

Adilisha: Evaluation Report

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“The inter-relation amongst the participants is the foundation of the Fahamu success. This motivates me to mobilise more candidates and play a significant role wherever needed in enlarging this project.” [Quoted from the final session of the evaluation workshop, in answer to the question: What are you taking with you from this process?]

“We used this opportunity not only to learn new fund-raising skills, but also to develop a comprehensive five-year funding strategy.” [Quoted from account of discussion between course member and their line manager]

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Executive Summary

(a) Evaluation process

The two independent evaluators monitored, with varying degrees of intensity, all of the five Adilisha courses trialled between November 2002 and June 2003, culminating in a two-day evaluation workshop held in Johannesburg. They used a range of qualitative instruments to look carefully at all the interactions between participants, the Fahamu team, and the tutors. Independent scrutinies were made of the technical aspects of the CD-ROM materials.

(b) Adilisha courses

The Adilisha materials are tightly focussed on the strengthening of the contributions both of individuals and organisations working with human rights organisations in southern Africa. They provide broadly two types of professional development – those dealing with general aspects of the functioning of any NGO/CSO and those dealing with technical aspects relating to human rights. All courses commence with a mini-course titled ‘An Introduction to Human Rights’. The CD-ROM based courses are supported by technical problem-solving from the Fahamu team, and tutorial support at all stages of the course.

(c) Findings

Our findings are summarised as answers to five questions, which are expressed more fully in Section 6 of the main report:

(i) Are the materials useful?

The Adilisha materials are genuinely innovative in the field they seek to serve. They provide an excellent menu of materials. The presentation of the materials through high quality CD-ROM has been welcomed by course participants, a large majority of whom were working in this mode for the first time. In the future, there may be challenges for small organisations, working in difficult environments, where access to a PC with decent memory cannot be assumed.

(ii) Does the structure of the course work?

It undoubtedly does, with a very high proportion of satisfied consumers from this first cycle of courses. The structure of the course, which may be summarised thus - Introduction to Human Rights [2-3 weeks] -> Individual Study [8 weeks] -> Workshop [1 week maximum] -> Project [8 weeks] – has proved durable in each case. Tutorial support, both in mentoring and supervision, has been intensive and of high quality across the courses. The siting of the workshop in mid-course appears to have made that experience a generally very exciting one.

Given all that is known about ‘conventional’ training approaches, particularly in relation to the ineffectiveness of one-off training events/workshops, it is quite clear that this approach breaks new ground. The evaluators are not aware of any others such comprehensive approach to both personal and organisational professional development.

(iii) Does it make a difference to the individual?

The key word describing the response of individuals to the courses is ‘empowerment’. That is reflected in a range of priorities from personal learning, through learning to support a training role in their organisation, to learning for implementing wider organisational change.

(iv) What are the wider gains?

The professional networks created have huge potential. Many participants spoke and wrote of feeling more ‘connected’ about the current human rights realities across SADC. Others are already collaborating across borders in both project development and in country-to-country exchanges of learning.

(v) What are the organisational implications?

Profound organisational development will not follow automatically, particularly as, thus far only one or two individuals from any one organisation have participated in Adilisha courses. The exciting prospect of Adilisha courses being used by whole organisations is already being realised in Kenya and Malawi.

Fahamu should consider the creation of a course focussed entirely on the management of change within organisations.

A process of measuring medium-term organisational impact of this first cycle of Adilisha courses is outlined below and detailed in Section 5.

(d) Next steps in the evaluation

It is proposed that, in the first three months of 2004, a further probe be undertaken to assess the extent to which organisational changes can be shown to be associated with the participation of individuals in the programme. Three areas of questioning will be pursued:

- What evidence can be found of planned change directly or indirectly associated with a particular Adilisha course?
- What is the extent of understanding, by the leadership of the organisation, of the aims of the Adilisha programme?
- Has there been a reflection of planned change in modifications made to the job descriptions of individuals within the organisation?

1. Background

- 1.1** This report largely covers the period from the start of the first course, in November 2002, to the final two-day evaluation workshop in late July 2003. Some issues have subsequently been clarified in discussion with Fahamu staff and Adilisha tutors.
- 1.2** It draws on a wealth of data obtained by the evaluators from their observation of the progress of several courses. The data was obtained through a variety of approaches, including – scrutiny of course materials; monitoring of e-mail interactions, both student-to-student and student-to-tutor; participation in mid-course workshops; and particularly from material collected at the final two-day evaluation workshop for all participants, held in Johannesburg. Please see Annex B for a list of instruments and approaches used.
- 1.3** The core material which follows has been generated from scrutiny of the five pilot courses by the two evaluators. The intensity of that scrutiny has varied from course to course. Illustrative examples from individual courses are identified where they are used in the text.
- 1.4** For each section that follows, a set of outstanding Questions/Issues is generated, in order to assist Fahamu in taking the next steps in the development of the Adilisha model.

2. The Experience of an Adilisha Course

2.1 The Course Methodologies

- The key pedagogic assumption; that mature professionals provided with high-quality materials can learn very effectively using on-line approaches in their own environments seems to have been amply supported, by feedback from tutors but above all from the participants themselves. Of course, learning in this mode brings its own stresses and strains, where work, study and family responsibilities have to be reconciled at every stage.
- The second pedagogic assumption relates to the timing of the face-to-face workshop experience, provided typically in the Adilisha courses between the on-line component and the project phase. While we cannot have robust evidence regarding this, we do have abundant feedback from participants, and particularly tutors, that the workshops themselves were among the most positive learning experiences in which they had ever taken part.

2.2 Support by the Adilisha Team

- The quality of support provided to each course member by the Adilisha team has been very high, from the time of registration onwards. They have succeeded in transmitting, both electronically and face-to-face in workshops, their enthusiasm for the courses they have been developing and piloting. This has been important in creating a population of very satisfied participants.
- In the early courses to be delivered, there was a particular focus on dealing with technical issues in the use of IT, the CD-ROM, pdf files, etc. All of these have been sorted out with commendable speed, and their incidence has declined dramatically as further courses have been rolled out.

