analysis (albeit on a limited scale) of the experiences of the migrants and those of indigenous Fijians in Fiji.	Started the conduct of interviews.	Ms. Yoko Patrick, Ms. Vivian Koster, Mr. Tui Rakuita	partick_y@usp.acfj, koster_v@usp.ac.fj, rakuita_t@usp.ac.fj

ANNEX 17

ICT Conferences

Name of workshop/training/conference/etc.	Date	Title of session	Place/venue	Presenter	No. of participants
International					
1. Power Users of Information and Communication Technology Summit.	12th -13th December 2004	Harnessing power users' skills to create culturally-relevant educational technology in the South Pacific	United Nations Headquarters, New York, USA.	Mr, Christopher Robbins	UN and university representatives and other stakeholders.
2. Pacific Telecommunications Council – 27th Annual Conference & Exhibition	16th -19th January 2005	Fiji's Information-economy and the Role of Information and Communication Technology (ICT) Literacy Education in the Age of Broadband. Redefining Telecommunication Policy, Liberalization and Universal Service for Small Island Economies.	Honolulu, Hawaii, USA.	Ms. Maki Kato *Dr. Esther Williams	
Regional					
3. ICT in Life Conference	16th June 2004	Evaluation of Computer Science Curriculum in Fiji Secondary Schools. Maximizing the Benefits of ICT/Multimedia in the South Pacific: Cultural Pedagogy and Usability Factors. GIS-Community Based Tourism Development Project ICTs, Sustainable Rural Development and Poverty Reduction in the Solomon Islands: PFNet case Redefining Telecommunications Legislation and Regulatory Environment in Fiji for Improved Economic Growth	AUSAid lecture theatre – USP Suva.	Ms. Maki Kato Mr. Christopher Robbins Mr. Stephen Doorne Dr. Anand Chand Dr. Esther Williams.	

		and Social Development Economic Impact of E-commerce Strategies for the Marketing Small and Micro Tourism Business		Prof. James McMaster.	
4. PacInet 2004 – by The Pacific Islands Chapter of the Internet Society (PICISOC).	23rd – 28th August 2004	Cultural Pedagogy and Usability of New Media in the South Pacific	Port Vila, Vanuatu	Mr. Christopher Robbins	30 participants from all over the Pacific region and mostly IT personnels.
5. 2004 Pacific Island Countries GIS and RS Annual Conference	24th -26th November 2004	Public Participation in GIS - Observations of a tourism development project.	USP – Suva.	*Mr. Conway Pene	Regional and local participants.

* Reports pending

ANNEX 18

Member of JCC

2004 Member of JCC

Prof. Rajesh Chandra:	Acting Vice Chancellor: Chairperson
Dr. Esther Williams:	Pro-Vice Chancellor
Mr. Isikeli Mataitoga:	CEO, Ministry of Foreign Affairs & External Trade
Mr. Tevita Banuve:	CEO, Ministry of Finance & National Planning
Mrs. Alumita Taganesia:	CEO, Ministry of Education
Mr. Shigeki Takaya:	First Secretary, Embassy of Japan
Mr. Tadashi Ikeshiro:	Resident Rep. JICA Fiji Office
Mr. Yasumichi Araki:	Assistant Resident Representative, JICA Fiji Office
Ms. Stacey Tennant:	Second Secretary, AusAID
Dr. Michael Gregory:	Director, Planning and Development
Dr. Jito Vanualailai:	Head of Computing Science
Mr. Alan Lifton	Director Media Centre
Fr. John Bonato:	Acting Director DFLSC
Mr. Kisione Finau:	Director ITS
Dr. Eileen Tuimalealiifano:	Director CELT
Dr. Ropate Qalo:	Head of School, SSED
Dr. Anjeela Jokhan:	Head of School, SPAS
Mr. James Hawke:	Project Manager, AusAID funded, "Distance and Flexible Learning Project (DFLP)".

JICA Project Experts

Mr. Hiroshi Kuroiwa:	Chief Advisor/JICA Expert
Ms. Maki Kato:	Project Coordinator/ICT Research Coordinator
Dr. Kader Hiroshi Pramanik:	JICA Expert/ DFL Advisor

2003 Member of JCC

Prof. Rajesh Chandra:	Acting Vice Chancellor: Chairperson
Ratu Isoa Gavidi:	Permanent Secretary, Ministry of Foreign Affairs & External Trade
Mr. Tevita Banuve:	Permanent Secretary, Ministry of Finance & National Planning
Mrs. Alumita Taganesia:	Permanent Secretary, Ministry of Education
Mr. Shigeki Takaya:	First Secretary, Embassy of Japan
Mr. Hideki Tomobe:	Resident Rep. JICA Fiji Office
Mr. Yasumichi Araki:	Assistant Resident Representative, JICA Fiji Office
Ms. Stacey Tennant:	Second Secretary, AusAID
Dr. Michael Gregory:	Director, Planning and Development
Dr. Esther Williams:	University Librarian
Assoc. Prof. John Hosack:	Head of Computing Science
Mr. Detlef Blumel	Acting Director Media Centre
Fr. John Bonato:	Acting Director DFLSC
Mr. Kisione Finau:	Director ITS
Dr. Eileen Tuimalealiifano:	Director CELT
Dr. Ropate Qalo:	Head of School, SSED
Mr. James Hawke:	Project Manager, AusAID funded, "Distance and Flexible Learning Project (DFLP)".

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JICA Project Experts

Prof. Fujinobu Takahashi:	Chief Advisor
Mr. Mutsumi Miyagi:	DFL Expert
Ms. Maki Kato:	Project Coordinator

2002 Member of JCC

Mr. Savenaca Siwatibau:	Vice Chancellor
Prof. Rajesh Chandra:	Deputy Vice Chancellor
Ratu Isoa Gavidi:	Permanent Secretary, Ministry of Foreign Affairs & External Trade
Mr. Tevita Banuve:	Permanent Secretary, Ministry of Finance & National Planning
Mrs. Emi Rabukawaqa:	Permanent Secretary, Ministry of Education
Mr. Yoshinori Yakabe:	First Secretary, Head of Corporate Division, EOJ
Mr. Takashi Toyama:	Assistant Representative. JICA Fiji Office
Mr. Yasumichi Araki:	Assistant Resident Representative, JICA Fiji Office
Ms. Maryanne Athaide:	Second Secretary, AusAID
Dr. Esther Williams:	Director Planning and Development
Assoc. Prof. John Hosack:	Head of Computing Science
Prof. Conrad Morgan:	Computing Science
Dr. Richard Wah	Director University Extension
Ms. Linda Austin:	Acting Director Media Centre
Mr. Marika Qalomai:	Senior Techician, Media Centre
Mr. Kisione Finau:	Director ITS
Dr. Ropate Qalo:	Head of School, SSED
Mr. Keith Moala:	Manager, USPNet
Prof. Vijay Naidu:	Director, Centre of Development Studies

JICA Project Experts

Prof. Fujinobu Takahashi:	Chief Advisor
Mr. Mutsumi Miyagi:	DFL Expert
Ms. Maki Kato:	Project Coordinator

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List of the JCC Meeting and Its Memorandums

First JCC

Date	Agenda	Attendance List
7th November 2002	1) Brief progress report • Overall (includes timeline from Nov. 2002 to Mar. 2003) • Japanese visit in Oct • Three components 2) Explanation of Annual Planning for 2003 • Process explanation • Overall • Three components 3) Overall Questions and Answers	Dr. Rajesh Chandra: *Deputy Vice Chancellor: Chairperson* Dr. Esther Williams: *Director Planning and Development* Dr. John Hosack: *Head of Maths and Computing Science Dept.* Prof. Conrad Morgan: *Computing Science Dept.* Mrs. Emily Moala: *Acting Director University Extension* Ms. Linda Austin: *Acting Director Media Centre* Kisione Finau: *Director ITS* Dr. Ropate Qalo: *Head of School, SSED* Rt. Isoa Gavidi: *Permanent Secretary, MFA&ET* Ms. Lailun Khan: *Deputy PS for Economic & International Affairs, MFA&ET* Mr. Naipote Katonitabua: *Acting Principal Economic Planning Officer, MOF&NP* Ms. Maryanne Athaide: *Second Secretary, AusAID* Mr. Jone Vakaloloma: *Senior Programme Officer, AusAID* Mr. Yasumichi Araki: *Assistant Resident Representative, JICA Fiji Office* Miwako Takase: *First Secretary, Head of Corporate Division, EOJ* Mr. Mosese Waqa: *Research Associate, JICA Fiji Office* Prof. Fujinobu Takahashi: *Chief Advisor* Mr. Mutsumi Miyagi: *Project Expert* Ms. Maki Kato: *Project Coordinator* Mr. Wilson Hoerder: *Project Officer* Ms. Annette Toma: *Project Secretary*

