



Pacific
Community
Communauté
du Pacifique

Monitoring, Evaluation and Learning (MEL) Plan for the Implementation of the Pacific Regional Culture Strategy 2022–2032

THE PACIFIC CULTURE DECADE

Towards Sustainable Cultural Development

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Suva, Fiji, 2023

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Original text: English

Pacific Community Cataloguing-in-publication data

Monitoring, Evaluation and Learning (MEL) Plan for the Implementation of the Pacific Regional Culture Strategy 2022-2032: the Pacific culture decade – towards sustainable cultural development

1. Culture – Oceania.
2. Cultural policy — Oceania.
3. Cultural policy – Planning – Oceania.
4. Cultural policy – Evaluation — Oceania.
5. Cultural property — Oceania.

I. Title II. Pacific Community

344.0995

AACR2

ISBN: 978-982-00-1506-7

Contents

| | |
|---|----|
| Acronyms and abbreviations | ii |
| Figures and tables | ii |
| Introduction | 1 |
| Purpose | 1 |
| A Pacific approach Framing the Pacific Regional Cultural Strategy 2022–2032 | 2 |
| Key definitions Terminology used in the PRCS..... | 3 |
| Key foundational terms | 3 |
| Heritage terms | 4 |
| Terms associated with traditional knowledge and expressions of culture | 5 |
| Terms related to PRCS priorities | 6 |
| Key Monitoring and Evaluation Performance Areas..... | 7 |
| Theory of Change | 8 |
| Logical Framework..... | 11 |
| Outcome Guiding principles | 16 |
| The Rebbilib MEL framework | 17 |
| MEL activities | 19 |
| Monitoring | 21 |
| Phase 1 National and regional stocktake | 22 |
| Phase 2 Summary reporting on implementation progress | 24 |
| Evaluation | 24 |
| Learning..... | 24 |
| Reporting | 25 |
| Data storage | 25 |
| Roles and responsibilities | 26 |
| Indicative timeline | 28 |

Acronyms and abbreviations

| | |
|---------|---|
| CPAC | Council of Pacific Arts and Culture |
| CROP | Council of Regional Organisation of the Pacific |
| FestPAC | Festival of Pacific Arts and Culture |
| HRSD | Human Rights and Social Development Division |
| PEARL | SPC Planning, Evaluation, Accountability and Learning |
| PICTs | Pacific Island countries and territories |
| PRCS | Pacific Regional Culture Strategy |
| SPC | The Pacific Community |

Figures and tables

| | |
|--|----|
| Figure 1. PRCS visual narrative | 2 |
| Figure 2. The Rebbilib navigational chart | 17 |
| Figure 3. Overview of activities and their primary purpose | 19 |
| Table 1. Key Performance Areas..... | 7 |
| Table 2. PRCS Priority Areas | 8 |
| Table 3. Theory of Change for PRCS 2022–2032 | 10 |
| Table 4. Logical Framework for the delivery of the PRCS | 11 |
| Table 5. The MEL system framework..... | 18 |
| Table 6. Activities and estimated timeframes for the PRCS MEL Plan | 20 |
| Table 7. Designation of roles and responsibilities for PRCS MEL activities | 26 |
| Table 8. Indicative timeline for the delivery of PRCS MEL activities..... | 28 |

Introduction

This Pacific Regional Culture Strategy (PRCS) Monitoring, Evaluation and Learning (MEL) Plan is an instrument designed to support the implementation and assessment of progress towards intended outcomes of the PRCS. The draft Pacific Regional Culture Strategy 2022–2032 was developed by the Culture Working Group and endorsed by the Council of Pacific Arts and Culture (CPAC) for in-country national consultations from November 2020 to June 2021. Pacific Islands governments mandate the PRCS through the biennial Pacific Ministers of Culture Meeting.

The PRCS takes a future-focused perspective of our Pacific cultural story. It provides a foundation for investment, development, and growth within the culture sector and across national and regional development priorities. The PRCS recognises the distinct and diverse priorities of each PICT and identifies where we can work together, drawing on our shared cultural values and interests.

This PRCS MEL Plan has been developed based on feedback and ongoing discussions and consultations with the Culture Working Group and CPAC on the design of the Pacific Regional Cultural Strategy. It is informed by several key documents:

1. [Pacific Regional Culture Strategy 2022–2032](#).
2. [The Pacific Monitoring, Evaluation and Learning: Capacity Strengthening Rebbilib¹](#), (Pacific Community, 2020).
3. [Implementing, Monitoring and Evaluating Cultural Policies: A Pacific Toolkit](#), (Teaiwa, K.M, 2012).
4. [Cultural Etiquette in the Pacific: Guidelines for staff working in Pacific communities](#) (Pacific Community, 2020)
5. [Culture 2030 Indicators](#) (UNESCO, 2019)
6. [UNESCO Culture for Development Indicators](#) (UNESCO, 2014)

Purpose

This MEL Plan is a guide for the Pacific Community (SPC) and key partners, including development partners and PICT governments, to meet responsibilities and expectations around monitoring, evaluation, and learning. It is also aligned with broader SPC and Human Rights and Social Development Division (HRSD) commitments, including those from the SPC Planning, Evaluation, Accountability, and Learning (PEARL) Policy, SPC Strategic Plan and HRSD 2021–2025 Business Plan. The purpose of the PRCS MEL Plan is three-fold. It aims to:

1. *Inform* the development of tools to be used for the assessment of progress towards specific intended outcomes of the PRCS;
2. *Identify* specific stakeholder roles and responsibilities for M&E at a national and regional level, and;
3. *Guide* processes and timelines for the assessment and evaluation of set priority outcomes and indicators.

It is intended to:

- *provide **accountability*** – Ensure the intended results planned in the Logical Framework are achieved by generating robust evidence from routine monitoring, sense-making, and review processes. PRCS data on specific indicators will be complemented with financial information and HRSD will provide regular reports and routinely engage with CPAC.

¹ https://www.spc.int/DigitalLibrary/Doc/SPC/Publications/Pacific_Monitoring_Evaluation_and_Learning_Capacity_Strengthening_Rebbilib.pdf

- support **reflection and learning for improvement** – the MEL Plan will be the core of the PRCS MEL system and guide all reflections on progress while providing learning from what worked or did not work to inform modifications to the Implementation Plan and adaptative management measures. MEL data will inform management of any course-corrections that may be necessary, will ensure the interventions are targeting the right groups and that all activities capture diverse perspectives from stakeholders. It will also highlight gaps, challenges and orient future funding priorities.
- support **exchange of knowledge and information among all key stakeholders** – The MEL Plan establishes a process for stakeholders to share knowledge around cultural and creative industries in the Pacific, with a view to generating evidence-informed planning and policy development. Knowledge products will be developed collaboratively and be disseminated among stakeholders to document and share learning on the implementation phases. This will also ensure delivery of the PRCS remains relevant, locally led and contextually attuned.
- clarify the **outcomes of the PRCS** – The MEL Plan will not only capture the intended and unintended results from the implementation activities, but it will also inform 'how' change happens.

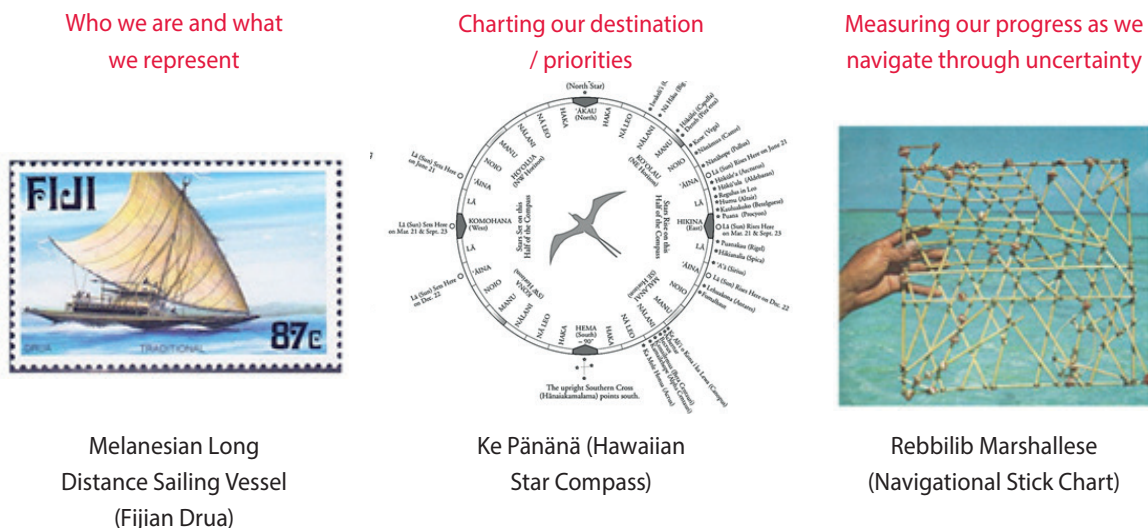
A Pacific approach | Framing the Pacific Regional Cultural Strategy 2022–2032

Who we are. Where we are. Where we want to go. How we want to get there.