Questions/Issues

(i) The pilot courses typically comprised populations of 10-15 students. Early judgments will need to be made regarding the degree of personalised support, at what cost, that can be offered by the Adilisha team as these courses are rolled-out and replicated with larger numbers.

2.3 The Course Materials

- The core material for students is presented for each course on a single CD-ROM. Background material is provided in a glossy, hard-back folder/file, which signals a highly professional approach and product, but which could certainly be a source of economy in future production cycles.
- The CD-ROMs are well designed, employing a full range of pedagogic strategies and containing easy-to-access guidelines for practical use. A common feature of all courses is an 'Introduction to Human Rights', which was used in turn to generate initial activities and an assignment. The article is central to what is, in effect, a shared mini-course. Whilst this was probably perceived by the course designers as a way of engaging course participants in a common discourse, it appears to have had a significant effect in relation to raising understanding of human rights issues, and seems to have reinforced for individuals exactly why they are working in human rights organisations and what value the course might add to their contributions. In the first pilot, this mini-course was scheduled to take one week; this was stretched to two weeks in subsequent pilots, and is being delivered as a three-week course, presented on a separate CD-ROM.
- Early versions of the CD-ROMs were reviewed by two external consultants.

Executive summary: Simon Shurville, Director of Managed Learning Environment, University of Sussex:

I found this CD-ROM perfectly suited to my perception of the needs of the target audience. The standard of educational design, authorship, graphic design and usability is very high. I would be delighted to recommend the product to a university of other distance-learning organisation.

There are a couple of issues that I feel require attention before shipping:

- The script error is understandable but unacceptable in a shipped product
- The navigation in the upper right hand corner of the screen is neither recognisable nor self-explanatory.

Both of these issues are dwarfed by the overall excellence of the package and should be easy to redress.

Overall rating

On a standard usability scale, the overall rating average for the CD-ROM across all topics on a scale of 0.0 to 4.0 is 0.5. In English this means the product is excellent.

The second consultant, Richard Freeman, made a series of recommendations for the improvement of the usability of the CD-ROMs (see Annex D), most of which were implemented by Fahamu in subsequent versions.

- The themes in the five modules vary in the nature of the contribution they are expected to make to the strengthening of human rights organisations. They range from the highly practical and general, as in FIN MAN which aims to generate better understanding of financial management across an organisation, to those focussing on particular aspects of the work of a human rights organisation, such as advocacy. The high standard of content, presentation and user-friendliness is consistently maintained across the courses. The course titles are:
 - Finance for the Non-Financial Manager [FINMAN]
 - Fact-finding and Investigation (Monitoring & Reporting) [FACTFIND]
 - Using the Internet for Advocacy and Research [USEINT]
 - Leadership and Management for Change [LEAD]
 - Fund Raising [FUNDRAISE]
- The actual/reasonable time taken to complete the on-line component of different courses varied considerably. Whereas eight weeks was fine for FIN MAN, the course tutor recommends that the next run of USE INT should be twice as long.

Questions/Issues

(i) Should significant cost savings be made presenting each course in a more modest publication?

(ii) How should Adilisha respond to the very clearly articulated request from some, but not all, course members for the course materials to be made available in print copies? Points that relate are

- Most of the learners are accustomed to learning from print
- Most of the learners used the facilities of their organisation to print off any substantial readings from the CD-ROM, hence incurring hidden costs for their organisation
- Availability of print copies would likely result in wider circulation of the course materials

Perhaps an early opportunity should be taken to test the provision of print materials for a single course. The present intention of the Fahamu team is to provide a limited printed resource for each course, comprising section summaries and key lengthy reading extracts.

This appears an eminently sensible compromise position.

(iii) To what extent is it necessary to attempt to standardise the length of each course? Surely, the course should take as long as it takes to cover the material effectively. At this stage of its development, it is not obvious that Adilisha courses have to come in equal bite sizes, as this whole exercise is not about academic credit accumulation.

2.4 Course Populations

- The students joining the courses came from a wide range of human rights organisations, mostly from the NGO and CSO sectors, with just a very few from government. Their organisations worked across a wide range of human rights concerns. They came from ten SADC countries, with South Africa and Zimbabwe strongly represented. They were nearly all salaried professionals who had freely chosen to participate in the courses, rather than being ‘sent’ by their organisations. Their organisations had, in advance of the course,

agreed to offer certain flexibilities in work patterns, access to computers, etc. In practice this was variably interpreted, as might be expected.

- From this sample, there was overall low student drop-out, and therefore a high rate of successful completion of the courses, although for USE INT, only seven out of twelve starters had reached sufficiently far with the course material for them to be able to join the residential workshop. Low drop-out is normal in a pilot environment and should not be assumed to be a good predictor of completion rates under more standard presentations of the Adilisha courses.
- In this pilot format, there has not yet been an opportunity for a significant proportion of staff from any single organisation to participate in the courses. The multiplier effect, which could result from such engagement, needs to be tested as soon as possible. Adilisha will, in the near future, be properly seeking opportunities to work with whole organisations in presenting a holistic package of courses focussing on whole-institution strengthening. This approach is now being worked through in courses under way in Malawi and Kenya.

Questions/Issues

- (i) It is important that the next generation of Adilisha courses, however presented, are carefully monitored in relation to course completion, as they lose the label of being well-resourced pilots.