Second JCC

Date	Agenda	Attendance List
4th November 2003	1) Welcome Speech by Chairman 2) Short Speech by JICA RR	Professor Rajesh Chandra *Acting Vice Chancellor: Chairperson* Mr. Naipote Katonitabua *Acting Principal Economic Planning Officer, MoF&NP*

	3) 2003 Progress Report • Three components • Questions and Answers 4) Suggestion for PDM change • Three components • Questions and Answers 5) 2004 Planning • Three components • Questions and Answers 6) Closing Remarks by Chairman	Ms. Tupou Raturaga *Chief Assistant Secretary, MFA&ET* Mr. Josefa Natau *Chief Education Officer, MoE* Mr. Hideki Tomobe *Resident Representative, JICA Fiji Office* Mr. Yasumichi Araki *Assistant Representative, JICA Fiji Office* Mr. Shigeki *Takaya First Secretary, Embassy of Japan* Mr. James Hawke Project Manager, *AusAID DFL Project* Professor John Hosack *Head of Department, Maths and Computing Sciences* Ms. Linda Austin *Media Centre* Fr. John Bonato *Acting Director, Centre for Distance Flexible Learning* Mr. Kisione Finau *Director, Information Technology Services* Dr. Eileen Tuimaleali'ifano *Director, CELT* Dr. Arvind Patel *SSED* Prof. Fujinobu Takahashi *Chief Advisor, ICT Capacity Building at USP* Mr. Mutsumi Miyagi *Project Expert* Ms. Maki Kato *Project Coordinator* Ms. Leigh-Anne Buliruarua *Project Assistant* Ms. Sela Isimeli *Project Assistant*

Third JCC

Date	Agenda	Attendance List
4th November 2004	1) Welcome by Chairman 2) 2004 Progress Report and Discussion 3) CS component action plan 4) DFL component action plan 5) ICT Research component action plan 6) Closing Remarks by Director ITS, USP	Fr. John Bonato *Acting Director, Distance and Flexible Learning Support Centre: Chairperson.* Mr. Josefa Natau *Director, TVET, Ministry of Education.* Mr. Temo Vakayatu *Economic Planning Officer, Ministry of Finance & National Planning.* Ms. Kubo *First Secretary, Embassy of Japan.* Mr. Tadashi Ikeshiro *Resident Representative, JICA Fiji Office.* Mr. Yasumichi Araki *Assistant Representative, JICA Fiji Office.* Dr. Anjeela Jokhan *Head of School of Pure and Applied Sciences.* Dr. Ropate Qalo *Head of School of Social and Economic Development.* Mr. James Hawke *Projects Manager, USP Solutions.* Mr. Kisione Finau *Director, IT Services.* Dr. Eileen Tuimalealiifano *Director, CELT.* Mr. Hiroshi Kuroiwa *Chief Advisor, ICT Capacity Building Project.* Dr. Kader Pramanik *JICA Expert/DFL Advisor.* Ms. Maki Kato *Project/ICT Research and Training Coordinator.* Ms. Leigh-Anne Buliruarua *Project Assistant.*

Conferences/Lectures/Seminars/Workshops

1. Lectures/Workshops by Japanese experts

JFY2002

A. Short term Experts.

No.	Time	Name / Presenter	Contents / Purpose
1	06/08/02 ~ 02/09/02	Planning of upgrade and design of USPNet Consultant Katsumi Yamamoto	Aug 20 : First presentation regarding the upgrade of USPNet Aug 27 : Final presentation regarding the upgrade of USPNet
2	20/08/02 ~ 13/09/02	Consultancy of Planning and design of IP-based network CRL Kazunori Sugiura	4 lectures regarding the next generation internet technology. Aug 22 : Introduction to the Internet Connecting to the Network Protocols Using the Ethernet Aug 29 : Education and Collaboration using Internet Introduction to Collaboration systems S.O.I (School on Internet) Sep 5 : Introduction to Network Operating Systems Distributed Network Operating Systems Installing FreeBSD How operating systems work Sep 9 : USP Campus Network Introduction of some campus networks in Japan Determine Network Problems in USP and identify possible solutions Sep 6 (11:00-13:00, 15:00-14:30) : DFL component – counterpart workshop.
3	13/10/02 ~ 18/10/02	Development of distance course model between USP and other institutions NIME Noritaka Osawa	Oct 16 : Workshop regarding the creation of multimedia.
4	13/01/03 ~ 12/02/03	Utilization of Web application database for Distance and Flexible	Multimedia Database、 Workshop for system developers Jan 23 – Jan 24 (9:00 – 13:00,14:00 – 16:30) : Multimedia Database – workshop for users

		Learning Consultant Takakazu Tamaki	Feb 4 – Feb 5 (9:00 – 13:00,14:00 – 16:30) :
5	14/01/03 ~ 12/03/03	Development of Computing Science extension course Consultant Satoru Takahashi	Creation of the Action Plan for the CS Courses to be offered via DFL Feb 13 : CS course action plan progress report (1) Feb 18 : CS course action plan progress report (2) Mar 7 : CS course action plan final report
6	21/01/03 ~ 21/02/03	Computing Science Lecture RedHat Koichiro Oda Ayumi Tanaka Hironobu Yoshikawa Masatake Yamato Ken Chan	RedHat RHCE Course Feb 3 – Feb 6 Silver Course Feb 10 – Feb13 Gold Course RHCE Exams (Feb 14 – Feb 18)
7	16/03/03 ~ 21/03/03	Distance and Flexible Learning course planning and evaluation NIME Makiko Miwa	Mar 19 10:00 – 12:00 : Presentation regarding the distance and flexible learning in USA. Mar 20 14:00 – 17:00 : DFL project and its counterpart workshop. MDB Demo (miyagi) presentation regarding the object oriented MDB

B. Long term Experts

No.	Time	Name	Lecture Contents
1	17/09/02 ~ 19/09/02	Fujinobu Takahashi	Importance of open source and Linux 7.3 demo
2	24/09/02 ~ 26/09/02	Fujinobu Takahashi	Tutorial regarding important Linux commands
3	01/10/02 ~ 03/10/02	Fujinobu Takahashi	Compiling of Linux kernel、Creation of Linux kernel through the source code
4	08/10/02 ~ 10/10/02	Fujinobu Takahashi	Linux Web server and ftp server practicals.
5	15/10/02 ~ 17/10/02	Fujinobu Takahashi	Open source relational database PostgreSQL – source to binary practicals

6	22/10/02 ~ 14/10/02	Fujinobu Takahashi	Revision of Linux and explanation about the RHCE
7	27/03/03 ~ 28/03/03	Maki Kato	Symposium On Evaluation of Computer Science Curriculum in Fiji Schools

JFY2003

A. Short term Experts

No.	time	Name and Occupation	Purpose and Contents
1	23/08/03 ~ 02/09/03	Network Security Lecture CRL Hiroyuki Ohno	Aug 26 : USP CS312 lecture Aug 27 : USP CS312 lecture Aug 28 : Special lecture for the people in charge of the Fiji government network security and public lecture. Aug 29 : Lecture regarding the network security for the JICA personnel.
2	25/08/03 ~ 15/09/03	Network IP Upgrade Experiment CRL Kazunori Sugiura	Lecture regarding the next generation internet technology and experiments in regards to the USPNet IP upgrade Sep 2 : USP CS312 lecture Sep 3 : USP CS312 lecture
3	04/08/03 ~ 06/10/03	Consultant Takakazu Tamaki	Updating the MDB with the latest LOM standards. Sep 12 : Seminar Topic : MDB (Multimedia Database) & LOM (Learning Object Metadata)
4	17/01/04 ~ 04/02/04	RedHat Koichiro Oda Naoko Takakura Takafumi Yamada Scott Hughes (via RedHat)	RedHat RHCE Course Jan 21 – Jan 26 : Silver Course Jan 27 – Jan 30 : Gold Course Jan 31 : RHCE Exams (Feb 14 – Feb 18)