The Pacific culture and development story is presented as a visual narrative that draws on the metaphor of journeys and navigation and builds on an underpinning philosophy of the PRCS story – **our future is in our past**. As a guiding framework, it emphasises Pacific ways of knowing and doing and informs a contextual futures-thinking approach derived from a technical back-casting exercise and foresight using Pacific approaches and methodologies to envision and guide PRCS implementation.

The navigational metaphor utilises a central visual reference derived from Melanesia in the form of a double-hulled canoe, the **Fijian drua** to represent who we are as a region and the collective journey that we are embarking on. The second visual reference from Polynesia is the **ke pānānā Hawaii** (Hawaiian star compass) that is used to chart our destination and priorities, and finally, from Micronesia, the **Marshallese rebbilib**, a navigational stick chart is used to represent the monitoring and evaluation process that will be used to measure our progress as we navigate through changing development contexts over the lifespan of the PRCS.

Figure 1. PRCS visual narrative



Key definitions | Terminology used in the PRCS

For ease of reference, a selection of key terms used in the PRCS is provided. These terms are arranged in thematic clusters: key foundational terms, heritage terms, terms associated with traditional knowledge and expressions of culture, and terms related to PRCS priorities.

Key foundational terms

Culture

Culture is defined as the way of life of a particular group of people. For the purpose of the PRCS, it is taken to mean the distinct set of “spiritual, material, intellectual, and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs” (UNESCO, 2001). More simply, it refers to the way of life of a particular group of people, including their values and belief systems, worldviews, philosophies, and knowledge systems expressed through their language(s).

Cultural and creative industries

There is no single definition of the cultural and creative industries (CCIs) although the term has become popularised in recent years. Some choose to use simply cultural industries or creative industries. When used separately, **cultural industries** are taken to relate more closely with cultural heritage and traditional forms of creation, whereas the **creative industries** cover creative goods and services which include innovation, profit generation and the creation of jobs. When used separately, the cultural industries are sometimes called the **cultural economy**, and the creative industries referred to as the **creative economy**. The cultural and creative industries are recognised as having both cultural and commercial value.

In using the combined terminology, the cultural and creative industries are taken to mean all investment, profit generation activities and job creation opportunities which utilise intellectual property in cultural heritage as well as in the creative arts space. This includes advertising, architecture, arts and crafts, design, fashion, film, video, photography, music, performing arts, publishing, research and development, software, computer games, electronic publishing, and TV/radio. CCIs are sometimes referred to as the **orange economy**.

Cultural mapping

Cultural mapping is an important instrument used in the safeguarding of intangible and tangible cultural heritage. Specific tools and approaches are used in community-based participatory data collection and management with the aid of mapping software using **GIS** (geographic information systems).

Indigenous peoples and local communities

The term **indigenous peoples and local communities** recognises communities that have a long association with the lands and waters that they have lived on or used over time. Indigenous communities, peoples and nations are those which have a historical continuity with pre-colonial societies that developed on their territories and consider themselves distinct from other sectors and settler communities of their contemporary societies. The United Nations Permanent Forum on Indigenous Issues acknowledges that because of their long association and reliance on local resources, **local communities** also have accumulated knowledge, innovations and practices regarding sustainable management and development, including useful environmental knowledge.

Indigenous communities are sometimes called **First Nation Peoples** or **First Peoples of the Land**. Pacific indigenous communities often choose to be recognised by specific place-based references or in their own language terms. For example, indigenous Māori are referred to as *Tangata Whenua* (people of the land, New Zealand), Aboriginal or Torres Strait Islanders (Australia), iTaukei (Fiji), Kanak (New Caledonia), Chamoru/Chamorro (Guam/Mariana Islands) and Ta'ata Mā'ohi (Tahiti). **Local communities** in Australia, Fiji, and Hawaii and in other PICTs also include Pacific diaspora communities. In New Zealand, the term Pasifika/Pasefika is used to refer to those nationals and diaspora communities who have ancestral and heritage links to other Pacific Island communities.

Sustainable development

The most used definition for sustainable development is from the 1987 Brundtland report *Our Common Future* prepared for the World Commission on Environment and Development. It defines sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

Heritage terms

Cultural heritage

In the context of the PRCS, cultural heritage is taken to refer to both intangible cultural heritage (ICH) and tangible cultural heritage which are passed on over time, across generations. **Intangible cultural heritage** captures traditions or living expressions of culture, language and oral traditions, performing arts, social practices, rituals, social practices, rituals, festive events, knowledge and practices concerning nature and the universe and heritage arts/crafts. **Tangible cultural heritage** covers:

- movable cultural heritage (heritage arts/crafts, paintings, sculptures/carvings, coins, manuscripts, etc.);
- immovable cultural heritage (ancestral cultural landscapes, archaeological sites, etc.); and
- underwater cultural heritage including oceans, rivers, lakes, etc. (shipwrecks, underwater ruins, and cities).

In the Pacific context, heritage is understood holistically to include both elements of cultural heritage and natural heritage. This close interconnectedness often requires integrated heritage programmes and efforts. An example of this is the mixed world heritage sites which contain elements of both natural and cultural significance. It also includes significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species.

Natural heritage

Natural heritage comprises those natural features, geological and physiographical formations and assigned areas which include natural sites of value from a scientific or conservation perspective or of natural beauty as well as those areas which include the habitats of threatened and at-risk species of animals and plants. Critical to this discussion is the protection of natural heritage sites including World Heritage in relation to climate change.

Terms associated with traditional knowledge and expressions of culture

Access and benefit sharing (ABS)

Initially associated with the Convention on Biological Diversity (CBD), **access and benefit sharing** (ABS) refers to the way that genetic resources are accessed including mechanisms used to ensure that benefits are shared between the users and providers of these resources. In the cultural heritage context, access and benefit sharing is taken to mean a similar arrangement between indigenous and local communities as the holders and owners of traditional knowledge and expressions of culture and prospective users. ABS is based on ideas of equity and acknowledgment of the value placed on the knowledge and skills being shared.

Intellectual property (IP) and intellectual property rights (IPR)

WIPO defines **intellectual property** (IP) as creations of the mind, such as inventions, literary and artistic works, designs, symbols, names and images used in commerce. IP is protected by law, for example, through patents, copyright, and trademarks, which enable people to earn recognition or financial benefit from what they invent and create. By striking a balance between the interests of innovators and wider public interest, the IP system aims to foster an environment in which creativity and innovation can flourish. **Intellectual property rights** are those legal rights accorded to creators or inventors and provide legal protection for a fixed period of time.

New innovations or creations that draw from traditional knowledge and expressions of culture (TKEC) may secure IPR protection by means of a patent, trademark, and geographical indication protection, or could be protected as a trade secret or confidential information. However, TKEC and traditional ecological knowledge (TEK) itself are not currently covered by IPR as they are considered collective or communally owned and are therefore difficult to protect under conventional IP systems. While conventional IP laws determine the fixed period of protection, Indigenous peoples and local communities maintain that their rights to TKEC are fixed and cannot be timebound. For this reason, the definition of Indigenous cultural and intellectual property (ICIP) is important. See below.

Indigenous cultural and intellectual property (ICIP)

A definition for ICIP is provided by Jean Kearney, Aurora Intern and Terri Janke (2018) below:

“ICIP is based on the right to self-determination and ICIP rights are Indigenous People’s rights to their heritage and culture. Heritage includes all aspects of cultural practices, traditional knowledge, and resources and knowledge systems developed by Indigenous people as part of their Indigenous identity. ICIP rights also cover: Literary, performing, and artistic works (see Copyright), Languages, Types of Knowledge, including spiritual knowledge, Tangible, and intangible cultural property, Indigenous ancestral remains and genetic material, Cultural environmental resources, Sites of Indigenous significance, and Documentation of Indigenous heritage.”