2.5 Experiencing a course

- Typically, two-thirds of the course members had not previously studied through open/distance learning. Early technical difficulties were quickly overcome and they were able to recognise the benefits of study in this mode for those like themselves in full-time employment. They have become enthusiasts for distance learning. Like most distance learners, they are continually preoccupied with issues of time management – juggling study priorities with full-time jobs and personal responsibilities. There was a mixed follow-through by those employers who had promised that a portion of the working week would be made available for study purposes.
“The process of learning via CD-ROM was exciting. It was my first experience on the CD-ROM. It was, thus, an eye-opener and an enjoyable experience.”
- The quality of tutorial support provided on the courses was very high, both during the marking of assignments in the first stage, in the residential workshops, and in support for and assessment of the project phase. This has clearly been the case across the courses, is highly commended by the participants, and may be seen as a key element in the presentation of further Adilisha programmes. The creation of a cadre of tutors experienced in working with Adilisha courses would be a useful way forward, alongside a training approach for bringing such tutors on-stream. It requires and deserves both significant financial and intellectual investment.
- The residential workshop was a high-quality experience for all, benefiting from the prior common learning at a distance and the opportunity to review and extend understandings in a supportive environment. The networks of professionals thus established, are now kept alive by e-mail links and are potentially very important for both the individuals and their organisations. Of course, bringing people physically together from across the SADC region for a residential workshop is a very expensive strategy, though it does reflect a

clear trend in most predominantly distance education courses, of recognising the added value of some face-to-face contact.

- The post-workshop phase of each course required each participant to complete an eight-week project, using what he or she had learned in the context of his or her own organisation. In the FIN MGT course, and in some later ones, the level of guidance needed to provide confidence in carrying out the project was underestimated. Some participants left the workshop with a sense of anxiety and uncertainty. In later workshops, the project was introduced at the outset, and was a developing theme throughout the workshop. It has been suggested that the project might be introduced even earlier, from the beginning of the course, so that it can be seen as developmental with the course learning. A separate section on the project follows.
- As a result of his experience of working with one group, a tutor suggested that it could be very valuable for participants to be organised in teams/groups, of perhaps 3 – 5 members, from the beginning of the course, to generate within group support structures from the beginning.

Questions/Issues

(i) One of the evaluators has monitored most of the e-mail exchanges between course participants across all the Adilisha courses. Without detailed analysis, it is clear that most have been either procedural or social exchanges [“May I have an extension for my assignment submission?” “When will I get my ticket to attend the workshop?”]. Only on occasion, with the exception of USE INT, did professional exchange take place publicly on the airwaves. One of the aspirations of the programme in the use of e-mail is to generate discussion and debate. In at least one group, the level of e-mail communication rose significantly after the workshop. A valuable suggestion from a tutor was that it should be mandatory for at least two of the assignments from each course, and the project plans, to be exchanged by e-mail between the course participants.

(ii) As Adilisha courses spread, given the examination/assessment dominated environment in which many likely participants have grown up, there may be demands for more attention to be given to a set of issues relating to the grading and standardisation of marking of assignments. This has not yet become a major issue, but has been recommended by one pair of course tutors as deserving attention. It may not be easy to find a balance between generating redundant bureaucracy whilst satisfying some fairly basic equity and transparency principles. Certainly, some more guidance for tutors could readily be developed in this area.

(iii) How will Fahamu deal with the request articulated for further courses and higher levels of qualifications to be made available? While this theme was certainly present in discourse at the final evaluation workshop, it is very noteworthy that the final written comments of the participants did not take up the theme, choosing rather to emphasise ‘inspiration’ and the aspirations they took away for strengthening their own organisation.

(iv) Will it be possible to give yet more guidance, from the beginning of the programmes, regarding time management? A useful suggestion is that a short unit on time management in distance learning be incorporated at or near the beginning of each course. Is there a case for a course devoted to time management as an issue in organisations as well as for individuals?

3. The Project

Positive views of the project, digested from the replies of all workshop participants, are summarised below:

- **Personal skills**
 - The project was enjoyable, it promoted strategic thinking and provided focus for the second part of the course
 - It generated self-confidence and deepening understanding
 - It provided a significant opportunity to apply skills in a practical way
- **Support**
 - Strong tutorial support was frequently mentioned, that from the course members' organisations less often
- **Organisational benefits**
 - The project was generally seen as being relevant to both the individual and their organisation, with the potential to contribute significantly to the development of both
 - It addressed a need within the organisation
 - It created an opportunity to interact with stakeholders and to discover new sources of information at local level.

“The result is a tool to use to better your organisation.”

Negative views are summarised below:

- **Procedural issues**
 - The focus of the project should have been defined earlier on, with material on the CD-ROM; it would have been helpful to provide more structure to the project, with written instructions/guidance; and, the criteria for marking should have been made available up-front.
- **Pressures**
 - These were overwhelmingly of time, but significantly also related to commitments beyond the office
 - The office itself had limited resources
- **Responses of the organisation**
 - There was some reluctance on the part of individuals and the organisation to release data and information that might be scrutinised by outsiders
 - There was sometimes poor collaboration within the organisation in relation to the project
 - There were some IT-related problems

“Difficult to focus and prioritise the pressing needs for change.”

Questions/Issues

- (i) Important lessons were learned regarding the way in which the project element of the course should be managed. It seems essential, and appropriate, that the project be introduced from the very beginning of the course, and that its development should be linked much more closely with the overall sequence of the course. If there is a workshop element in future courses, participants should arrive at the workshop with the core ideas for their project in their minds. During the workshop, time should be set aside for the development of a detailed project proposal, which is then given the tutor's blessing.
- (ii) It would be very helpful if the organisations for which the course participants worked could be carefully briefed regarding the purpose and scope of the project, in an attempt to tie them in more closely as it developed, so that it could be seen as the beginnings of an organisational engagement with renewal.

4. Changing Organisations

Prior to the July workshop, each participant was asked to carry out the following task:

“In preparation for a session at the Evaluation Workshop, could you arrange a meeting with a colleague in your own organisation, in order to talk about the impact that your participation in this course has made on the organisation? The person you hold the discussion with could be your line manager, but it could equally be someone who works for you; it is your choice. Please bring the briefest of summary accounts of this discussion to the workshop.”