B. Long term Experts

No.	Time	Name	Lecture/Workshop Contents
1	09/02/04 ~ 10/02/04 (Suva, Fiji) 12/02/04 ~ 13/02/04 (Lautoka, Fiji) 16/02/04 ~ 17/02/04 (Samoa) 23/02/04~ 24/02/04 (Nukulofa, Tonga) 26/02/04 (Vavau, Tonga)	Maki Kato	"Economic Impact of E-commerce strategies for the marketing small and micro tourism businesses" Report on the survey results Discussion amongst people concerned Opinions from the participants regarding the survey results. Providing training necessary for creating a simple webpage
2	27/01/04 ~ 28/01/04 03/02/04 ~ 04/02/04 (Suva, Fiji)	Wade Miyagi	Training on How to Use Digital Video Camera. To familiarize successful recipients of cameras and other interested participants with how to best use the digital video camera including: -Basic filming tips; -How to download digital footage into a computer; -Basic editing skills using Windows Movie Maker.
3	04/03/04 ~ 14/03/04 (Emalus Campus, Vanuatu)	Wade Miyagi	Multimedia Workshop – to teach Multimedia Learning objects. Video Shooting: Video camera operation, basic shots, compositions, Shooting exercises, Rehearsing Production – Shooting, Preview shooting material, logging of shots Plan for additional shot and/or re-shoots if necessary Post Production - Editing: capturing video to PC from Camera;

			editing using non-linear editing software (Movie Maker 2 or Adobe Premier). Basic Editing; theory and practice Rough cut: review & evaluation Post Production - Editing continued: Audio post production; audio editing, adding narration and music (if necessary and called for by design of the program), final cut.

JFY2004

A. Short term Experts

No.	Time	Name/Presenter	Contents/Purpose
1	03/07/04 ~ 12/08/04	Programming and Maintenance of Multimedia Database Consultant Takakazu Tamaki	Installation of IEEE Standard in MDB Aug 4 – Aug 10 : Short course training on Maintenance of MDB. Aug 5 : MDB Workflow Aug 6 : MDB Products – Create New Content Type) Aug 9 : Practical Training Aug 10 : Development of MDB
2	17/08/04 ~ 04/09/04	Support of Online CS Course Introduction Using Internet and Support for USPNET Upgrade (Keio University) Kazunori Sugiura and Shunsuke Fujieda	IP Experiment Advice Advise on Experts for future partnerships Introduction to IP-based infrastructure reconfiguration. Advice on ITC. Sep 4 : Presentation to Acting Vice Chancellor on Upgrading USPNET.
3	19/10/04 ~ 04/11/04	Instructional Design for Online Courses (Iwate Prefecture University) Katsuaki Suzuki	Oct 25 – Oct 29 : Training Workshop for DFLSC staff on Instructional Design and

			Multimedia. Nov 2 : Open Lecture on Instructional Design and Multimedia.

B. Long term Experts

No.	Time	Name	Lecture/Workshop Contents
1	25/01/05 – 29/01/05 (Suva, Fiji)	Maki Kato	Regional Workshop on ICT in Education -Share the results of the research titled "Evaluation of CS Curriculum in Fiji Schools"; -To reflect and review the current regional situation of ICT Education and explore opportunities to enhance it. -Establish some systematic approach at the regional level to ensure that educational goals are met in the best possible way.

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2. Project Conferences/Seminars

No.	Time	Title	Participants	Contents
1	16/06/04 (Suva, Fiji)	Conference on ICT in our Life	USP staff and students, stakeholders from government and the Private sector, representatives from Civil Society Organizations (CSOs) and Council of Regional Organizations of the Pacific (CROP), and Donor Agencies.	To share the progress and results of major Project activities having reached the halfway mark of the project, and to raise the profile of ICT usage in our daily lives.
2	03/11/04 (Suva, Fiji)	Presentation of Findings on E-Tourism Research: The Role of ICT in the enhancement of the Tourism Sector	Tourism field from government, private sector, donor agencies, regional organisations and NGOs.	To share the results of the two ICT and Tourism related researches, to obtain feedback from key stakeholders on the research results, and to raise the profile of tourism and ICT related issues.

Outline of Questionnaire

The Japanese evaluation team conducted the questionnaire to directly involved into the Project. The team distributed 45 questionnaires, toward management level, CELT, DFL, Emalus campus, ITS, Lautoka center, SPAS/CS, SSED and USP Staff related IT R&T components, in advance of the field survey.

The numbers of respondents by section are shown in the table below.

	#f of Respondents	%
Management	2	7%
CELT	2	7%
DFL	4	13%
Emalus	5	17%
ITS	3	10%
Lautoka	2	7%
SPAS/CS	6	20%
MC	4	13%
SSED	2	7%
	30	100%

The questionnaire consists of four parts, namely Effectiveness, Efficiency, Impact, and Sustainability. Each question has a given answerer to selections and also asked comments on the response.

The details of analysis are under process at the evaluation period in Suva.

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付属資料 2.　プロジェクト・デザイン・マトリックス（PDM）日本語版

プロジェクトタイトル：南太平洋大学（USP）遠隔教育・情報通信技術強化プロジェクト　　**実施期間：**（2002 年 7 月～2005 年 6 月）

裨益地域：フィジー国と USP 加盟国、**裨益グループ：**USP の CS、 DFL、IT・R&T のスタッフ、 裨益者：学生　　**作成日時：**2004 年 11 月 3 日

プロジェクトの要約	指標	指標データ入手手段	外部条件
上位目標： 質・量ともに改善された教育を通じて、USP が人材育成の中核的役割を果たすようになる。	1. 高等教育及び社会人教育の双方における入学応募者数が増加する。 2. 卒業生に対する質の高い求人が増加する。 3. 国際会議で発表する論文数及び国際学術誌に掲載される論文数が増加する。	1) アンケートとインタビュー 2) USP 統計	
プロジェクト目標： USP の情報通信技術力の向上を通じて、より多くの学生が質の高い教育を享受する。	1. 最新の実用的な IT の知識と技術を身につけた卒業生の数が増加する（2000 年 130 名/年→2005 年 195 名/年（50% の増加））。 2. マルチメディア技術を活用した遠隔教育（DFL）コース開発能力が向上する（遠隔教育コース開発手法が確立され、大学職員によって開発が行われる）。 3. IT 調査研究・研修に関する能力が向上する(社会経済開発のための IT 活用に関する質の高い研究のプロポーザルが USP に集まる。また、研究結果が成功裏に発表されると同時に、短期モデル研修コースに活用され、USP の知名度を高める。	1) アンケートとインタビュー 2)USP 統計 3) プロジェクト記録	1.フィジー国が政治的に安定している。 2.USP 予算が大幅に削減されない。 3.USP に関する政策、戦略が大幅に変更されない。