ICIP rights are collective in that the cultural expression and knowledge originate from a clan group and are passed on from generation to generation. Due to the continuing nature of Indigenous culture, ICIP also includes items created based on Indigenous cultural heritage. ICIP rights are based in customary laws which are not recognised by the legal system. There are gaps in the law which mean that unless Indigenous people can meet the requirements of intellectual property laws like copyright, their rights are unprotected and open to exploitation.

Traditional knowledge (TK) and Indigenous knowledge systems (IKS)

Traditional knowledge (TK) refers to the knowledge, know-how, skills, and practices that are developed, sustained, and passed on from generation to generation within a community, often forming part of its cultural or spiritual identity. While there is not yet an accepted definition of TK at the international level, it can be said that:

- TK in a general sense embraces the content of knowledge itself as well as traditional cultural expressions, including distinctive signs and symbols associated with TK.
- TK in the narrow sense refers to knowledge as such, in particular the knowledge resulting from intellectual activity in a traditional context, and includes know-how, practices, skills, and innovations.

Traditional knowledge can be found in a wide variety of contexts, including agricultural, scientific, technical, ecological, and medicinal knowledge as well as biodiversity-related knowledge.

Use of the term TK has been contested as some believe that the term Indigenous knowledge systems (IKS) is more holistic and captures the essence of the cultural knowledge of Indigenous peoples more appropriately than TK.

Traditional ecological knowledge (TEK)

Traditional ecological knowledge refers to the body of knowledge, beliefs, values, traditions, practices, institutions, worldviews, that are developed, sustained, and held by indigenous and local communities in close relationship with their natural environment. TEK comprises all knowledge and practices and indigenous understandings of custodianship within a broad and holistic cultural ecology of land, sky, and sea.

Terms related to PRCS priorities

Cultural innovation

For the purpose of the PRCS, **cultural innovation** refers to the development and design of new expressions of culture and/or cultural goods and services. These new expressions of culture may be inspired by or informed by tangible cultural heritage and/or cultural process and methodologies and give due consideration to traditional knowledge and knowledge holders. They include:

- elements of creativity, invention, new ways of seeing and doing, the use of new media and mediums, materials, processes, and technologies (where transformation is seen as the integration of digital technologies into all areas of business including CCIs).
- innovative new approaches which add value to the continuity of culture and enhancement of cultural practices as well as the use of traditional methods, approaches, and materials in new ways.

Cultural innovation is at the heart of the CCIs and draws attention to the need for protection of the TKEC of Indigenous and local communities. Protective mechanisms include the use of relevant guidelines and processes which ensure the participation and appropriate compensation of Indigenous and local communities through various means including access and benefit sharing (ABS) mechanisms.

Cultural policy frameworks

Cultural policy frameworks are those formalised sets of policies, procedures or goals and priorities designed for use in negotiation or decision-making to guide national or regional culture investment, development, and growth over a specific timeframe. Examples include National Culture Policy, National Arts Policy, National TK/TEK Framework, National Sustainable Development Plans, National Development Plans, and National Curriculum Frameworks, etc. It also includes regional frameworks and strategies.

Cultural statistics

Cultural statistics is a broad term used to refer to the data that is collected to measure specific cultural dimensions across economic and social domains. For example, in culture and education, cultural and creative industries, investment in national heritage, language revitalisation programmes, the number of scholarships in the areas of culture and the arts, etc.

Cultural wellbeing

Cultural wellbeing relates to cultural welfare and recognises the role of culture in contributing to the overall state of wellbeing or holistic wellness that enables the survival, livelihood, resilience, and dignity of a group of people. Cultural wellbeing is the foundation of holistic wellbeing. It captures several cultural protective factors, which contribute to the individual and collective wellbeing in ensuring social inclusion, social justice, and social cohesion. These cultural protective factors include:

- Value systems, beliefs, and identity of a group of people.
- Freedom to speak one's language and to participate in and belong to a cultural and linguistic community
- The right to retain, interpret, and express their knowledge systems, cultural heritage and history, landscape and buildings and the arts.
- Access to and participation in cultural events and activities.

Key Monitoring and Evaluation Performance Areas

Six targeted questions guide continuous monitoring and periodic assessment of the PRCS. These are referred to as **Key MEL Performance Areas**.

Table 1. Key Performance Areas

| KPA | | Guiding questions |
|-----|---------------------------|---|
| 1 | Strategy and direction | Are we doing the right thing? |
| 2 | Management and governance | Are we implementing the plan as effectively as possible? |
| 3 | Outputs | Are outputs audience-appropriate and do they meet the required standards? |
| 4 | Uptake | Are people accessing and sharing our work? |
| 5 | Outcomes and impacts | What kinds of effects or changes has the work contributed to? |
| 6 | Context | How are our plans and intended outcomes affected by: (a) the changing political, economic, social, environmental, and organisational climate; and, (b) Epidemics, pandemics, natural disasters, and humanitarian disasters? |

2 See: Method Labs, 2016. These are referred to as Performance areas by (Hovland, 2007) and Monitoring areas by (ROMA, 2014).

These six MEL areas are operationalised by taking three practical steps:

1. Clarifying the purpose and deciding the appropriate intensity and timing to monitor and evaluate this area;
2. Defining key M&E questions you want to answer for this area;
3. Identifying appropriate approaches, methods, and indicators to answer the key questions.

The MEL Plan aims to determine the extent to which progress is being made towards the five priority areas of the PRCS. These priorities are framed as futures statements and point to the expected outcome of the Culture Decade. The focus will be on the key indicators within each priority area to effectively and efficiently, monitor and evaluate the implementation and outcomes of the PRCS. The MEL Plan pays special attention to contextual enablers particularly in relation to the **Communications Plan for the Implementation of the Pacific Regional Culture Strategy** (PRCS Communications Plan).

Table 2. PRCS Priority Areas

| | |
|--|--|
| Priority 1 Cultural policy frameworks | Our national legislation, strategies and policies amplify the value of culture and heritage |
| Priority 2 Cultural heritage | Our cultural heritage, arts and languages are protected and thriving |
| Priority 3 Cultural wellbeing | Our cultures are treated as an integral component of economic, environmental, social, spiritual, and emotional wellbeing |
| Priority 4 Cultural innovation | We are advancing culture in innovative ways for future generations |
| Priority 5 Cultural statistics | Cultural statistics are current, accessible, and used for effective, targeted decision making |

Theory of Change

The Theory of Change (TOC) endorsed by the Working Group in 2019 adopts a problem-solving approach beginning with identifying the problem to be addressed and articulating the desired long-term change. Acknowledging that change is not linear and takes place in stages, the TOC details important steps leading to long-term change, the approach to achieving change, and underlying assumptions. The PRCS adopts this approach to help determine whether the vision and priorities of the strategy are being progressed and to what extent outputs are achieved against the priority areas. It is designed to help countries and the region track desired change in a meaningful way. The TOC provided below is premised on three main problems which it seeks to address: the lack of funding and resources; development policy gaps; and the need for recognition of the contribution of culture to sustainable development. The TOC statement therefore reads:

If financial and human resources are invested in the preservation and safeguarding of Pacific heritage, culture, and arts, *then* Culture would be better integrated as an enabler and driver of sustainable development, *and* Cultural brokers and communities would be better supported.