What follows is based on a qualitative analysis of the summary accounts.

4.1 Personal development

The majority of respondents acknowledged that their studying the course had led in the first instance to personal development and an elevation of their own skill levels. This is clearly a necessary prerequisite to any influencing agenda.

“Your understanding of accounting reports has improved. I do not have to spend hours explaining things to you. You are more analytical. Now I can see you actually read my reports.” [Principal Accountant discussion with FIN MGT course member]

“It has improved my skills and quality in terms of listening and statement taking, as well as in making a distinction between sources of information and types of evidence.”

4.2 Training others

A significant number of reports highlighted the fact that the organisation had already identified the enhanced skill base of the Adilisha course member as a source of training, or training-of-trainers, within the wider organisation. This is very encouraging.

“I shall be used to train others and to participate in workshops.”

“Course content will be modified to design a training-of-trainers programme for human rights’ monitors; developed into training materials and skills/knowledge transferred to other staff members.”

“Sharing of fund-raising strategies/techniques with colleagues and partner organisations”

4.3 Enhancing the performance of the organisation

Although it is ridiculously early for there to be a serious impact on the organisation of each course participant, there are encouraging signs of acknowledgement by the organisation that the Adilisha programme is offering something distinctive. It remains for a further stage in the evaluation process to generate understandings of at least medium-term impact (See Section 5).

“It emerged that the entire process of strengthening our relationship with funders had improved (record-keeping, feedback, etc.)”

“Implementation of the project has improved accountability and transparency in the procurement process.

The 2003-2004 budget process was of a higher and informative quality as a result. Running expenses have been curtailed and now are within the budget parameters. The Accounts Department staff feel that their work is now appreciated and understood.

All Projects Centre Directors should attend a similar course or should write some guidelines from the course.”

“Funding is to be provided for an IT-literate advocacy worker. The Board has commissioned a communications strategy.”

“It has brought to the attention of senior managers and the director of the organisation to analyse our current funding status and the way to improve it. Enabled us to develop short and long-term objectives regarding the type of funding we need to have in the organisation.

Motivated managers to raise funds for the various programs they are planning to undertake.

Fundraising policies of the organisation will be further discussed by the country director and the international office, to make it easier and decentralised to country office level.

The organisation now has a resource person with regard to fundraising issues.”

It is clear that many participants, on several courses, viewed this as an opportunity to influence change within their own organisations, with a heightened recognition that there must be consistency between within-organisation practice and messages communicated by organisations as part of their outreach. Some participants felt that incorporating some ‘change management’ materials would have been useful. There was a significant view that Adilisha could contribute to raising the consistency in organisational practice across human rights organisations in the SADC region.

5. Assessing Organisational Impact

Following discussion with the Fahamu team, it is here proposed that, in approximately nine months from the end of the current cycle of Adilisha pilot courses, a further probe be undertaken to assess the extent to which organisational changes can be shown to be associated with the participation of individuals in the programme. Three areas of questioning will be pursued:

- (i) What evidence can be found of planned change directly or indirectly associated with a particular Adilisha course?
- (ii) What is the extent of the understanding, by the leadership of the organisation, of the aims of the Adilisha programme?
- (iii) Has there been a reflection of planned change in modifications made to the job descriptions of individuals within the organisation?

The intention is to create instruments that can be self-administered by (a) Line managers, (b) a peer colleague, which probe the effect of the Adilisha course on both the individual's performance and on the organisation.

There will be an additional self-assessment for each individual Adilisha course member.

6. Concluding Discussion

6.1 Are the materials useful?

- The Adilisha materials are genuinely innovative in the field they seek to serve – organisations working in the area of human rights in southern Africa.
- They provide, taken together, an excellent menu of materials designed to strengthen the functioning of any NGO or CSO organisation, alongside those that contribute more directly to the particular focus of a human rights organisation.
- The presentation of the materials through CD-ROM is of very high quality and generally found to be user-friendly. All the successful participants appreciated the strengths of learning in this mode. Considerations are being taken to present some of the course material in print format, particularly through summaries and lengthier reading extracts.
- Early technical difficulties have generally been quickly resolved, though the need to have access to a PC with decent memory may prove to be a restriction for some smaller organisations downstream.

6.2 Does the structure of the course work?

- It undoubtedly does, there was a very high percentage of very well satisfied consumers in these first cycle of courses! The rhythm of approximately eight weeks of individual study, followed by an intensive face-to-face workshop, followed by a supervised project to be completed in a similar period of eight weeks, has generally worked very well.
- Interactions between students during the first part of the course might be strengthened by setting them up to work in small teams from the beginning of the course.
- Tutorial support, both in mentoring and supervision, has been of a very high standard. As the courses widen in scope and are repeated at regular intervals, it may be necessary to create a larger cadre of tutors, with appropriate training provided. We anticipate that more

work may have to be done in relation to the standardisation of assessments, etc, as numbers increase.

- The siting the workshop, an expensive part of the course, in mid-course, was reported by students and tutors to be hugely beneficial. It served a different function from an introductory workshop at the start of a course in consciously trying to build intensively on a shared platform of understanding.
- Given all that is known about ‘conventional’ training approaches, particularly regarding the ineffectiveness of one-off training events/workshops, it is quite clear that this approach breaks important new ground. Others have attempted to use CD-ROM for more limited training functions, such as helping staff to create better project memoranda, but the evaluators are not aware of any other such comprehensive approach to both personal and organisational professional development.

6.3 Does it make a difference to the individual?

- The key word describing the response of individuals to the courses is “empowerment”. That is reflected in a range of priorities from personal learning, through learning to support a training role in their organisation, to learning for wider organisational change.