成果： **1. コンピュータ科学（CS=Computing Science）コンポーネント** より多くの学生が対面および遠隔教育により、適正な数の有能な講師による、最新で多様な CS コースが受けられる。 **2. 遠隔教育（DFL=Distance and Flexible Learning）コンポーネント** より多くの遠隔地の学生が、情報通信技術の活用により、改善された遠隔教育コースを受けられる。 **3. IT 調査研究・研修（R&T）コンポーネント** 南太平洋地域における IT 活用とデジタルデバイドに関する調査研究を基に、短期モデル研修コースを実施する。	**1. コンピュータサイエンス（CS）コンポーネント** 1) CS コース講師の量と質が向上する。 ・量: USP 加盟国からの講師数(2001 年 1 名→2005 年 3 名) ・質: 講師の学歴(2001 年は科学修士 1 名→2005 年は科学修士 2 名、PhD1 名) 2) フィジー本校における CS コースの量と質が向上する。 ・量: CS コースの数（2001 年 18 コース→2005 年 21 コース） ・質: 在学者数（2001 年 1500 名→2005 年 2200 名)、学生と大学職員による評価 3) 遠隔教育による CS コースの量と質が向上する。 ・量: 遠隔教育による CS コースの数（2002 年 1 コース→2005 年 3 コース） ・質: 在学者数（2001 年 273 名→2005 年 375 名)、学生と大学職員による評価 4) コンピュータラボ（アクセスビリティ）と USPNet の改善。 ・最新のソフトウェアによる運営時間 ・完全に IP 化された USPNet を運営する技術者の数（2003 年 0 名→2005 年 8 名） **2. 遠隔教育（DFL）コンポーネント** 1) 実行可能なコース開発管理システムが確立する。 ・e-ラーニングコースのためのコース開発モデルが 2004 年 2 月までに作成される。 ・e-ラーニングコース開発手順が 2004 年 5 月までに文書化される。 ・上記の手順を踏まえ、１つの e-ラーニングモデルコースが 2005 年 1 月までに開発される。 2) 遠隔教育モデルコース開発の量と質が向上する。 ・量: モデルコースの数（2005 年に 3 コース） ・質: 学生と大学職員による評価、合格率（2005 年に 65%＜国際基準 55%＞、修了率（2005 年に 85%＜国際基準 75%＞)、登録数、提出課題の採点及び返却に必要な期間（2004 年末までに平均 1 週間） 3) 教材データベースが創設される（仮想教育環境)。 ・量: MDB に登録されたマルチメディア学習オブジェクトの数（2005 年 1 月までに 100） ・質: MDB に登録されたアイテムの数（2005 年 1 月までに 2200） **3. IT 調査研究・研修（R&T）コンポーネント** 1) 調査研究・研修の手法が 2002 年 10 月までに確立される。 2) 最初の３つの調査研究報告書が 2004 年 7 月までに完成する。 3) 最初の 2 つの短期モデル研修コースが 2004 年 2 月までに開始され、2005 年 2 月までにもう 1 本が開始される。 モデル研修コースの受講者による評価	1)プロジェクト記録 2)アンケートとインタビュー 3)USP 統計	

活動：	投入 日本側	USP 側	前提条件	
1. CS コンポーネント 1) OJT と短期/長期の本邦研修を通じて、USP 加盟国の経験の少ない CS 分野講師を育成する。 2) スバ本校において、対面方式及び資格取得コース双方の種類を増加させる。 3) 実験を通じ、USP-Net を強化する。 4) 最新のソフトウェアを活用して、CS ラボを強化する。 **2. DFL コンポーネント** 1) OJT と短期/長期の本邦研修を通じて、遠隔教育のためのマルチメディア教材を開発する大学職員を養成する。 2) 実行可能なコース開発管理システムの手法を向上させる。 3) 遠隔教育のモデルコースを開発する。 4) 教材の集中管理データベースを開発する。 **3. IT 調査研究・研修（R&T）コンポーネント** 1) 調査研究と短期モデル研修コースのための手法を確立する。 2) ICT に関する調査研究を実施する。 3) 調査研究の結果を、短期モデル研修コースの方針と実施に十分に活用する。	**1. CS コンポーネント** 1) 日本人長期・短期専門家の派遣 2) C/P の長期・短期本邦研修 3) CS ラボへの機材供与(スバ、ラオトカ、ランバサ) **2. DFL コンポーネント** 1) 日本人長期・短期専門家の派遣 2) C/P の長期・短期本邦研修 3) カリキュラム開発および運営のために必要な機材供与 4) テレビ会議/テレビ放映用音声システムと関連機材供与（ラオトカ・ランバサセンター） 5) USPNet を強化する機材供与 **3. IT 調査研究・研修（R&T）コンポーネント** 1) 日本人長期・短期専門家の派遣 2) 研究を実施するための機材、資金、教育モジュール 3) 研修用機材	1) カウンターパート 2) 研修員 3) CS ラボのために必要な場所 1) カウンターパート 2) 研修員 3) 運営・維持コスト 4) 運営・維持コスト 5) 運営・維持コスト 1) カウンターパート 2) 管理事務	1)USP 関係者のコミットメントと意欲 2)C/P の低い離職率（現在は、離職率が高めである。）	

4. プロジェクト管理 1) プロジェクトの計画・モニタリング・評価・報告の一貫した手法を確立する。 2) 合同調整委員会（JCC）と運営委員会（OC）を定期的に開催する。 3) インターネットや新聞等の多様なメディアを通じた広報活動を行う。	*学生とスタッフによる評価 指標としては「80%以上の学生がコースとコース改善について“満足”と回答する（5 段階評価で 4 以上）」など。	

付属資料 3.　評価グリッド

フィジー国南太平洋大学遠隔教育・情報通信技術強化プロジェクト　終了時評価デザイン

＜評価スコープ＞

1 プロジェクト終了時の南太平洋大学（USP）における本プロジェクトの成果と今後の課題

2 プロジェクト期間終了後における本プロジェクトの投入及び成果の活用（自立発展性に向けて）

3 今後の教訓として残すべきプロジェクト成果の達成に貢献した事項（類似案件への教訓）

評価グリッド

	大項目	小項目	主な調査項目	情報収集方法（ヒアリング以外）	収集先
目標達成度	1 PDM 記載事項の達成度	1-1 上位目標の指標の達成度	PDM 参照。	Project document（PD）	プロジェクト（P）
		1-2 プロジェクト目標の指標の達成度	PDM 参照。	PD	
		1-3 各成果の指標の達成度	PDM 参照。	PD	
		1-4 活動実績	PDM 参照。	PD	
		1-5 投入実績	PDM 参照。	PD	
実施プロセス	2 実施プロセスの検証	2-1 主なターゲットの変遷	・PDM の変遷。 ・進捗に伴うターゲットの変遷*。	PD, *reports of the ex-experts	P, C/P, JCC
		2-2 USP 側スタッフの変遷	・JCC メンバーの交代、C/P の交代の実態とその影響。	PD	P, C/P
		2-3 マネージメント体制の変遷	・JCC の活動実績。 ・USP、プロジェクト、他メンバー国の関係の変遷。	PD, minutes of the Meeting	P, C/P, JCC
		2-4 モニタリングの実施	(PDM に、成果４を追加した場合は不要)		P, C/P
		2-5 外部条件の変化	・プロジェクト実施に係る外部条件（PDM 参照）の変化。	PD, Statistics	JCC, P
評価５項目	3 妥当性	3-1 ニーズとの合致	・USP、メンバー国のニーズとの合致。 ・学生のニーズとの合致。	学生アンケート	MOE, JCC, MC, students
		3-2 優先度	・裨益国の開発政策*の中で優先度は高いか。 ・日本の援助政策、JICA 国別事業実施計画*との整合性はあるか。	*Policy documents, *フィジー国別事業実施計画	MOE, JICA
		3-3 協力デザインの適切さ	・無償との連携は適切か。 ・協力実施期間、等は適切か。 ・実施体制（JCC、C/P 選定等）は適切であったか。	無償資料、PD	JICA, P