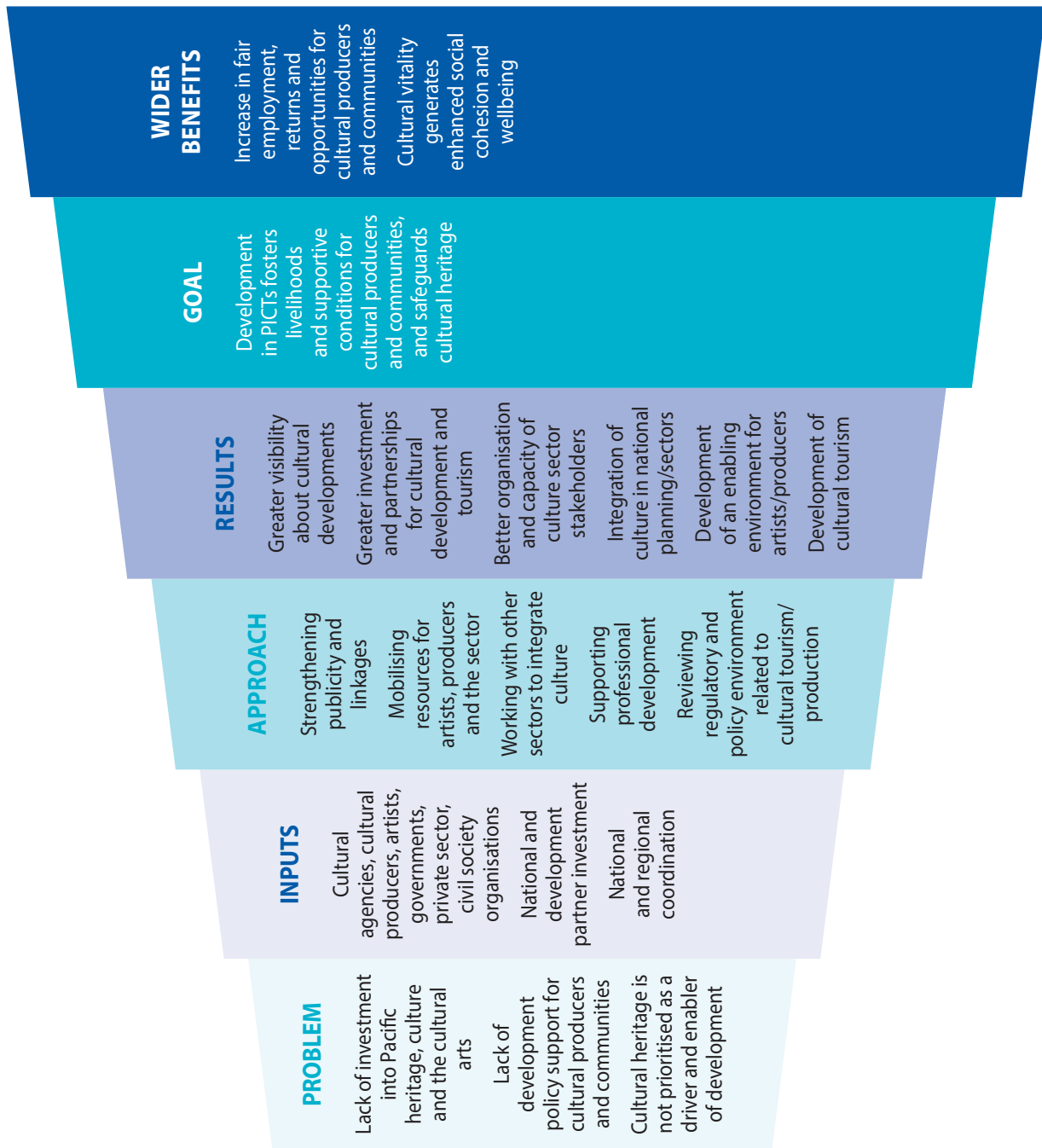
The aim is to bring together cultural stakeholders in a coordinated manner and focus on resource mobilisation, communication, institutional mechanisms, integration of culture across sectors, and cultural production.

Assumptions

The Theory of Change approach will inform the monitoring and evaluation of the PRCS. It makes several assumptions drawn from the wider Pacific context of the culture sector, culture in development and the CCIs.

- Cultural producers and communities would benefit from a development environment that values their goods and services
- Development in the Pacific Islands would be enhanced by better integrating culture
- Cultural development will be supported by collaboration between government, civil society, and private sector
- Potential partners will be receptive to information about the value of culture
- Other sectoral policies and programmes will be open to integrating culture to add value to their outcomes
- Improved communication will attract increased interest beyond typical culture stakeholders
- Improved capabilities in culture sector will lead to more effective culture sector management and opportunities for stakeholders
- Increased opportunities in the field of culture benefits all of society

Table 3. Theory of Change for PRCS 2022–2032



Logical Framework

This complete Logical Framework will guide the development and implementation of the MEL system. The frequency of MEL activities is aligned to the PRCS reporting timeline which is framed around two five-year implementation cycles. Key reporting occurs biennially with a mid-term report after the first cycle and an end of decade report at the end of the second cycle. Biennial reporting also complements regional SDG reporting.

Table 4. Logical Framework for the delivery of the PRCS

| Outcome level | Results chain | Indicator | Source and means of verification | Frequency | |
|--|---|---|---|---|------------|
| Impact | Measuring the socialisation of the PRCS | 1. Statistics from online communications (webpage visits, social media posts, likes, shares, etc.) | Statistics from SPC webpage and social media channels | Annually | |
| | | 2. Press mentions and media interviews | Media monitoring | Ongoing | |
| Priority Area 1 | National: Measuring progress towards the strengthening National Policy, legislation & guidelines | 3. Inclusion of cultural statistics as a priority in national culture policies | Document review of national culture policies or culture statistics plan | Biennially | |
| | | 4. Development of cultural statistics plans/strategies | Document review of national culture policies or culture statistics plan | Biennially | |
| Our national legislation, strategies and policies amplify the value of culture and heritage | National: Measuring the extent to which Culture is identified as a national development priority | 5. Share of national budgetary allocation spent on culture sector | Document review of national budgets | Annually | |
| | | 6. Evidence of legislative measures/guidelines in place for the protection and promotion of culture, cultural rights, and cultural diversity where relevant, including access-benefit sharing approaches for access to and use of TK including ICH and processes for meaningfully engaging traditional owners | Document review of guidelines | Biennially | |
| | Regional: Measuring the extent to which Regional Policy recognizes culture in development | 7. Evidence of regional policy frameworks and guidelines that either (a) focus on culture; or (b) recognise culture as a driver and enabler of sustainable development. | Document review of regional policy frameworks and guidelines | Document review of regional policy frameworks and guidelines | Biennially |
| | | 8. Inclusion of culture/TK/cultural heritage in regional frameworks and strategies. | Document review of regional frameworks and strategies | Document review of regional frameworks and strategies | Biennially |
| | Regional: Measuring the extent of protection of TK and knowledge holders | 9. Pacific Cultural Wellbeing Indicators Framework developed and presented to culture ministers | Submitted framework and list of recipients (ministers by country) | Submitted framework and list of recipients (ministers by country) | Biennially |
| | | 10. Evidence of tracking systems in place for the protection of traditional knowledge and knowledge holders including access-benefit sharing approaches for access to and use of TK including ICH and processes for meaningfully engaging traditional owners | Documents and meeting minutes attesting of a tracking system | Documents and meeting minutes attesting of a tracking system | Biennially |

| Outcome level | Results chain | Indicator | Source and means of verification | Frequency |
|---|--|---|---|------------|
| Priority Area 2 | National: Measuring the progress towards cultural heritage management plans | 11. National CH management plans developed and national budgetary allocation for its implementation | Document review of national plans and budget | Biennially |
| | | National: Measuring the mainstreaming of culture, language and arts in basic education (ECE to Year 13) | Textbooks and resources produced for the teaching of culture, local languages, and the arts at primary school (Years 1–8) | Biennially |
| Our cultural heritage, arts and languages are protected and thriving | | 13. Inclusion of culture and language in teacher training/ education and professional development programmes | Document review of teacher training curricula and main professional development programmes for Pacific teachers | Biennially |
| | | 14. Evidence of language revitalisation programmes at community level and/or formal education (Basic + Higher Ed) | Document review of training materials on Pacific local languages, by country | Biennially |
| | | 15. Percentage of instructional hours per week dedicated to the teaching of culture, languages, and the arts in primary and secondary school. | Document review of curricula of formal primary and secondary education | Biennially |
| | | 16. CROP support for the development and implementation of the Pacific World Heritage Action Plan 2021+ | Activity log | Annually |
| | | 17. Regional support for countries towards ratification of UNESCO Cultural Conventions | Activity log, new ratifications | Annually |
| | | 18. Regional initiatives and technical support to countries for the revitalisation of Pacific languages | Activity log and documents from regional initiatives | Annually |
| | | 19. Regional initiatives and programmes to support contemporary and heritage arts in the Pacific | Document review of regional initiatives and programmes | Biennially |