6.4 What are the wider gains?

- The professional networks created have huge potential. The notes of one of the evaluators record this:

“The opportunity to ‘relate’ on-line through discussions – sometimes more social than professional produced a definite advantage in relation to the quality of participation, engagement and exchange during the workshop, between both participants and their tutors. In my assessment the methodology was structured to enable individual learning, contributing to the organisation and attempting to develop/build/strengthen a SADC community of HR professionals. The networking and learning about other organisations and country contexts made the learning much richer – many participants echoed feeling more ‘connected’ about the current HR realities within SADC. The personal development and social development aspects cannot be understated since in this kind of work it requires a serious commitment to making a difference in country contexts – hence the relationship aspects and the potential for cross-country collaboration is very real amongst organisations working in similar areas but in different contexts. This is highlighted by five participants in one course who are actively collaborating with each other through joint project development and possible country-to-country learning exchanges.”

6.5 What are the organisational implications?

- As with most other approaches to professional development, we know that profound organisational change will not follow automatically. This is self-evident when we are still dealing here with only one or two individuals from one organisation having taken an Adilisha course. The exciting prospect is of an HR organisation ‘buying in’ to a full range of Adilisha courses for all or most of its staff. Then, it should be possible to use such an

experience to put in place all the necessary support structures for long-term change, with sensitive mechanisms of mentoring, appraisal, etc.

- In future negotiations with organisations in relation to either individual or group participation, Fahamu should be quite robust in its documenting of agreements which should provide participants with protected time to study, reliable access to work-based PC's, etc.
- Fahamu should consider the creation of a course focussed entirely on the management of change within organisations.
- A process of measuring medium-term organisational impact of this first cycle of Adilisha courses is outlined in Section 5.

Annex A

TERMS OF REFERENCE

Evaluation of Adilisha training courses and training materials

Background

The Adilisha project seeks to strengthen the campaigning and organisational capacities of human rights organisations in southern Africa, through a training programme that incorporates elements of distance learning with face-to-face tuition and interaction. Full details about the project has already been provided to the Consultant.

The general objective of the project is to strengthen the campaigning, organisational and management capabilities of human rights organisations.

Specifically, the project seeks to build the capacity of human rights organisations in the SADC region to:

1. Plan, prepare and undertake investigations in a systematic manner as a basis upon which to develop campaigns for the protection of human rights;
2. Monitor and report systematically on human rights in criminal proceedings, elections, and other relevant civil procedures;
3. Prepare and make representations to domestic, regional and international human rights bodies or tribunals;
4. Design, develop and implement advocacy and campaign strategies that ensure popular participation, manage the media, and enable the organisation to engage in advocacy for human rights in relation to relevant stakeholders and policy makers;
5. Develop and manage learning organisations that are efficient, effective and sustainable;
6. Raise funds from donor agencies and the public, and build a constituency of supporters for their cause, and effectively manage their finances;
1. 7. Use the Internet for research and advocacy.

The above are medium term objectives that we hope may be achieved over a three- to five-year period. During the current phase of the project, Fahamu will run seven pilot courses over the next nine months on the following topics:

- A. Human rights fact finding and investigations
- B. Human rights monitoring and reporting
- C. Campaigning, advocacy and lobbying
- D. Leadership and management for change
- E. Fundraising and resource mobilisation

- F. Finance for the non-financial manager
- G. Using the internet for advocacy and research

Purpose of Evaluation

The proposed evaluation will focus on two main areas:

- (i) Assessment of the effectiveness of the training programme in enhancing the knowledge and skill levels of the participants;
- (ii) Design of approaches that can be used on a longer time-scale by human rights organisations whose staff have participated in Adilisha in order to assess the worth of the programme in increasing the contribution of the staff members to the effectiveness of the organisation.

Recognising the short time-frame - completion of the evaluation by July/August 2003 - the main focus of the evaluation will be on (i) Attention to (ii) is the crucial test of the value of the programme.

Phases of Evaluation

You are required to provide the following:

1. Detailed evaluation of **Finance for the non-financial manager** course.

This will involve:

- Auditing the participants email list throughout the period of the course;
- Attendance at the training workshop in Lusaka, Zambia;
- Attendance at the evaluation workshop (location to be confirmed);
- Assessment of training materials.

2. Detailed evaluation aspects of **Human rights factfinding and investigations** course:

This will involve:

- Auditing the participants email list throughout the period of the course;
- Attendance at the evaluation workshop (location to be confirmed);
- Assessment of training materials.

3. Assessment of training materials associated with the following courses:

- A. Human rights monitoring and reporting
- C. Campaigning, advocacy and lobbying
- D. Leadership and management for change
- E. Fundraising and resource mobilisation
- G. Using the internet for advocacy and research

4. Designing longer-term evaluation process in order to identify and monitor institutional change associated with the seven medium-term objectives outlined above.

The Consultant assesses the course methodology in relation to at least the following:

- Provision of a good learning environment - As shown by responses of participants to the mixed-mode presentation of the programme; engagement in the workshops; reflection by participants on the course experience.
- Attainment of knowledge and skills - As shown, for example, by the quality of interactions with tutors and colleagues both at a distance and in workshops; submitted assignments; quality of mini-project development and execution.
- Client satisfaction - As shown by quality of participation in all components of the course; course completion rates/reasons for drop-out; by 'messages' received in their own organisations]

The Consultant will work collaboratively with the regional consultant evaluator (to be nominated), with the series editors, the authors and with representatives of selected human rights organisations whose staff have participated in the programme. Interaction will largely be through e-mail but should include some face-to-face discussion to impose reality checks on the proposals. The Consultant may interact with participants and their tutors at all stages. They will use a mix of instruments including: e-mail exchanges with participants, participant observation during the workshops and individual/group interviews during the workshops.