評価5項目	4 有効性	4-1 効果の発現	・プロジェクト目標は達成されたか。 ・その達成は、プロジェクトの成果によってもたらされたものか。 ・学生数（学部別）の推移 ・卒業生（CS、DFL）の就職状況	PD, observation, C/P アンケート 学生アンケート USP 統計	JCC, C/P, Other staff, ex-and present students,
		4-2 促進・阻害要因	・有効性を促進する要因、阻害する要因は何か。 ・日本の技術の比較優位性の視点 ・実施体制の視点 ・USP 側のオーナーシップの視点 ・日本側の実施体制・バックアップ体制の視点	PD C/P アンケート	JCC, Other staff, C/P, P
	5 効率性	5-1 投入規模、質の妥当性	・投入（人、機材、運営費）の量、質は妥当であるか。 ・日本側と USP 側のシェアは妥当であるか。	PD C/P アンケート	JCC, C/P, P
		5-2 投入と成果達成度の関係	・投入（量・質）と成果達成度における関係は妥当であるか。 ・他ドナーとの連携による効果。 ・他類似案件との比較	PD, JICA other project's document C/P アンケート	JCC, C/P, P, JICA
		5-3 実施体制における効率性	・実施体制の変化（実施プロセスより）によって、効率が促進または阻害されたことはないか。	PD	JCC, C/P, P
	6 インパクト	6-1 直接的インパクト	・期待された直接的な正のインパクト（上位目標）、負のインパクトの発現はあるか。	PD, Reports of the ex-experts, USP document on job-placement of the graduates C/P アンケート	JCC, C/P, P, USP, ex-and present students
		6-2 間接的インパクト	・その他、予測されなかった正負のインパクトは見られるか。	RD, Reports of the ex-experts C/P アンケート	
	7 自立発展性	7-1 マネージメント的側面	・USP のマネージメント体制は安定しているか。 ・教員の質は確保されているか。特に裨益国出身の教員は育っているか。 ・マネージメントセクションの職員の配置、業務執行能力の問題はないか。	C/P アンケート	JCC, C/P, Other staff, P,
		7-2 技術的側面	・技術移転の C/P への定着状況と発展の可能性はあるか。 ・USPNet、ラボ等の、インフラ・機材の保守管理に関する技術的持続可能性はあるか。	C/P アンケート Observation	
		7-3 財政的側面	・機材の保守管理に関する財政*の持続可能性はあるか。 ・USP 自身の財政状況*（これまでの収支と今後の予測）は安定して	C/P アンケート *Trends in Budgets of USP and its prediction	

			いるか。 ・CS および遠隔教育保守にかける予算*は確保されるか。		
		7-4 政策的側面	・フィジー政府および他の 12 のメンバー国政府の政府は、本プロジェクトの成果を評価し、今後支援する姿勢を見せているか。	C/P アンケート	
		7-5 他ドナーの支援	・今後の他ドナーの支援の動向*はどうか?USP のキャパシティデベロップメント向上をどのように支援しようとしているか。	C/P アンケート *Document of other donors such as AusAID	Other donors

References
P: The project, JICA: JICA HQ and Fiji Office, MOE: Ministry of Education and other related to ministries, MC: 12 member countries,

付属資料4.　カウンターパートに対する質問票

Title of questionnaire: Project Evaluation "ICT Capacity Building @ USP"　　<For Counterparts>

Objective of the questionnaire:　To evaluate the Project
Usage of questionnaire:　Limited use only for evaluation
Contact person in the case of question and clarification

Name (　　) Title (　　)

Please answer following questions and describe reason and comments as much as possible.

1. Effectiveness
Tick A, B, C or D which best corresponds with your evaluation.

A＝very much　B=A little　C=I don't think so　D=Not sure

				A	B	C	D	Reasons or comments
1.1	Achievement of the project purpose, "More students can receive improved education service through the enhanced IT capacity of USP"	1.1.1	In your view, since July 2002, has more students received improved education service through the enhanced IT capacity of USP?					
		1.1.2	Do you think that the Project has contributed to enhance CS and DFL courses as a whole?					
		1.1.3	Do you also think the CS & DFL course enhancement has also enhanced knowledge/ability of students?					
		1.1.4	Do you think that the CS graduates have become more marketable in the work sector due to the Project's work at USP?					

A＝Effective　B＝Almost effective　C= Not effective　D=Not sure

				A	B	C	D	Reasons or comments
1.2	Effectiveness of outputs of each component in contributing to achieve the project purpose, "More students can receive improved education service through the enhanced IT capacity of USP"	1.2.1	Do you think following output contributes to achieve the project purpose effectively? "More students can take various up-to-date CS courses by right number of capable lecturers both in distance and face-to-face mode"					
		1.2.2	Do you think following output contributes to achieve the project purpose effectively? "More external students can take better DFL courses, particularly using IT"					
		1.2.3	Do you think following output contributes to achieve the project purpose effectively? "Short-term model training courses are implemented based on IT research on utilization and digital divide in the South Pacific Region"					

Only A,B→ A＝Yes, B＝No

				A	B	Reasons or comments
1.3	Contributing factors to achieve the project purpose effectively	1.3.1	Do you think are there any particular factors which led to effectiveness in contributing to achieve the project purpose?			

1.4	Hindering factors to achieve the project purpose effectively	1.4.1	Do you think are there any particular factors which hindered effectiveness in contributing to achieve the project purpose?						

2. Efficiency

Tick A, B, or C which corresponds with your evaluation.

A＝Appropriate B＝Almost Appropriate C=Not Appropriate

						A	B	C	Reasons or comments
2.1	Japanese input	2.1.1	Timing of period of experts' dispatch	1)	Long term experts				
				2)	Short term experts				
		2.1.2	Number of experts dispatched	1)	Long term experts				
				2)	Short term experts				
		2.1.3	Specialty and background of the experts	1)	Long term experts				
				2)	Short term experts				
		2.1.4	Performance of experts	1)	Long term experts				
				2)	Short term experts				
		2.1.5	Provision of equipments	1)	Timing				
				2)	Type, Technical level				
				3)	Quality				
				4)	How to supply				
		2.1.6	C/P trainings in Japan	1)	Timing of training				
				2)	Number of trainees				
				3)	Selection process				
				4)	Contents of training				
		2.1.7	Provision of operational/maintenance costs						
2.2	USP input	2.2.1	C/Ps placement	1)	Administrative C/Ps				
				2)	Technical C/Ps				
				3)	C/Ps in regional centers or				
		2.2.2	Number or C/Ps	1)	Administrative C/Ps				
				2)	Technical C/Ps				
				3)	C/Ps in regional centers or				
		2.2.3	Quality of C/Ps' specialty	1)	Administrative C/Ps				
				2)	Technical C/Ps				
				3)	Commitment of C/Ps				
				4)	Cooperation by USP C/Ps				
				5)	C/Ps in regional centers or				
		2.2.4	Quality of USP staff	1)	Specialty of teaching staff				
				2)	Load per teaching staff				
				3)	Use of ICT by teaching staff				
				4)	Acceptance of change to use of more ICT in teaching by USP				
				5)	Execution ability of management staff				

		2.2.5	Provision of facility/equipments	1)	Were the equipment provided relevant to USPs needs				
				2)	Were the equipment utilized effectively				
				3)	Were the equipment installed for use within a short period?				
		2.2.6	Charge of maintenance costs						

A＝Efficient B＝Almost efficient C=Not efficient

				A	B	C	Reasons or comments
2.3	Relation to other donor	2.3.1	Do you think that the Project utilizes USPNet, which was provided partially by Japanese Grant Aid, efficiently?				
		2.3.2	Do you think that the Project coordinated efficiently with other donors to enhance USP's capacity building				

3. Impact

Tick A, B, C or D which corresponds with your evaluation.

A＝Realized B=Almost realized C=Not realized D=No idea

				A	B	C	D	Reasons or comments
3.1	Direct impact	3.1.1	Do you think the overall goal "USP is enhanced as a center of excellence for human resource development through the qualitative and quantitative improved education service" will be able to be realized in 5 years after the project ending?					

A＝Yes, B＝No

				A	B	Please specify below
3.2	Indirect impact	3.2.1	Are there any positive unexpected impact through the Project?			
		3.2.2	Are there any negative unexpected impact through the Project?			

4. Sustainability

Tick A, B, or C which corresponds with your evaluation.

A＝I think so B＝I almost think so C=I don't think so

				A	B	C	Reasons or comments
4.1	Management	4.1.1	Do you think that the USP management system stable?				
		4.1.2	Do you think that the number of academic staff and support staff is enough to achieve USP's mission such as quality education and R & D?				
4.2	Technology	4.2.1	Do you think that technologies transferred through the Project takes root in C/Ps?				
		4.2.2	Do you think that C/Ps can develop their ability to provide quality education utilizing ICT, which was enhanced by the technology transfer through the Project, without advice from experts?				
		4.2.3	Do you think that equipment provided by the Project will be utilized and maintained by the C/Ps without advice of experts?				

4.3	Aids by other donor	4.3.1	Do you know any support programs planed or implemented at USP or targeting the same area (ICT capacity building) in the region by other donors?	A) Yes B) No If your answer is "Yes", would you please write your comments on

(Note)

1. Effectiveness:
The extent to which the project's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2. Efficiency:
A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results/outputs.

3. Impact:
Positive and negative, primary and secondary long-term effects produced by a project, directly or indirectly, intended or unintended.