| Outcome level | Results chain | Indicator | Source and means of verification | Frequency | |
|--|---|---|--|--|--|
| Priority Area 3 Our cultures are treated as an integral component of economic, environmental, social, and spiritual wellbeing | National: Measuring community advocacy and awareness programmes on culture | 20. Evidence of community-based advocacy programmes on the value of culture offered by various national agencies including national institutions, culture department and civil society. | Document review of community-based advocacy programmes | Biennially | |
| | | 21. Number of accredited institutions offering culture sector training courses/accreditation qualifications/PD as part of their curriculum offerings including opportunities for artists. Specific areas of interest include sustainable cultural tourism, youth leadership, entrepreneurship, digital literacy, and e-marketing. | Document review of training courses from accredited institutions | Biennially | |
| | | 22. Evidence of supportive mechanisms for the strengthening of sustainable cultural tourism as well as targeted support for cultural and creative producers, SMEs, and other cottage industries towards the delivery of unique, diverse, and quality tourism products and experiences | Document review of national culture policies, national tourism policies and review of economic incentives | Biennially | |
| | National: Measuring local content on mainstream Radio and TV | 23. Evidence of local content aired on national radio and TV programmes and number of these programmes delivered in local language(s) as well as the extent to which indigenous writers, producers, directors, and actors are included in mainstream content. | Survey to national broadcasting agencies | Biennially | |
| | | Regional: Measuring digital and mass media tools for culture | 24. Pacific digital and mass media tools resource platform set up | Tools resource platform available | Annually |
| | Regional: Measuring the delivery and outcomes of FestPAC | 25. FestPAC review completed, and Host Country Guidelines developed and implemented (including hybrid model/digital platform) 26. Development and delivery of FestPAC Youth Ambassador Programme | 25. FestPAC review completed, and Host Country Guidelines developed and implemented (including hybrid model/digital platform) | FestPAC Review and guidelines available and shared | Y1, FestPAC 4-year cycle |
| | | | 27. FestPAC Evaluation template developed to include (i) participating country evaluation and (ii) tracking of the number of artist forums and collaboration spaces within the FestPAC programme | FestPAC YAP evaluation forms available FestPAC evaluation forms available | FestPAC 4-year cycle FestPAC 4-year cycle |

| Outcome level | Results chain | Indicator | Source and means of verification | Frequency | |
|---|---|--|---|--|------------|
| Priority Area 4 We are advancing culture in innovative ways for future generations | National: Measuring national incentives for the cultural and creative industries National: Measuring national capacity strengthening for the CCIs | 28. Government support such as stimulus packages for the cultural and creative industries including for e.g., tax incentives, SME support, grants/loans etc. | Document review of national plans and budgets | Biennially | |
| | | 29. Number of accredited institutions offering culture sector training courses/accreditation qualifications/PD as part of their curriculum offerings including opportunities for artists. Specific areas of interest include sustainable cultural tourism, youth leadership, youth ambassador programme | Document review of training courses from accredited institutions | Biennially | |
| | Regional: Measuring regional and international exchanges for artists, practitioners, and cultural producers Regional: Measuring trade opportunities for cultural and creative goods and services | 30. Evidence of new opportunities for training, education, and development of CCI practitioners (artists, cultural producers) including regional/ international development programmes and cultural exchanges | List of new initiatives for CCI practitioners | Annually | |
| | | 31. Scoping report of regional and international trade /market access opportunities for cultural and creative goods and services including analysis of PACER Plus and sub-regional arrangements e.g., MSG trade agreements. | Scoping report available | Annually | |
| | | National: Measuring capacity development and training for cultural statistics National: Measuring national investment for cultural statistics National: Measuring national commitment to the collation of cultural statistics Regional: Measuring regional support for the development of cultural statistics | 32. Evidence of training and capacity development on cultural statistics | Activity log and documentation on cultural stats training (ToR, training evaluation results, participants) | Annually |
| | | | 33. Tracking of budgetary allocation for the collation of cultural statistics | Document review of national budgets | Biennially |
| Cultural statistics are current, accessible, and used for effective decision making | Regional: Measuring regional support for the development of cultural statistics | 34. Inclusion of data sets to be included in national census surveys | Document review of national census surveys | Biennially | |
| | | 35. Culture Statistics and Indicators Toolkit developed, and training offered on its use | Activity log, toolkit available, documentation on training | Annually | |
| | | 36. Regional Cultural Statistics hub/portal developed and maintained in collaboration with countries and CROP agencies | Hub online, available and used (visits) | Annually | |

| Outcome level | Results chain | Indicator | Source and means of verification | Frequency |
|--------------------------|--|--|--|------------|
| Cross-cutting indicators | National and regional: Measuring youth inclusion and targeted youth culture engagement | 37. Evidence of support for youth and culture programmes at national and regional level including Youth leadership, mentorship, entrepreneurship, and development including opportunities for intergenerational dialogue and transmission of knowledge and skills to young peoples | Document review of national and regional youth and culture programmes | Biennially |
| | National and regional: Measuring the scope of culture research conducted at national and regional level across all priority areas | 38. Evidence of national and regional support for culture research protocols, funding, and support | Funding for culture research | Biennially |
| | National and regional: Measuring capacity development and training for the culture sector across all priority areas | 39. Evidence of national and regional training and capacity development in each of the PRCs priority areas (cultural policy frameworks, cultural heritage, cultural wellbeing, cultural innovation, and cultural statistics) | Documentation on capacity development opportunities and activity log and documentation on cultural stats training (ToR, training evaluation results, participants) | Annually |
| All outputs | Information about the PRCs is visible and accessible to all PICTs | 40. CPAC meetings and Ministers of Culture meeting outcomes statements | Outcomes statements available and disseminated | Annually |

Guiding principles

This MEL Plan is guided by seven key principles. It takes a problem-solving approach aimed at strengthening relationships with a focus on learning, is culturally and contextually grounded with adaptive features, is capacity oriented, country specific and regionally informed.

Problem-solving approach: The PRCS MEL Plan is designed using a problem-solving approach. This means careful and systematic planning and thinking about what we know through evidence-based learning and what we have yet to verify through different kinds of data. It also means revisiting the factors at play to adopt a multi-layered approach that considers the political, economic, socio-cultural, and technological issues within the context of culture and development. In this way, it will be possible to continually review progress and changes in the culture sector towards set priorities and indicators and will enable subsequent realignment and readjustment of interventions.

Strengthened relationships: The PRCS MEL Plan emphasises strategic partnerships for improved collaboration and strengthened cooperation between national agencies and communities at country level, between member countries, and regional organisations and with international development partners and organisations.

Focus on learning: The PRCS and its MEL Plan are built on a learning culture. The MEL Plan attempts to understand better cultural priorities across PICTs and existing capacity and different forms of evidence related to cultural development. It supports the Working Group and PICTs to review and reflect on quantitative and qualitative data, and other evidence gathered through MEL activities, to enhance planning and prioritisation at national and regional levels to further strengthen efforts towards achieving set priorities and indicators.

Culturally and contextually grounded: The MEL Plan is designed to draw on contextual and cultural modalities in its evidence of change, rather than solely focusing on quantitative indicators. This will occur by adapting Pacific data collection and analysis methods and using different forms of cultural expressions as evidence of change that will be built into reporting and reflection systems.

Adaptive features: The MEL Plan is designed to be adaptive. Drawing on the first four principles, processes, and mechanisms will enable continuous learning and adaptability to adjust to changes in priorities as the PRCS progresses towards, and achieves, its short-term goals. These adaptive features will be critical to ensuring continued relevance and contextualisation of the MEL processes.

Capacity oriented: The MEL Plan is designed to identify and build PICTs' capacity in data collection, reporting, analysis, and reflection. It is also meant to determine areas for enhancing resource and capacity related to cultural development. SPC and the Working Group will work in close collaboration with PICT ministers of culture, culture departments, and arts councils in the process.

Country specific and regionally informed: While aligned to the priorities of the PRCS, the MEL Plan recognises that these priorities look different across PICTs. Measurement of progress towards the PRCS goal and objectives allows for adaptation and variance between PICTs, while being aggregated regionally to inform planning.