Annex B: Evaluation instruments used

1. An early decision was taken regarding the overall nature of the research instruments. Given the small numbers participating in each course, very little numerical analysis has been undertaken of responses to a wide range of questionnaires. In general, data from 10 – 15 respondents to questionnaires has been subjected to a progressive focussing in order to produce a concise account in prose. It is from these accounts that this report has been distilled.
2. The following questionnaires were used:
 - Pre-course questionnaire for each group
 - Pre-workshop questionnaire for each group
 - Post-workshop questionnaire for each group
 - Final course questionnaire for FINMAN group
3. At the conclusion of each workshop, a focus group discussion was held, with the group meeting the evaluator. These discussions were audio-taped and subjected to a similar progressive focussing process in order to obtain distilled accounts.
4. In addition, the final evaluation workshop was used to generate further data, particularly relating to (i) the experience of carrying out a project, and (ii) the experience of the participants in carrying out a discussion exercise within their organisation after completion of the course. Outcomes from both of these exercises are also reported in the main text.

Annex C: Programme for Johannesburg Evaluation Workshop

ADILISHA PROJECT:
EVALUATION WORKSHOP
30-31 JULY 2003

KOPANONG HOTEL
AND
CONFERENCE CENTRE

JOHANNESBURG, SOUTH AFRICA

(FACILITATED BY ADV. MICHELLE ODAYAN AND TERRY ALLSOP)

DATE/TIME	SESSION THEME	NOTES
29 July: Day 1		
During the day	Arrival and registration	Participants to be picked-up from airport and taken to hotel. Kerry on hand to welcome and register participants. Also payment of daily expenses
1830	Drinks at bar	Complimentary drinks courtesy Fahamu. Informal meeting of workshop participants
1930	Supper at the hotel	Courtesy Fahamu
30 July: Day 1		
Session 1: 0830-1030	<p>*Introduction to the programme</p> <p>*Revisiting the experience of each module – Part 1. What were the gains and pains for the individual? What was added by group interactions over several months? What value was added by the project?</p>	<p>*Each course group works together, in the pre-tea session with their tutor if available.</p> <p>*Task is to generate a summary report by shortly after coffee, with, in addition, a flip chart that highlights 5 key points</p>
Tea: 1030-1100		
Session 2: 1100-1300	<p>*Revisiting the experience of each module – Part 2 – one further hour to share products.</p> <p>*Tutors cluster separately in this session, to generate their own report</p>	*Opportunity to share major issues with everyone, by inspecting flip charts, including that prepared by tutors
	*The experience of the students in relation to their participation in the programme, perceptions of their own colleagues and their organisations – Part 1	<p>*In mixed groups, with tutors joining groups</p> <p>*The sessions before lunch and up to tea will be highly interactive, with progressive focussing of issues by interactions between different groups</p>
Lunch: 1300-1400		
Session 3: 1400-1530	*Programme experience – Part 2	
Tea: 1530-1545		

Session 4: 1545-1700	<p>*Introducing ‘Open Space’</p> <p>*Exploring the future potential of the Adilisha material: -Current status of Adilisha Project</p> <p>-Strategy for future (Further rolling-out of courses: identification of donors and how to approach them; identification of collegial organisations for training; country and regional strategies for courses. Should other groups like government departments be targeted? Accreditation of course/s? By whom? Courses to form Diploma in NGO Studies? If so, minimum qualifications for admittance? What about advanced courses? What other courses should be developed?)</p>	<p>*Open Space session will allow participants to introduce any theme they wish in any format they wish. Participants to ‘book’ a space overnight.</p> <p>*Presented by Fahamu in plenary session</p> <p>Participants to breakaway into mixed groups and devise strategy and then present in plenary for discussion</p>
Evening	Free time	
	31 July: Day 2	
Session 1: 0830-1030	*Open Space	*Open Space session will allow participants to introduce any theme they wish in any format they wish. Participants to ‘book’ a space overnight.
Tea: 1030-1100		
Session 2: 1100-1300	*The experience of line managers and organisations to which students belong	*Each student to carry out an ‘appraisal’ discussion with their line manager prior to the workshop. They are asked to bring a concise presentation of the conclusions to the workshop, to share with all, by means of a poster display and subsequent analysis to identify key patters and issues
Lunch: 1300-1400		

Session 3: 1400-1530	*Exploring some key themes in organisational development	*Exercise using selected items from DFID publication and elsewhere. The purpose is to get participants more widely about broader issues of institutional development and effectiveness.
Tea: 1530-1545		
Session 4: 1545-1700	Synthesis of last 2 days	Evaluators would present key issues and trends for roundtable discussion
DATE/TIME	SESSION THEME	NOTES
1700-1900	Free Time	
1900	Graduation ceremony and supper	
	Welcome	
	Speeches	
	Handing out of certificates	
	Thank you address	
	Close	
	Dance	Instruction workshop to be facilitated for the rhythmically challenged

Annex D: Technical review of CD-ROMs

1. Executive summary

I found this CD-ROM perfectly suited to my perception of the needs of the target audience. The standard of educational design, authorship, graphic design and usability is very high. I would be delighted to recommend the product to a university of other distance-learning organisation.

There are a couple of issues that I feel require attention before shipping:

- The script error is understandable but unacceptable in a shipped product
- The navigation in the upper right hand corner of the screen is neither recognisable nor self-explanatory.

Both of these issues are dwarfed by the overall excellence of the package and should be easy to redress.

2. Overall rating

On a standard usability scale¹, the overall rating average for the CD-ROM across all topics on a scale of 0.0 to 4.0 is 0.5. In English this means the product is excellent.

3. Structure of the review

As requested the review addresses the following topics and specific questions/points.

- Learning outcomes:
 - Are they clearly stated with appropriate verbs?
 - Do they fit with the overall aims?
- Structure:
 - Is it clear?
 - Easy to find your way around?
- Learning activities
 - Are there enough?
 - Are they well developed?
 - Do they fit the outcomes?
 - Is there appropriate feedback?
- Examples
 - Enough?
 - Appropriate?
- Illustrations
 - Enough?
 - Well-used to support the learning?
- Self-testing
 - Enough?
 - Likely to give a clear sense of progress?