4. Sustainability:
The continuation of benefits from a project after major development assistance has been completed. The probability of continued long-term benefits.
The resilience to risk of the net benefit flows over time.

付属資料5.　カウンターパートに対する質問票集計結果

1. Effectiveness

1.1.1In your view, since July 2002, has more students received improved education service through the enhanced IT capacity of USP?

A. Very much	14 47%
B. A little	12 40%
C.I don't think so	0 0%
D. Not sure	3 10%
No answer	1 3%
Total	30 100%

1.1.2Do you think that the Project has contributed to enhance CS and DFL courses as a whole?

A. Very much	18 60%
B. A little	7 23%
C.I don't think so	1 3%
D. Not sure	4 13%
Total	30 100%

1.1.3Do you also think the CS & DFL course enhancement has also enhanced knowledge/ability of students?

A. Very much	9 30%
B. A little	10 33%
C.I don't think so	2 7%
D. Not sure	7 23%
No answer	2 7%
Total	30 100%

1.1.4Do you think that the CS graduates have become more marketable in the work sector due to the Project's work at USP?

A. Very much	9 30%
B. A little	5 17%
C.I don't think so	0 0%
D. Not sure	12 40%
No answer	4 13%
Total	30 100%

1.2.1Do you think following output contributes to achieve the project purpose effectively? "More students can take various up-to-date CS courses by right number of capable lecturers both in distance and face-to-face

A. Effective	6 20%
B. Almost effective	8 27%
C. Not effective	2 7%
D. Not sure	11 37%
No answer	3 10%
Total	30 100%

1.2.2Do you think following output contributes to achieve the project purpose effectively? "More external students can take better DFL courses, particularly using IT"

A. Effective	8 27%
B. Almost effective	13 43%
C. Not effective	2 7%
D. Not sure	7 23%
Total	30 100%

1.2.3Do you think following output contributes to achieve the project purpose effectively? "Short-term model training courses are implemented based on IT research on utilization and digital divide in the South Pacific

A. Effective	7 23%
B. Almost effective	7 23%

C. Not effective	1 3%
D. Not sure	12 40%
No answer	3 10%
Total	30 100%

1.3.1Do you think are there any particular factors which led to effectiveness in contributing to achieve the project purpose?

A. Yes	24 80%
B. No	3 10%
No answer	3 10%
Total	30 100%

1.4.1Do you think are there any particular factors which hindered effectiveness in contributing to achieve the project purpose?

A. Yes	19 63%
B. No	5 17%
No answer	6 20%
Total	30 100%

2. Efficiency

Timing of Japanese experts' dispatch

2.1.1-1)Long term experts

A. Appropriate	14 47%
B. Almost	3 10%
C. Not appropriate	1 3%
No answer	12 40%
Total	30 100%

2.1.1-2)Short term experts

A. Appropriate	12 40%
B. Almost	5 17%
C. Not appropriate	2 7%
No answer	11 37%
Total	30 100%

Number of Japanese experts' dispatch

2.1.2-1)Long term experts

A. Appropriate	13 43%
B. Almost	5 17%
C. Not appropriate	0 0%
No answer	12 40%
Total	30 100%

2.1.2-2))Short term experts

A. Appropriate	12 40%
B. Almost	5 17%
C. Not appropriate	1 3%
No answer	12 40%
Total	30 100%

Specialty of Japanese experts

2.1.3-1)Long term experts

A. Appropriate	13 43%
B. Almost	5 17%
C. Not appropriate	0 0%
No answer	12 40%
Total	30 100%

2.1.3-2)Short term experts

A. Appropriate	12 40%
B. Almost	5 17%
C. Not appropriate	1 3%
No answer	12 40%
Total	30 100%

Performance of Japanese experts

2.1.4-1)Long term experts

A. Appropriate	15 50%
B. Almost	4 13%
C. Not appropriate	0 0%
No answer	11 37%
Total	30 100%

2.1.4-2)Short term experts

A. Appropriate	14 47%
B. Almost	3 10%
C. Not appropriate	1 3%
No answer	12 40%
Total	30 100%

Provision of equipment

2.1.5-1)Timing

A. Appropriate	17 57%
B. Almost	4 13%
C. Not appropriate	1 3%
No answer	8 27%
Total	30 100%

2.1.5-2)Type, Technical level

A. Appropriate	18 60%
B. Almost	4 13%
C. Not appropriate	2 7%
No answer	6 20%
Total	30 100%

2.1.5-3)Quality

A. Appropriate	22 73%
B. Almost	2 7%
C. Not appropriate	1 3%
No answer	5 17%
Total	30 100%

2.1.5-4)How to supply

A. Appropriate	10 33%
B. Almost	5 17%
C. Not appropriate	2 7%
No answer	13 43%
Total	30 100%

C/P trainings in Japan

2.1.6-1)Timing of training

A. Appropriate	7 23%
B. Almost	4 13%
C. Not appropriate	1 3%
No answer	18 60%
Total	30 100%

2.1.6-2)Number of trainees

A. Appropriate	3 10%
B. Almost	7 23%
C. Not appropriate	2 7%
No answer	18 60%
Total	30 100%

2.1.6-3)Selection process

A. Appropriate	6 20%
B. Almost	5 17%
C. Not appropriate	1 3%
No answer	18 60%
Total	30 100%

2.1.6-4)Contents of training

A. Appropriate	8 27%
B. Almost	4 13%
C. Not appropriate	0 0%
No answer	18 60%
Total	30 100%

2.1.7Provision of operational/maintenance costs

A. Appropriate	5 17%
B. Almost	2 7%
C. Not appropriate	3 10%
No answer	20 67%
Total	30 100%

C/P placement

2.2.1-1)Administrative C/Ps

A. Appropriate	4 13%
B. Almost	3 10%
C. Not appropriate	0 0%
No answer	23 77%
Total	30 100%

2.2.1-2)Technical C/Ps

A. Appropriate	6 20%
B. Almost	3 10%
C. Not appropriate	0 0%
No answer	21 70%
Total	30 100%

2.2.1-3)C/Ps in regional centers or campus

A. Appropriate	2 7%
B. Almost	5 17%
C. Not appropriate	1 3%
No answer	22 73%
Total	30 100%

Number of c/Ps

2.2.2-1)Administrative C/Ps

A. Appropriate	2 7%
B. Almost	5 17%
C. Not appropriate	2 7%
No answer	21 70%
Total	30 100%

2.2.2-2)Technical C/Ps

A. Appropriate	4 13%
B. Almost	5 17%
C. Not appropriate	1 3%
No answer	20 67%
Total	30 100%

2.2.2-3)C/Ps in regional centers or campus

A. Appropriate	4 13%
B. Almost	5 17%
C. Not appropriate	1 3%
No answer	20 67%
Total	30 100%

Quality of C/Ps's specialty

2.2.3-1)Administrative C/Ps

A. Appropriate	5 17%
B. Almost	1 3%
C. Not appropriate	1 3%
No answer	23 77%
Total	30 100%

2.2.3-2)Technical C/Ps

A. Appropriate	2 7%
B. Almost	2 7%
C. Not appropriate	0 0%
No answer	26 87%
Total	30 100%

2.2.3-3)Commitment of C/Ps

A. Appropriate	8 27%
B. Almost	4 13%
C. Not appropriate	0 0%
No answer	18 60%
Total	30 100%

2.2.3-4)Cooperation by USP C/Ps

A. Appropriate	5 17%
B. Almost	5 17%
C. Not appropriate	0 0%
No answer	20 67%
Total	30 100%

2.2.3-5)C/Ps in regional centers or campus

A. Appropriate	6 20%
B. Almost	3 10%
C. Not appropriate	0 0%
No answer	21 70%
Total	30 100%

Quality of USP staff

2.2.4-1)Speciality of teaching staff

A. Appropriate	6 20%
B. Almost	3 10%
C. Not appropriate	0 0%
No answer	21 70%
Total	30 100%

2.2.4-2)Load per teaching staff

A. Appropriate	6 20%
B. Almost	7 23%
C. Not appropriate	4 13%
No answer	13 43%
Total	30 100%

2.2.4-3)Use of ICT by teaching staff

A. Appropriate	6 20%
B. Almost	11 37%
C. Not appropriate	3 10%
No answer	10 33%
Total	30 100%

2.2.4-4)Acceptance of change to use of more ICT in teaching by USP staff

A. Appropriate	7 23%
B. Almost	8 27%
C. Not appropriate	6 20%
No answer	9 30%
Total	30 100%

2.2.4-5)Execution ability of management staff

A. Appropriate	7 23%
B. Almost	11 37%
C. Not appropriate	3 10%
No answer	9 30%
Total	30 100%

Provision of facility/equipments

2.2.5-1)Were the equipment provided relevant to USPs needs?