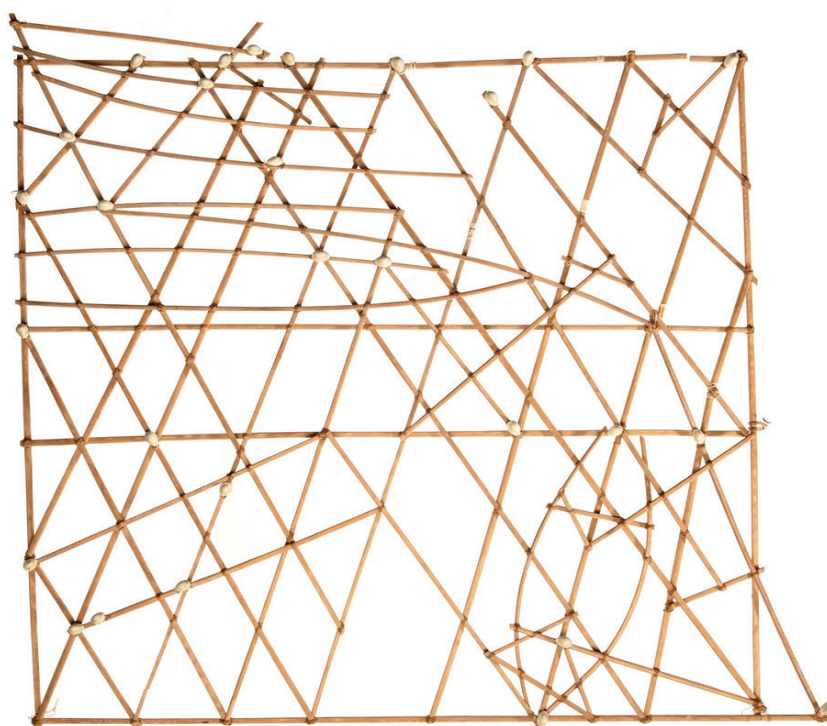
Future focused: Data gathered and activities of the MEL Plan are meant to support the implementation of the PRCS throughout its 10-year lifespan. It takes a futures-thinking approach in telling the Pacific culture story as it unfolds, building on "our story" captured in the PRCS and moving forward towards and beyond the set priorities of the strategy within the Pacific Culture Decade.

The Rebbilib MEL framework

The PRCS MEL Plan is designed around the Rebbilib instrument developed by SPC's Strategy Performance and Learning (SPL) unit in 2020. This instrument reinforces the Pacific navigation metaphor and approaches endorsed by the Council of Pacific Arts and Culture (CPAC) in the design and development of the PRCS. The Rebbilib MEL framework was developed as a contextualised approach to monitoring and evaluation. It makes careful selection of Pacific concepts and methods which are adapted with international mainstream approaches to MEL capacity strengthening.

The Rebbilib instrument draws on three Pacific approaches: the *Kakala* methodology, Melanesian fish trap, approach and the *talanoa* method. These are complemented by traditional mainstream participatory approaches such as participant observation, interviews, focus groups and survey questionnaires. "A rubric of three MEL domains: (i) people, partnerships and planning; (ii) collecting, verifying, and analysing data; and (iii) using data for decision-making, and ten subdomains of a MEL system were contextualised for the Pacific."

Figure 2. The Rebbilib navigational chart



Source: Cooper Hewitt, Smithsonian Design Museum, pre-1950

The MEL system framework adopted by SPC's SPL unit was developed as a situational analysis (diagnostic) tool. It adapts a rubric originally designed by UNAIDS which prioritises a system-strengthening approach to understanding and addressing MEL capacity. The framework is comprised of three domains and 10 sub-domains which are plotted against the Rebbilib. The rubric is designed to enable an organisation to plot its own maturity status on each of the domains and sub-domains where MEL capacity may be marked as either beginning, progressing, or established. This rubric was used in conjunction with *talanoa* feedback and a survey instrument. For the PRCS MEL Plan, a similar undertaking will be necessary in the first cycle of implementation of the PRCS.

Table 5. The MEL system framework

| Domain 1. People, partnerships and planning Strengthening commitment to and capacity for MEL work in the region. <i>A critical first step is the situational analysis to ascertain specific needs, readiness, and capacity caps at organisational and agency level, both nationally and regionally. To improve coordination between implementing partner agencies and alleviate the strain of reporting, strategic partnerships and working across line ministries, agencies and organisations is emphasized. Contextually relevant and culturally grounded approaches to MEL work is also emphasised in this domain.</i> | | |
|---|---|---|
| # | Sub-domain | Capacity required |
| 1 | Organisational structures, processes, and culture | Supportive structures, processes, and an enabling culture where MEL is seen as relevant for all in the organisation and for key stakeholders. |
| 2 | Human capacity for MEL | Having dedicated and adequate numbers of staff with the right skills to undertake MEL-related work. |
| 3 | MEL planning | Having a costed MEL plan linked to the delivery of the PRCS. |
| 4 | Partnerships to plan, manage or coordinate the MEL system | Various partners work together at different levels to share the MEL work and to share data. |
| Domain 2. Collecting, verifying and analysing data Inclusive data generated, analysed, and interpreted using participatory approaches. <i>These participatory approaches further employ Pacific methods and local expertise. It is argued that greater efficiency and effectiveness is promoted when baseline data is available at subnational, national, and regional analytics. In the case of the PRCS, this will require the development and set-up of cultural databases for the systematic collation and analysis of cultural statistics.</i> | | |
| # | Sub-domain | Capacity required |
| 5 | Monitoring | Staff with MEL responsibilities collect, analyse and report on data regularly as part of the implementation of the PRCS. |
| 6 | Regional, national, and sub-national databases | Staff can draw on regional, national, and sub-national databases to supplement data collected and analysed in their organisation or agency. Agencies will work towards the establishment of culture databases where required. |
| 7 | Evaluation | Organisations and agencies undertake evaluations in priority areas for intervention, improvement, and learning. |
| 8 | Gender and equity considerations in MEL | Gender and equity are addressed in all MEL activities to understand differential effects of interventions, especially effects on those who are disadvantaged or excluded. |
| Domain 3. Using data for decision making A systems approach adopting a contextually relevant and culturally grounded perspectives. <i>It is important therefore to ensure that rigorous processes and methods of data collection are mirrors in verification approaches and that interpretation of data for effective decision making takes into consideration both hard and soft data, qualitative and quantitative narratives. These narratives must be critiqued using both local and cultural lenses as well as global perspectives. The sharing of data across agency/organisational, national, and regional lines must be informed by ethical guidelines for good practice and in recognition of data sovereignty and copyright.</i> | | |
| # | Sub-domain | Capacity required |
| 9 | Use of MEL | MEL data is used for decision making about interventions and investments. |
| 10 | Support use of MEL | Data is collated and presented in a way that facilitates their use at all levels within the organisation. |