¹ Please see section 5.0.

- Writing style
 - Clear?
 - Makes good use of information presenting techniques
- Layout
 - Enough headings
 - Explicit headings
 - Good use of tables and diagrams?
- Media
 - Effective use of the characteristics of the chosen medium
- Aesthetics
 - Comments on design etc

4. The reviewer

Dr Simon Shurville of Educational Solution Providers reviewed the Fahamu CD-ROM ‘Fundraising’ acting as an independent consultant. Dr Shurville has commercial and academic expertise in designing, developing and evaluating educational multimedia and e-learning products. The reviewer does not have subject specific expertise in International Relations or Human rights.

5. Approach

As requested, any relevant recommendations about changes that might be made to overcome any problems identified are listed within each topic. In addition, each topic is quantified on a rating a scale of 0 – 4 (which is explained in table one below).

Rating	Meaning	Suggested action
0	No educational or usability problem	Launch with confidence and pride
1	Surface or cosmetic problem only	Need not be fixed unless extra time is available on project
2	Minor educational or usability problem	Fixing this should be given low priority
3	Major educational or usability problem	Important to fix, so should be given high priority
4	Educational or usability catastrophe	Imperative to fix this before product can be released

Table one: the rating system

6. Platform

The CD-ROM was reviewed on a Dell Dimension L733r, equipped with a 17" monitor and a mid-range DVD drive. The computer runs Windows 2000, Adobe Acrobat Reader and Internet Explorer 5.0. The computer is two years old and has no sound card or other specific multimedia hardware.

The CD-ROM was not reviewed on a Macintosh.

6.1 Platform - specific recommendations:

None. The design of the product is entirely suited to the platform.

6.2 Platform - performance rating: 4

The main problem was a script error. However, since I have been assured that this will not happen in the shipped version this mark will not contribute to the overall assessment.

7. Learning outcomes

7.1 Learning outcomes - Are they clearly stated with appropriate verbs?

While the introductory screen that lead to the learning outcomes were phrased quite eloquently, it might have been sensible to make them even more explicit and personal. For example the authors could have used an active voice so that instead of writing 'we will look at ways to' they could have written 'you will learn how to'. The actual learning outcomes, e.g. 'describe your organization to funders' were exemplary. The learning outcomes are written to comply with best practice guidelines and are the equivalent of 'smart' objectives. The verbs, in other words, describe objective and measurable outcomes rather than internalized outcomes, such as 'understand' or 'comprehend'.

7.2 Learning outcomes - Do they fit with the overall aims?

I think that the material makes good on the promises made to the student within the materials. Whether these are the exact outcomes that would be needed to practice in the field is for a subject specialist to adjudge.

7.3 Learning outcomes - specific recommendations:

The material is very linear. This is a bonus on a first pass through the system and probably less of a bonus when a student is trying to revise or use the materials at work. To support such usages it might be worth devising a way to link forward from learning outcomes to specific materials, models and activities. This would probably be a difficult interface design exercise and could easily clutter the screen and confuse the student if done badly. If done well, I think it would be a godsend.

7.4 Learning outcomes - performance rating: 0.2

8. Structure

The structure of the entire package was both predictable and consistent. In other words it matched what I would judge to be a set of naïve student expectations such that the student did not have to adjust these default expectations. Since there appeared to be no reason to do any such thing this is a working definition of excellence in materials design.

8.1 Structure - specific recommendations:

None. But please see my comments under layout.

8.2 Structure - performance rating: 0.0

9. Learning activities

The learning activities are a real strength and asset for the course. I would be happy to use these as examples of good practice in courses on educational multimedia design.

9.1 Learning activities – Are there enough?

I thought there was an ideal balance between passive consumption of information and active participation.

9.2 Learning activities – Are they well developed?

The activities are engaging and would appear to take a reasonable amount of time to complete. There does not seem to be a danger that a student will lose the flow of the session. Some ‘hints’ for when a student is stuck might help as a way to stop them peeking ahead at the worked answer.

9.3 Learning activities – Do they fit the outcomes?

The activities seem to match the outcomes quite well. The job of doing the matching seems to be down to the student (or reviewer) and it might be worth stressing the particular learning outcome that is being addressed by quoting the learning outcomes listed in the introduction.

9.4 Learning activities – Is there appropriate feedback?

The feedback is exemplary. I was really impressed by the way, for example, the fundraising problems activity was used to motivate the coming material and the complete list was presented to the students – albeit as a sequence of screens. I was less impressed that the complete list was not presented in a summary form for the students to print out and refer to. The ‘what makes a good fundraiser’ activity was a good example of this approach done well.

9.5 Learning activities - specific recommendations:

- Always summarize lists of ‘completed solutions’ that are distributed across multiple screens in one place so that students can print them and refer to them in context on screen.

- A ‘what to do if you are stuck’ button that asks some probing questions rather than going right to the worked answer might be a nice touch.
- Quote the learning outcome that is being addressed. Course writers tend to hate doing this as it leads to what feels like ‘ugly’ prose. It is very handy for students though as it increases the confidence level and helps with revision.

9.6 Learning activities - performance rating: 0.4

10. Examples

The use of examples was pithy and to the point, which is effective. In my experience long-winded examples cause the student to have to glean the idea through a thicket of well meaning text. In the case of your mission statement, for example, the authors said what needed to be done and then provided an excellent and brief illustration.

10.1 Examples - specific recommendations:

None.

10.2 Examples - performance rating: 0.0

11. Illustrations

There were few illustrations but this did not appear to be a subject area that required them. It is tempting to fill a CD-ROM with rich and interactive illustrated material that is expensive and sometimes distracting from the main concepts. As the authors are not teaching anatomy or geography the approach that was taken appears perfectly sound.

11.1 Illustrations - specific recommendations:

Including photographs of the authors might help increase the sense of connection for distance learners.

