PAN Localization Project Phase II
Evaluation Planning Document

Background

Right to information is currently recognized as an integral human right that sets forth 'open governance' and accountability by strengthening transparency, participation and the rule of law. It is not only fundamental for an open and democratic society but is a fundamental tool in accelerating human development [1]. In the present era, Internet is the primary source of information access for the world population. However it is alarming to note that a large faction of world population is denied of this right due to the availability of information in languages, foreign to the indigenous populations. English, being the lingua franca for most of the ICTs bar access of communities residing especially in the developing communities of Asia to access public, academic, social, health, or entertainment related information from the Internet.

This presents a difficult challenge, due to the diversity of languages in developing Asia and due to the variety in their script, speech and language systems. The only solution to this challenge is to build capacity in regional institutions for local language computing.

PAN Localization project (hereinafter called "the project") www.panl10n.net was started in late 2003 to address this problem of developing human resource capacity, language technology and policy related to local languages in developing Asia. The eventual aim was to have a sustainable mechanism to develop local language computing for the benefit of the Asian populations.

The Phase I of PAN Localization project focused on developing local language standards and technology. At the end of Phase I of the project, the countries successfully completed the planned spectrum of research and developed local language technology and applications. The first phase built an Asian network of researchers to share knowledge in language computing.

PAN Localization project in Phase II (2007-2010) continues to further mature the language technology in the target languages and researches into challenges associated with digital literacy of end-users using the localized technology for communication and to produce local language content.

The countries involved in the project are Afghanistan, Bangladesh, Bhutan, Cambodia, China, Indonesia, Pakistan, Laos, Mongolia, Nepal and Sri Lanka

Purpose of the Evaluation

An evaluation study will be performed with the purpose of providing an objective, disciplined and systematic assessment of the second phase of PAN Localization project. The evaluation is intended principally for learning and accountability purposes. It is expected to generate relevant findings, lessons, and recommendations which will be shared with key stakeholders of the project and used by the donor

agency to guide and inform future programming. This evaluation is summative in nature and it will look at what the project has actually accomplished in terms of its stated goals.

Gendered Outcome Mapping (OM^g) (http://genderedom.net/AboutGenderedOM.htm) framework is being used for monitoring and evaluation of PAN Localization project. OM^g, developed through PAN Localization project, aims to enhance the Outcome Mapping [2] framework to effectively plan, monitor and evaluate development projects with an *explicit* focus on gender.

An evaluation plan for PAN Localization project (Phase II) has been designed as given in the tables below. Within the evaluation Plan, Evaluation issues and the respective intended users and intended uses of evaluation have also been identified to aim a utilization focused evaluation approach.

Evaluation Question 1: To what extent has *localization* played a role in promoting *digital literacy* in the target end-user communities?	

Sub-Questions	**Sub Evaluation Questions:**
	
	1. To what extent have *localized ICTs* helped the target end-user communities to *access* ICTs?
	
	   1.1. To what extent has *localization* enabled the target end-users' accessibility to ICTs?
	     - Remove the bearer and could start immediately, no need to study the foreign language, saving cost, time and remove the bearer and culture as well, allow them to access to the ICT through localize content and application
	   1.2. To what extent have *localized ICTs* enabled the target end-user communities to *retrieve* online content?
	     - Rural area is the main target group that most of them, such as in Cambodia and other developing countries, rural area people have less chance to learn foreign language than urban people, so the localization is more benefit to the rural people
	     1.2.1. How effective were the methods used to enable end-users to retrieve online content.
	     - In Cambodia take example, user able to search online content, where in the pass was only able to search foreign languages
	       1.2.1.1. What different kinds of methods/training used to enable end-users to retrieve online content?
	     - In the pass user able to retrieve content in foreigh languages, where now user able to retrieve the local content for their reference such as training material, local news and publicity news
	   1.3. To what extent have localized ICTs enabled the target

	end-user communities to *generate* online content? Hard to answer this question

	1.3.1. How effective were the technologies developed to enable end-users to generate online content? Government policy mention that at lease two language must produce in contents
	    1.3.2. How effective were the methods used to enable end-users to generate online content.
	        1.3.2.1. What different kinds of methods/training used to enable end-users to generate online content?we provide the user to re-produce the content that we provided to edit and change according to the need/requirement of participant level of ICT

Scope of Evaluation	Bangladesh: D.NET, Nepal: ENRD, Pakistan: CRULP, Cambodia: NiDA

Table 1: PAN Localization project Evaluation Plan showing Evaluation Issue 1
Training in five provinces was completed successfully and our trainee able to use and train others in multiplier strategy

Evaluation Issue 2: To what extent has PAN Localization project contributed to develop *sustainable capacity* for R&D in local language computing?	

Questions	**Sub Evaluation Questions:**
	
	1. To what extent has PAN Localization project, influenced policy development to raise sustainable capacity for R&D in LLC? The trainee that we provide training, some of them contribute back to the community to do other localize new software such as OLPC, Ubuntu, Joomla etc
	
	2. To what extent has PAN Localization project contributed to improve individual's research capacity for R&D in local language computing?
	    Cambodia is just starting to do localize software, we need a lot of tool to be localize more
	3. To what extent has PAN Localization project, focused to improve organization's research capacity for R&D in local language computing? Skill transfer and share the resource that already dome in some countries, so we don't need to do from scratch.
	