A. Appropriate	22 73%
B. Almost	2 7%
C. Not appropriate	1 3%
No answer	5 17%
Total	30 100%

2.2.5-2)Were the equipment utilized effectively?

A. Appropriate	19 63%
B. Almost	6 20%
C. Not appropriate	0 0%
No answer	5 17%
Total	30 100%

2.2.5-3)Were the equipment installed for use within a short period?

A. Appropriate	13 43%
B. Almost	6 20%
C. Not appropriate	1 3%
No answer	10 33%
Total	30 100%

2.2.6Charge of maintenance costs

A. Appropriate	4 13%
B. Almost	3 10%
C. Not appropriate	0 0%
No answer	23 77%
Total	30 100%

2.3.1Do you think that the Project utilizes USPNet, which was provided partially by Japanese Grant Aid, efficiently?

A. Appropriate	10 33%
B. Almost	12 40%
C. Not appropriate	2 7%
No answer	6 20%
Total	30 100%

2.3.2Do you think that the Project coordinated efficiently with other donors to enhance USP's capacity building?

A. Appropriate	15 50%
B. Almost	4 13%
C. Not appropriate	2 7%
No answer	9 30%
Total	30 100%

3. Impact

3.1.1Do you think the overall goal "USP is enhanced as a center of excellence for human resource development through the qualitative and quantitative improved education service" will be able to be realized in 5 years after the project ending?

A. Realized	10 33%
B. Almost realized	14 47%
C. Not realized	2 7%
D. No idea	3 10%
No answer	1 3%
Total	30 100%

3.2.1Are there any positive unexpected impact through the Project?

A. Yes	18 60%
B. No	5 17%
No answer	7 23%
Total	30 100%

3.2.2Are there any negative unexpected impact through the Project?

A. Yes	3 10%
B. No	14 47%
No answer	13 43%
Total	30 100%

4. Sustainability

4.1.1Do you think that the USP management system stable?

A. I think so	10 33%
B. I almost think so	10 33%
C. I don't think so	7 23%
No answer	3 10%
Total	30 100%

4.1.2Do you think that the number of academic staff and support staff is enough to achieve USP's mission

A. I think so	9 30%
B. I almost think so	9 30%
C. I don't think so	11 37%
No answer	1 3%
Total	30 100%

4.2.1Do you think that technologies transferred through the Project takes root in C/Ps?

A. I think so	14 47%
B. I almost think so	9 30%
C. I don't think so	2 7%
No answer	5 17%
Total	30 100%

4.2.2Do you think that C/Ps can develop their ability to provide quality education utilizing ICT, which was enhanced by the technology transfer through the Project, without advice from experts?

A. I think so	12 40%
B. I almost think so	9 30%
C. I don't think so	5 17%
No answer	4 13%
Total	30 100%

4.2.3Do you think that equipment provided by the Project will be utilized and maintained by the C/Ps without advice of experts?

A. I think so	12 40%
B. I almost think so	12 40%
C. I don't think so	2 7%
No answer	4 13%
Total	30 100%

4.3.1Do you know any support programs planed or implemented at USP or targeting the same area (ICT capacity building) in the region by other donors?

A. Yes	3 10%
B. No	23 77%
No answer	4 13%
Total	30 100%

付属資料6.　学生に対する質問票

Title of questionnaire: Project Evaluation "ICT Capacity Building @ USP"　　<For Students>

Objective of the questionnaire: To evaluate the Project
Usage of questionnaire: Limited use only for evaluation
Contact person in the case of question and clarification:

Please answer following questions and describe reason and comments as much as possible.

PART 1: About yourself

1. Gender　　a) Male　b) Female
2. Age (optional)　　(　　) years old
3. Are you enrolled for　　a. Certificate　b. Diploma　c. Degree　d. Postgraduate　e. Masters　f. PhD
4. Have you ever taken any CS/IS course?　　1) Yes　2) No
5. Are you currently studying by　　1) On-campus　2)Distance learning mode
6. Have you ever taken any course by DFL mode?　　1) Yes　2) No
7. How did you learn about USP ? (You may circles more than one)
   1) Through media including the magazines, newspaper, TV, etc.
   2) From teachers in high school.
   3) From family/friends or people around me.
   4) Career Counselors from government departments.
   5) Others (Please specify)
8. Why did you decide to join USP and not any other tertiary institute?
   1) Most accessible university in distance.
   2) Quality and relevance of the program.
   3) Reputation of USP.
   4) Have no other choice as sponsored to USP
   5) Most reasonable in cost compared to other institutes.
   5) Others (Please specify)
9. What are your plans after graduating from your current program of study at USP ?
   1) Start working (Please specify possible job)
   2) Start advanced program such as Degree/Post graduate course at USP.
   3) Start advanced program such as Degree/Post graduate course at different
   4) Others (Please specify)

PART 2: About the educational program at USP

Tick A,B,C,or D which corresponds to your evaluation.

1 To CS students

A=Satisfied B=Somewhat satisfied C=Neutral D=Not satisfied

				A	B	C	D	Reason or comment
1.1	Contents of general CS course	1)	The structure of CS courses					
		2)	The proportion of theory and practice					
		3)	Variety of CS courses					
		4)	Accessibility of CS courses - online?					
		5)	Quality of educational materials, including					
1.2	Teachers/trainers	1)	Quality of teachers/trainers					
		2)	Skills and knowledge of lecturer and tutors					
		3)	Availability of lecturers and tutors to					
		4)	Teaching method					
1.3	Multimedia equipment, facility	1)	Accessibility to Internet for information					
		2)	Accessibility to PCs when required					
		3)	Usefulness of CS lab					
		4)	Use of email to submit assignments					
		5)	Usefulness of video conference with					
1.4	Overall education environment	1)	General satisfaction					

A=Satisfied B=Somewhat satisfied C=Neutral D=Not satisfied

				A	B	C	D	Reason or comment
1.5	Students who have received RHCE course	1)	Contents of program					
		2)	Quality of teachers/trainers					
		3)	Trainers English language capability					
		4)	Duration of training					
		5)	Examination style					
		6)	Fee charges					
		7)	Materials					
		8)	Usefulness/hopefulness of certification					
		9)	General satisfaction					

2 To students who are receiving DFL courses

A=Satisfied B=Somewhat satisfied C=Neutral D=Not satisfied

				A	B	C	D	Reason or comment
2.1	Contents of general DFL course	1)	Contents of your selected course					
		2)	Variety of DFL course					
		3)	Accessibility of DFL course					
		4)	Quality of educational materials					
		5)	The proportion of theory and practice					
2.2	Teachers/trainers	1)	Quality of teachers/trainers					
		2)	Skills and knowledge of lecturer and tutors					
		3)	Accessibility to lecturers /tutors					
		4)	Teaching method					
2.3	Multimedia equipment, facility	1)	Lecture or tutorial through USPNet					
		2)	Internet Accessibility through USPNet					
		3)	Course materials with Multimedia if any					
2.4	Overall education environment	1)	General satisfaction					

PART 3: Opinions or suggestions to USP

If you have any opinions or suggestions for improving the services in USP regarding the curriculum, distance and flexible learning, procedures for entrance, supports of job-searching etc.. Please describe in detail.

付属資料7.　学生に対する質問票集計結果

Gender

male	24 55%
female	20 45%
Total	44 100%

Age cohort

10s	20 45%
20s	16 36%
30s	2 5%
No answer	6 14%
Total	44 100%

Are you enrolled for

Certificate	6 14%
Diploma	1 2%
Degree	24 55%
Postgraduate	1 2%
Masters	0 0%
PhD	0 0%
No answer	12 27%
Total	44 100%

Are you Currently studying by?