11.2 Illustrations - performance rating: 0

12 Self-testing

There was sufficient and well designed self-testing material on display. The PDFs were a sensible use of media and the authors appeared to have put careful thought into the design. The absence of multimedia testing software written in Flash and containing pointless graphic multiple-choice questions was refreshing, conservative and to my mind correct.

12.1 Self-testing - specific recommendations:

None.

12.2 Self-testing - performance rating: 0.2

13. Writing style

The writing style is a very clear example of international English that takes cross-cultural issues into account and avoids local expressions and idioms. That is really important when the author/tutor is not on hand to clarify with non-verbal cues or even verbal explanations.

13.1 Writing style - Clear?

The writing style is very clear and avoids use of jargon. I would have been tempted to write out acronyms in full and include their short version in brackets as it is hard for students to look them up (as they would in a paper course) without losing context.

13.2 Writing style - Makes good use of information presenting techniques

On many occasions the amount of text on screen is so small that one is clicking ahead at too rapid a pace. I think that in some places, for example the fundraiser skills section, two or three points could have been grouped together on each screen. This might help the student to maintain a context and to interrelate the ideas.

13.3 Writing style - specific recommendations:

Avoid shorthand acronyms

13.4 Writing style - performance rating: 0.5

14. Layout

The layout of materials and navigation was very clean and well executed.

14.1 Layout - specific recommendations:

As the brief did not request a particular section under navigation and I do perceive a problem here I am making this point under layout: on some of the CD-ROMs the existence and purpose navigational areas on the top right hand corner of the menu bar was self evident. I found the angular design of these widgets very attractive but only recognized them as navigational aides because I had seen analogous and more recognizable widgets on the other materials I was supplied. I perceive this as the only major fault in the package.

14.2 Layout - performance rating: 4.0

15. Media

On the whole the selection of media and of specific software tools for particular messages and tasks consistently displayed a sympathetic eye for the characteristics of the chosen medium. The materials were highly interactive and efficient on a low-range PC. There was one major problem which I discuss here.

On occasion I encountered a Macromedia script error when trying to skip past 'branding' animations, where no 'skip intro' link was available. I also found that for certain animations the

script error would crash my machine whether or not I touched the mouse. This meant that I was unable to review the content under the heading 'Introduction to fundraising'. I think that this bug is a showstopper. In any case it would probably be better to make such branding animations more content bearing.

I assume that the accompanying printed materials will be distributed to the students. These were one of the most impressive aspects of the selection and use of media. They helped me to place myself in a supported context before getting to grips with the CD-ROM itself. The frequently asked questions and the sources of external help and support were in good keeping with the spirit of the new BS8426 - the code of practice for e-support in electronic learning systems.

15.1 Media - specific recommendations:

- If possible the printed materials should be distributed in color as this makes it easier to form links between the two versions of the data.
- Slots could be created in the support pack for easy storage of printed exercises. This would be doubly useful if these need to be referred to as part of a dialogue with a tutor.
- Always include a 'skip intro' link within branding animations.
- Ensure that all branding animations are content bearing. The animation that opens 'Fundraising: rising money from funders', for example, adds no content to the course. Educational expectations could be set here with a preview of what is going to happen.
- Ensure that animations do not cause script errors.
- Ensure that a way to access the material is provided that does not require entry via the animation e.g. make all material 'enlargeable' with a '+' symbol from the main menu.

15.2 Media - performance rating: 0.5

16. Aesthetics

Aside from my point above about the navigational widgets on the top right hand corner of the screen, the aesthetics are exemplary. Oft misused phrases like 'best of breed' are entirely here. This is important because students are highly motivated by attractive and professionally presented materials.

16.1 Aesthetics - specific recommendations:

None

16.2 Aesthetics - performance rating: 0.0

Recommendations by Richard Freeman:

The significant weaknesses are in the organisation of the content rather than the content itself, so my recommendations concentrate on how to get more out of the content.

1. Devise a way in which every screen shows where the student is within the whole of the course. [DONE]
2. Give every page a title and (where appropriate) a page number. [PARTIAL IMPLEMENTATION]
3. Provide a consistent button layout on every page. [DONE]
4. Make the function of all buttons intuitively obvious. [DONE]
5. Change all two level buttons to one level. [DONE]
6. Move the copying of all pdfs and all spreadsheets to the start of the course so that the action is done once before the course starts. [DONE]
7. Ensure that the site map displays all the site, not just the teaching screens.[DONE]
8. Remove the course splash screen so that the only splash screen is the one that introduces the CD.[DONE]
9. Link 'Back to CD opening screens' to the CD menu not to the splash screen – no one would ever need to go back to the splash screen.[DONE]
10. Remove graphics which appear behind text, e.g. the arrow and (I think) a book that appear in places. These make the text much more difficult to read.[NOT IMPLEMENTED]
11. Consider adding self-tests, although these may not be necessary given that the total course includes workshops.[DONE]
12. Wherever possible, feedback in pdf form should be taken into the normal content screens.[DONE]
13. Look at the problem of Excel repeatedly opening copies of itself. [DONE]
14. Look at the problem of pdfs not opening when called from the course screens.[DONE]
15. Look at the problem of unreadable blue text in the introductory material. [DONE]
16. Look at the problem of error messages when you click on certain parts of the FAQ contents page.[DONE]
17. Find a way in which, from an FAQ, the student can return with a single button to the FAQ list and with a single button to the main menu. [NOT DONE – material is available in printed for anyway]
18. Look for a better way of doing the glossary – a pdf file is a bit clumsy. [DONE]
19. There are a few content changes that could usefully be made but these are much less important than the issues above. Issues 1-16 affect the usability and flexibility of the whole course and, at present, let the content down.
20. In activities, find a way of making clear which pages are the scenario/instructions/task.[DONE]
21. In activities, find a way of clearly indicating which screens are feedback. [DONE]