	    3.1. How many times, has the project seeded development of new research centers for R&D in LLC? R&D must remain to do more research, ICT never end, always news thing happen and new technology that every should continue.
	    3.2. How has PAN Localization project contributed to mature existing research centers (institutions, formal and informal groups) involved in LLC R&D? I think still not enough, for me I think this just beginning of the phase, should

	provide more than that. 3.3. To what extent has PAN Localization project contributed to initiate regular training programs, and/or academic course work in LLC to facilitate future R&D in local language computing? Human Resource Development should carry on, however the system in place, but will be out of date if we are not concerning to carry on. 4. How far has the project contributed to establish linkages of researchers with relevant stakeholders to advance R&D in LLC? More user, more supporter, more ICT companies, that mean the localization and research for development seem to be very actives for the awareness. 5. To what extent has the project, focused on dissemination of research (training material) in LLC to facilitate future R&D in local language computing? **Training is very important part, we can not develop the content and application or tool for our own use, must training and more people use, this will be cost affective, training material and curriculum development is one of the main area should considering, e-learning and resource/research support center must implement for provide research and support center.**
Scope of Evaluation	**PAN Localization project CCs (Afg, Bd, Bt, Np, Mn, Sl, Pk, Cn, La, Kh, Id)**

Table 2: PAN Localization project Evaluation Plan showing Evaluation Issue 2

Evaluation Issue 3: To what extent has PAN Localization project contributed to influence local language computing policy?	
Questions	**Sub Evaluation Questions:** 1. To what extent has the project (directly or indirectly) affected public policies, laws, regulations, programs and government structures? Bottom up is a very good method to push the government into policy or law, where law and policy push by culture 2. How far has PAN Localization project contributed to influence the policy development process by *improving the intellectual framework* (i.e. broadening the knowledge and perspectives of the politicians and/or policy making officials)? 3. Complain for awareness or working closer with the policy maker or ICT Champion 3.1. How far has the project contributed to the development of the network of technologists, social scientist and policy makers for collaborative work on policy development? For Cambodia case, all stakeholder have been envolving 3.2. To what extent has the project, capacity built the policy

	makers on IPR Issues?
	IPR is very important to us, because in Cambodia we have the conduction from WTO
Scope of Evaluation	**PAN Localization project partners (Afg, Bd, Bt, Np, Mn, Sl, Pk, La, Kh, Id)**

Table 3: PAN Localization project Evaluation Plan showing Evaluation Issue 3

Evaluation Issue 4: How far has PAN Localization project been able to ensure equitable participation of both men and women in the project?	
Questions	**Sub Evaluation Questions:** 1. What special needs of both men and women for localized ICT's have been considered in the project planning and design? For office use both are equal, searching for the new technology mostly man, document research study for reference, women most concern about price of product buy and sell 2. To what extent has the project taken measures to ensure equitable participation of women in the project team? For the selection process of training, women is priority to attend and in the selection process as well 3. How far has the project been successful in achieving gender positive outcomes? We are motivating women instructors to conduct training to attract more women trainee and also for the opening course we also like to invite women leader to speech to attract women participants
Scope of Evaluation	**PAN Localization project partners (Bd, Bt, Np, Mn, Sl, Pk, Cn, La, Kh, Id)**

Table 4: PAN Localization project Evaluation Plan showing Evaluation Issue 4

Glossary

Access: The possibility for a person or group of people to have the physical means of using ICT [3]

Use: The potential to make the use of ICTs effective (achieving a present goal) and time-efficient [3]

Project Leader: Project Leader is the person responsible for project planning & project execution

Donor: IDRC

Project partners: Project partners refer to the PAN Localization project staff of researchers, academicians, managers, etc. from eleven partner countries

End user communities: End-user communities refer to the specific target groups that are chosen in each project partner country for training on the access and use of Localized ICTs and are the direct beneficiaries of the project.

Digital Literacy: "Digital Literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process." [4]

Sustainable Capacity: Capacity for R&D in local language computing imply that the particular field of study, championed by researchers of the domain and institutions involved in similar areas of interest will continue to function in pursuit of development of advanced technological user end- local language computing solutions that are useable by digitally excluded populations of the region

Political Sustainability: "The political aspect of sustainability means that local and national politics, policies, and individuals can affect your project in positive ways."[5]

Social Sustainability: "Social sustainability means the project is listening to the people most affected by the changes and are engaging them in the operation of the ICT project." [5]

Economic Sustainability: "Economic sustainability is so tied to the technology that it is essential that directors have (or learn) business skills in order to make wise choices about purchases and how to use their time in activities that will bring in money and material support for the continuation of the ICT project." [5]

Technological Sustainability: "Technological sustainability addresses the problem of choosing technology that will serve you for an extended period." [5]

Localized ICTs: They include local language software, local language content and the means to achieve it through end-user training

Retrieve: Competency of the end-users to read an Email and a Webpage.

Generate: Competency of the end-user to Email, Chat, create Web Blog, Text Document and web page.

References

[1] A. Puddephatt, Right to Information: Practical Guidance Note, UNDP Bureau for Development Policy, July 2004

[2] Earl, S., Carden, F. and Smutylo, T. 2001. *Outcome Mapping: Building Learning and Reflection into Development Programs*. Ottawa, Canada: International Development Research Centre.

[3] D. Pimienta. "Linguistic Diversity in Cyberspace – Models for Development and Measurement." *Measuring Linguistic Diversity on the Internet,* UNESCO, Paris, 2005.

[4] Martin, A. and Grudziecki, J., "DigEuLit: Concepts and Tools for Digital Literacy Development" www.ics.heacademy.ac.uk/italics/vol5iss4/martin-grudziecki.pdf

[5] Schools Online: Planning for Sustainability, www.geoinfo.uneca.org/sdiafrica/Reference/Ref6/Sustainabilit-booklet.doc