On-campus	21 48%
DFL mode	20 45%
No answer	3 7%
Total	44 100%

How did you learn about USP **?** (You may circles more than one)

1)Through media including the magazines, newspaper, TV, etc.	15 34%
2)From teachers in high school.	29 66%
3)From family/friends or people around me.	33 75%
4)Career Counselors from government departments	8 18%
5)Others	2 5%
Total	87 198%

Why did you decide to join USP and not any other tertiary institute?

1)Most accessible university in distance	19 43%
2)Quality and relevance of the program	20 45%
3)Reputation of the USP	13 30%
4)Have no other choice as sponsored to USP	3 7%
5)Most reasonable in cost compared to other institutes.	4 9%
6)Others	1 2%
Total	60 136%

What are your plans after graduating from your currently program of study at USP ?

1)Start working (Please specify possible job)	15 34%
2)Start advanced program such as Degree/Post graduate course at USP	19 43%
3)Start advanced program such as Degree/Post graduate course at different university/college	6 14%
4)Others	3 7%
No answer	1 2%
Total	44 100%

To CS students

		Satisfied	Somewhat satisfied	Neutral	Not satisfied	No answer	Total	Average
Contents of general CS course	1)The structure of CS courses	25 64%	8 21%	2 5%	2 5%	2 5%	39 100%	83.8
	2)The proportion of theory and practice	18 46%	15 38%	3 8%	1 3%	2 5%	39 100%	78.4
	3)Variety of CS courses	22 56%	8 21%	5 13%	1 3%	3 8%	39 100%	80.6
	4)Accessibility of CS courses - online?	16 41%	16 41%	5 13%	0 0%	2 5%	39 100%	76.6
	5)Quality of educational materials, including	16 41%	12 31%	8 21%	2 5%	1 3%	39 100%	70.2
Teachers/trainers	1)Quality of teachers/trainers	15 38%	12 31%	8 21%	2 5%	2 5%	39 100%	69.4
	2)Skills and knowledge of lecturer and tutors	19 49%	12 31%	5 13%	1 3%	2 5%	39 100%	77.5
	3)Availability of lecturers and tutors to	18 46%	8 21%	7 18%	6 15%	0 0%	39 100%	65.8
	4)Teaching method	16 41%	13 33%	4 10%	3 8%	3 8%	39 100%	72.2
Multimedia equipment, facility	1)Accessibility to Internet for information	19 49%	6 15%	7 18%	6 15%	1 3%	39 100%	66.7
	2)Accessibility to PCs when required	11 28%	9 23%	8 21%	10 26%	1 3%	39 100%	51.8
	3)Usefulness of CS lab	20 51%	9 23%	8 21%	2 5%	0 0%	39 100%	73.5
	4)Use of email to submit assignments	22 56%	10 26%	6 15%	1 3%	0 0%	39 100%	78.6
	5)Usefulness of video conference with	17 44%	8 21%	7 18%	5 13%	2 5%	39 100%	66.7
Overall education environment	1)General satisfaction	16 41%	15 38%	4 10%	1 3%	3 8%	39 100%	75.9

		Satisfied	Somewhat satisfied	Neutral	Not satisfied	No answer	Total	Average
Students who have received RHCE course	1)Contents of program	12 60%	5 25%	1 5%	0 0%	2 10%	20 100%	87.0
	2)Quality of teachers/trainers	9 45%	7 35%	2 10%	1 5%	1 5%	20 100%	75.4
	3)Trainers English language capability	12 60%	6 30%	2 10%	0 0%	0 0%	20 100%	83.3
	4)Duration of training	10 50%	7 35%	2 10%	0 0%	1 5%	20 100%	80.7
	5)Examination style	8 40%	7 35%	3 15%	0 0%	2 10%	20 100%	75.9
	6)Fee charges	7 35%	6 30%	2 10%	4 20%	1 5%	20 100%	61.4
	7)Materials	12 60%	5 25%	1 5%	1 5%	1 5%	20 100%	82.5
	8)Usefulness/hopefulness of certification	12 60%	3 15%	3 15%	1 5%	1 5%	20 100%	78.9
	9)General satisfaction	8 40%	3 15%	1 5%	1 5%	7 35%	20 100%	79.5

To students who are receiving DFL courses

		Satisfied	Somewhat satisfied	Neutral	Not satisfied	No answer	Total	Average
Contents of general DFL course	1)Contents of your selected course	11 50%	9 41%	2 9%	0 0%	0 0%	22 100%	80.3
	2)Variety of DFL course	5 23%	10 45%	5 23%	1 5%	1 5%	22 100%	63.5
	3)Accessibility of DFL course	6 27%	10 45%	6 27%	0 0%	0 0%	22 100%	66.7
	4)Quality of educational materials	9 41%	8 36%	3 14%	2 9%	0 0%	22 100%	69.7
	5)The proportion of theory and practice	6 27%	8 36%	5 23%	2 9%	1 5%	22 100%	61.9
Teachers/trainers	1)Quality of teachers/trainers	6 27%	9 41%	4 18%	3 14%	0 0%	22 100%	60.6
	2)Skills and knowledge of lecturer and tutors	7 32%	10 45%	5 23%	0 0%	0 0%	22 100%	69.7
	3)Accessibility to lecturers /tutors	7 32%	4 18%	10 45%	1 5%	0 0%	22 100%	59.1
	4)Teaching method	8 36%	6 27%	4 18%	2 9%	2 9%	22 100%	66.7
Multimedia equipment, facility	1)Lecture or tutorial through USPNet	8 36%	8 36%	4 18%	1 5%	1 5%	22 100%	69.8
	2)Internet Accessibility through USPNet	5 23%	8 36%	7 32%	1 5%	1 5%	22 100%	60.3
	3)Course materials with Multimedia if any	5 23%	9 41%	4 18%	1 5%	3 14%	22 100%	64.9
Overall education environment	1)General satisfaction	6 27%	10 45%	5 23%	1 5%	0 0%	22 100%	65.2

付属資料 8.　IT 調査研究・研修実績

	担当機関/ 部署	主研究者	研究名	グラント額 (FJ$)	研究 期間
2002 年					
1	USP-Project & Pro vice Chancellor	Dr. Esther Williams	Evaluation of the Computing Science Curriculum in Fiji School （PTC 発表、WS 発表）	F$14111 (92 万円)	9 mo.
2003 年					
2	USP media center	Mr. Christopher Robbins	Maximizing the Benefits of ICT/Multimedia for Education in the South Pacific: Access and Usability Factors （UN 発表、WS 発表、バヌアツ発表）	F$36585.00 （238 万円）	5 mo.
3	USP-Tourism Dep., Ministry of Tourism	Dr. Stephen Doorne	GIS as a Decision Support Tool for Community Based Tourism Development Project – A Pilot study for the South Pacific. （WS 発表）	F$29104.69 （189 万円）	8 mo.
4	USP Sociology Dep. UNDP, Rural Development Volunteers Association	Dr. Anand Chand	ICTs, Sustainable Rural Development and Poverty Reduction in the Solomon Islands: PFnet Case （WS 発表）	F$40022.30 （260 万円）	10 mo.
5	USP/ICT Project (依頼)	Prof. James McMaster	Economic Impact of e-commerce strategies for the marketing small and micro tourism business （WS 発表）	F$60527.31 （393 万円）	7 mo.
6	USP/ICT Project （依頼）	Dr. Esther Williams	Redefining Telecommunication Legislation and Regulatory Environment in Fiji for improved Economic Growth and Social Development （PTC 発表、WS 発表）	F$48970.00 （318 万円）	7 mo.
2004 年					
7	USP sociology Dep.	Ms. Yoko Patrick	Country-Specific Websites and Cultural Identity Formation: A Case Study	提案額 18,031.60 （117 万円） 未確定	4 mo.
8	USP CS/Mas Dep.	Dr. Marko Schutz	A Baseline Survey on Free and Open Source Software (FOSS) in the South Pacific: Knowledge, Perception, Usage, Contribution and Potential.	提案額 23,100.00 （150 万円） 未確定	4 mo.

グラント額　計　1,757 万円

付属資料 9. 南太平洋大学組織図