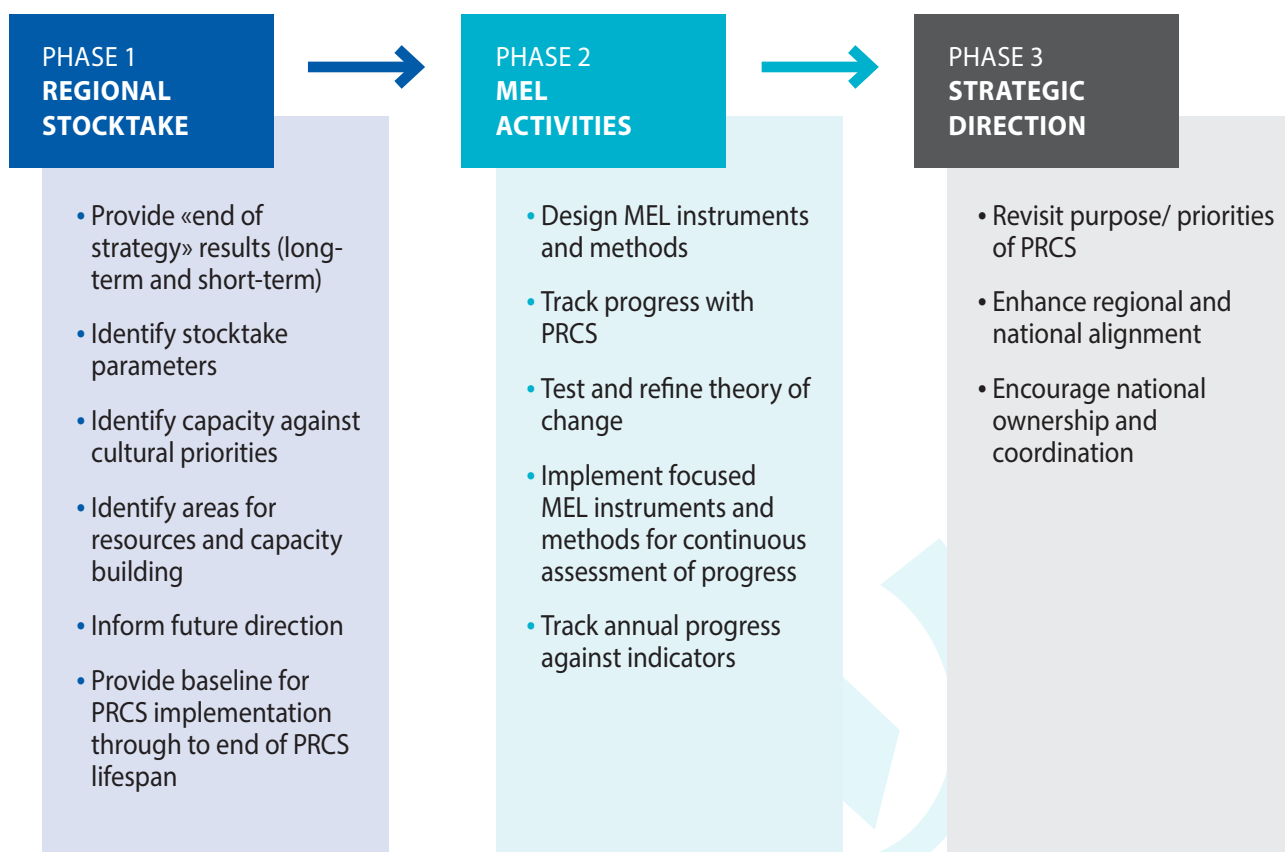
MEL activities

The Rebbilib MEL instrument will inform the development, design, and use of Pacific methods and tools which will be used in the monitoring and evaluation of the PRCS delivery and outcomes. The MEL Plan comprises three main phases of activities which are aligned with the two five-year implementation cycles of the PRCS.

There are a few key activities associated with the MEL Plan, summarised in Figure 2 – Theory of Change:

1. Undertake a comprehensive regional stocktake of cultural development, systems, and capacity (Phase 1: 2022–2027)
2. Undertake specific MEL activities against a map of PRCS priority indicators (Phase 1: 2022–2027); (Phase 2: 2027–2032)
3. Undertake summary reporting on progress with RCS implementation (2022–2032)

Figure 3. Overview of activities and their primary purpose



The activities and associated timeframes are detailed below and summarised in the table below.

Table 6. Activities and estimated timeframes for the PRCS MEL Plan

| Timeline | PRCS | PRCS MEL PLAN |
|-----------------|--|--|
| 2021 | | |
| June | Secretariat receives country consultation feedback | SPC internal discussions and fine-tuning of draft MEL Plan and Communications Strategy |
| July–October | Finalisation of PRCS with CWG | Finetuning of PRCS priorities and indicators |
| November | | CWG consultation on PRCS MEL Plan; Communications Strategy; and Implementation Plan timelines |
| 2022 | | |
| April | CPAC review of PRCS; Communications Plan and Implementation Plan timelines and scope; and draft MEL Plan | Presentation of PRCS to culture ministers |
| | | |
| May | Fine-tuning of PRCS Phase 1: 2022–2027 | WG reconvenes to review final amendments to PRCS and accompanying documents |
| | | Roll out of PRCS Communications Strategy Phase 1 |
| June | Finalisation of MEL Plan | WG convenes to review the final MEL Plan (CPAC meeting to endorse) |
| July | Prep and groundwork for regional stocktake of MEL capacity | Regional stocktake of MEL capacity |
| August–December | Endorsement and roll-out of Phase 1 Implementation Cycle | <ul style="list-style-type: none"> • Development of PRCS MEL trial report templates in consultation with CWG. • Use of templates to review early-stage progress of Communications Strategy implementation process and initial impact and lessons learned |

Monitoring

The PRCS MEL Plan prioritises performance monitoring and complexity-aware monitoring. The performance monitoring will consist of data collection and analysis to measure output and outcome indicators. This process will regularly assess the extent to which delivery is producing its planned products and achieving intended results as laid out in the Theory of Change and Logical Framework. MEL tools will include both qualitative and quantitative instruments and will draw from Pacific methods within the broader Rebbilib framework. Data collection will include:

1. An **initial stocktake** of cultural development, systems and capacity as a broad situational analysis of the culture sector to be used for impact-level baseline and results monitoring.
2. Post-training competency tests for key formal capacity building activities.
3. Attendance sheets for all major programme events, to measure attendance and demographic characteristics of participants.
4. Databases to track the reach of the training, technical assistance events, workshops, and other programme events for ongoing monitoring.
5. Secondary data source-tracking, such as regular monitoring of governmental and non-governmental data that provide information on legislative action and cultural activities in line with the set list of national and regional indicators.

Complexity-aware monitoring methods will allow for consideration of issues that may arise during implementation and changing contextual factors that impact effectiveness. Complexity-aware monitoring will consider how change happened, why, and what was the PRCS contribution to it. It will draw on participatory and culturally appropriate data collection and analysis methods such as:

6. Storytelling (including stories of change, photo stories and digital storytelling) to bring partners and beneficiaries' voices to decision-makers, to flag up potential successes, challenges, and pathways to change, as well as to capitalise on the visually attractive nature of the activities supported.
7. *Talanoa* to facilitate reflection sessions and brainstorming.
8. Contribution analysis to better understand how change happens and learnings on effective contextual approaches for delivery of the PRCS.

Gender, youth, and disability disaggregated data will be collected every time possible, and specific analysis on the participation of women, youth and people living with disabilities. Monitoring data will influence decision-making and resource allocation. Annual sense-making exercises will be conducted to identify what works and discover areas where progress is lacking. Monitoring data and key target indicators will be monitored regularly using an online dashboard.

9. It is recommended that the monitoring of implementation of the MEL Plan will be overseen by the PRCS WG in collaboration with the secretariat with reporting lines to CPAC and culture ministers.

Phase 1 | National and regional stocktake

Assessment of cultural development, systems and capacity

A national stocktake was initially planned as part of the early-stage discussions around Phase 2 of the PRCS. That stocktake was scheduled to begin in mid-2019. Because this stocktake did not eventuate, it is imperative to begin the PRCS MEL Plan processes with this activity. The methodology and processes are adapted from the original plans but have been expanded to include a regional CROP and development partner agency scoping. A national stocktake will begin in 2022 to gain a complete picture of cultural development and MEL capacity across all member PICTs. The stocktake will examine PICTs' work on all aspects of cultural development, not just those related to the RCS. The stocktake will explore in detail existing resources, capability and functions of the cultural sector and plans for further development, as well as PICTs' perspective on the value-add of the PRCS. Overarching questions that will be considered are as follows:

- What have been the primary priorities of PICTs, who are party to the PRCS, for cultural development over the last five years?
- To what extent will the PRCS enable the achievement of the main cultural priorities of each PICT?
- What institutional mechanisms, resources and capacity are in place across the sector?
- How do the priorities of PICTs relate to, or inform, each other?
- What is the current MEL-capacity within the primary national culture agencies in each PICT?
- What are the greatest challenges/barriers to cultural development and sector growth in each PICT?
- What are the culture mandates and activities within CROP agencies?
- Which development partners include a culture mandate within their funding priority areas? What aspects of culture do they support? How can this be better harnessed to further the outcomes of the PRCS?
- How might CROP agencies and development partner agencies collaborate in MEL-capacity strengthening for culture sector development and the implementation of the PRCS MEL Plan?
- What could be done differently at a national (and regional) level to progress implementation of the PRCS?

The PRCS WG will approve the terms of reference and scope of the stocktake which will be undertaken and managed by SPC in 2022 with regular updates provided to the WG. Information will be gathered through in-country visits, engagement across the cultural sector, surveys and/or document review. The results of the stocktake will be presented to the CWG and used to produce a report to be presented to CPAC presenting the situational analysis and outlining the intended strategic direction in strengthening MEL culture capacity in PICTs.

Why is this needed?

A stocktake is important for several reasons. It will:

1. provide a national stocktake of the culture sector in member PICTs, specific challenges/barrier to cultural development and national stakeholder agencies tasked with various roles and responsibilities pertaining to culture and culture development.
2. enable a mapping of the sector and serve as a situational analysis of the benchmark in each member PICT as to where each country is at in relation to the PRCS priority areas.
3. provide regional snapshot of those CROP agencies and development partners actively engaged in the culture and development space as well as the resources put towards culture and activities which operationalise the culture agenda at the regional level.
4. identify results, illustrate what factors have contributed to these results, and what areas need further support, which are essential to planning and resource mobilisation for the PRCS.
5. provide a complete baseline of activities with regards to cultural development to support the effective delivery and reporting of the MEL Plan. This will enable improved understanding of change occurring over time, which was a limitation of the previous strategy.
6. identify MEL capacity at the national and regional level and help in improved understanding of the kinds of capacity strengthening interventions that will need to be facilitated in the first PRCS Implementation Plan.

Phase 2 | Summary reporting on implementation progress

High-level reporting will occur across PICTs in line with agreed-to Implementation Plan timelines. These will enable progressive assessment of the implementation of the PRCS and enable a deeper understanding of cultural priorities and capacity. This 'trial' reporting will be a paper-based report that asks each PICT to summarise priorities of the PRCS they are working on, what progress they have made, and what data they have available to report on progress. It will test the Theory of Change, as well as a Results Framework and determine what form of culturally grounded evidence PICTs have available. Finally, it will seek to determine what priorities or activities PICTs are working on that sit outside of the PRCS but are still relevant to cultural development.

Key questions that will be explored in PICT reporting are as follows:

1. Which priorities of the PRCS are PICTs making the most (and least) progress on? What changes have occurred?
2. What stakeholders are involved in implementing the strategy?
3. What work is occurring around development and professionalisation of the cultural sector?
4. What have been successful (and not so successful) approaches and activities associated with implementing each objective?
5. What resources and capacity gaps are there in relation to progressing each objective of the PRCS?
6. What evidence data is available to measure progress – quantitative, qualitative, and culturally grounded?

Evaluation

There will be two summative external evaluation (independent/external) undertaken at the end of the first implementation cycle (2027) and at the end of the decade (2032). The evaluation will draw from realist evaluation methods to describe how and in what context the results were achieved (or not). Countries and stakeholders will be closely involved in the evaluation processes, and the terms of reference will be drawn up in line with SPC guidelines and in consultation with CPAC. The evaluation will be accompanied by a Ministers of Culture response, disseminated widely for future PRCS planning and learning processes.

Learning

Lessons learned will mostly be generated and captured through three strategies:

1. Gathering learning from national level and regional level PRCS delivery activities;
2. Participatory action research on the culture sector which will include national culture policy assessment and other relevant reports and legislature;
3. Specific learning exercises undertaken between SPC, regional partners and member countries in each calendared implementation plan.

Learnings from the implementation of the PRCS will be captured in a series of knowledge products widely disseminated within the network of all PRCS stakeholders.

These include media releases and PRCS updates, short online media stories, digital stories from/with member countries, training resource materials for technical support, policy briefs, and an edited publication capturing PRCS stories and impacts.

Reporting

Regular updates and reports will be collected for each implementation phase (progress reports) and at the end of the lifetime of the PRCS (final report). These reports will be straightforward and outcome-oriented with visuals and hyperlinks to help communicate complex matters and a large amount of information. Tables and graphs will organise quantitative evidence in a meaningful way for an external audience. The final report (narrative and financial) will cover the entire implementation period and will be presented to CPAC and the Ministers of Culture alongside the final PRCS evaluation.

Data storage

Where possible, data will be collated using Kobo Toolbox. This software is functional both online and offline, is easy to set up and is cost-effective. It helps save time with data entry and is compatible with a broad range of data visualisation software. Large datasets will be securely stored on SPC's servers and limited editor, and viewer access will be granted to specific members. Data quality will be ensured by a peer-review process within the HRSD MEL team and led by the HRSD's Team Leader: MEL and Knowledge Management. The process will regularly assess and review the data received from various sources. Data storage and sharing will be conducted in close collaboration with the SPC Pacific Data Hub team and with due consideration and sensitivity to issues around data sovereignty ensuring limited accessibility where necessary, including requirements around the European Union's General Data Protection Regulation (GDPR).



Roles and responsibilities

The following table identifies the roles and responsibilities regarding MEL activities, organised by MEL tool.

Table 7. Designation of roles and responsibilities for PRCS MEL activities

| Tool | Disaggregation | Indicator | Method of collection | When collected | Sample | Target population | Tool developed by | Administered by | Cleaned and analysed by |
|--|---|--|---------------------------------|---|---------------------------------------|--|-------------------|------------------------------|-------------------------|
| 1. Diagnostic for national stocktake | Country, culture policies, legislation, ratification, etc | 3, 4, 5, 6, 7, 8, 11, 13, 14, 15, 19, 20, 21, 22, 28, 29, 34, 37 | Questionnaire, report matrix | Y1-2 | SPC member countries | PICTs | SPC | National culture agency, SPC | SPC |
| 2. Diagnostic for regional stocktake | Org, type, nature of culture mandate and workplans, activities | 3, 4, 5, 6, 7, 8, 11, 13, 14, 15, 19, 20, 21, 22, 28, 29, 34, 37 | Questionnaire, report matrix | Y1-2 | CROP agencies, international agencies | Regional | SPC | SPC | SPC |
| 3. Database for training and technical assistance | Type of activity, country, sector, type of org., gender, age group, disability, urban/rural | 16, 17, 18, 35 | Excel database | Biennially | All training and TA | PRCS capacity building activities | SPC | SPC | SPC |
| 4. Attendance sheets for all training | Org, type, level, gender, age group, disability, urban/rural | 32, 35, 39 | Hand-written table or Kobo form | Beginning of each formal training | All participants | PICTS | SPC | SPC | SPC |
| 5. Evaluation sheets for all training | Org, type, level, gender, age group, disability, urban/rural | 32, 35, 39 | Hand-written table or Kobo form | End of each formal training | All participants | PICTS | SPC | SPC | SPC |
| 6. Pre- and post-tracking capacity assessment test | Country, sector, type of org., gender, age group, disability, urban/rural | 32, 35, 39 | Questionnaire | Beginning and end of each formal training | All participants | Culture sector practitioners and targeted groups | SPC | Self-administered | SPC |

| Tool | Disaggregation | Indicator | Method of collection | When collected | Sample | Target population | Tool developed by | Administered by | Cleaned and analysed by |
|---|--|--|---|----------------|---------------------------------------|------------------------|-------------------|------------------------------|-------------------------|
| 7. Review of national budgets, plans, strategies, frameworks, and curricula | Country, sector, type, scope, target | 3, 4, 5, 6, 7, 8, 11, 13, 14, 15, 19, 20, 21, 22, 28, 29, 34, 37 | Publicly available data and policies | Biennially | SPC member countries | PICTs | SPC | SPC | SPC |
| 8. National culture matrix | Type of activity, country, sector, type of org, urban/rural | | Excel database | Biennially | SPC member countries | PICTs | SPC | National culture agency, SPC | SPC |
| 9. Regional culture matrix | Org, type, nature of culture mandate & workplans, activities | | Excel database | Biennially | CROP agencies, international agencies | Regional | SPC | SPC | SPC |
| 10. Survey instrument for public broadcasters | Country, org, activity, target | 23 | Questionnaire | Biennially | SPC member countries | PICTs | SPC | National culture agency, SPC | SPC |
| 11. Communications monitoring | Country, type of media, people | 1, 2, 36 | Stats for SPC webpage and social media monitoring | Ongoing | All comms activities | Online users and media | SPC | SPC | SPC |

Indicative timeline

Table 8 below summarises the indicative timeline for the implementation of the Pacific Regional Culture Strategy 2022–2032.

Table 8. Indicative timeline for the delivery of PRCs MEL activities

| ACTIVITIES | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 |
|------------------------|------|------|------|------|------|------|------|------|------|------|------|------|
| MEL system development | | | | | | | | | | | | |
| Monitoring activities | | | | | | | | | | | | |
| Progress report | | | | | | | | | | | | |
| Mid-term review | | | | | | | | | | | | |
| End of PRCs evaluation | | | | | | | | | | | | |
| Final PRCs report | | | | | | | | | | | | |
| Learning sessions | | | | | | | | | | | | |

Produced by the Pacific Community (SPC)
Pacific Community
Private Mail Bag, Suva, Fiji
Telephone: +679 337 0733
Email: spc@spc.int
Website: www.spc.int

© Pacific Community (SPC) 2023

ISBN 978-982-00-1506-7



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