



# Department of Performance Monitoring and Evaluation

## Report on the Assessment of Government Evaluations

Evaluation Title:	The Burgundy Cheese Project
Evaluation Number:	412
Evaluation Completion Date:	13 December 2007
Period of Evaluation:	1 October 2007-13 December 2007
Submitted:	31 January 2014 by Kevin Foster
Approved:	03 February 2014 by Mike Leslie

## Evaluation Details

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Evaluation Title:	The Burgundy Cheese Project
Evaluation Number:	412
Evaluation Completion Date:	13 December 2007
Created:	29 November 2013 by Mike Leslie
Submitted:	31 January 2014 by Kevin Foster
Approved:	03 February 2014 by Mike Leslie
Period of Evaluation:	1 October 2007-13 December 2007
Known Cost:	R 0.00
Known Cost Type:	Estimate
Initiated By:	Maria Van Jaarsveld
Initiated By Internal:	No
Undertaken By:	Maria Van Jaarsveld
Undertaken By Internal:	No

## Assessors

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Kevin Foster	kevin@pdg.co.za
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## Assessment Documents

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Document Name:	Document Type:	Added By:	Added On:
Burgandy Cheese Project.pdf	Evaluation report	Mike Leslie	29 November 2013
Summery.doc	Any other relevant documentation pertaining to the evaluation process	Kevin Foster	24 January 2014
Kobus Premiers Excellance Awards (2).doc	Any other relevant documentation pertaining to the evaluation process	Kevin Foster	24 January 2014
INTERVIEW WITH KOBUS MULDER 05 NOVEMBER 2007.doc	Minutes or notes of meetings with stakeholders	Kevin Foster	24 January 2014
Logic model.docx	Any other relevant documentation pertaining to the evaluation process	Kevin Foster	24 January 2014
Assessment Report at Moderation.pdf	Assessment Report at Moderation	Mike Leslie	28 January 2014

## Quality Assessment Summary

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This evaluation scored 2.8 out of 5. It was an adequately implemented evaluation, scoring 3.13 out of 5 for the implementation phase. It scored adequately in this phase because the planned methodology was reportedly implemented with few deviations, however the lack of a ToR or proposal make this difficult to corroborate. The evaluation scored poorly in terms of terms of planning and design, largely because of a lack of a proposal or ToR, however the methodology designed was good. The evaluation came about from the initiative of the evaluator and not from the Western Cape Department of Agriculture therefore there were no ToRs or even a proposal, nor did the department contribute any resources to the evaluation. Despite being satisfied with the evaluation the project facilitator reported that the had been little follow up use of the evaluation, two of the recommendations were implemented, but beyond that there has been no follow-up, this led to a poor score of 2.33. The report scored 2.86 out 5. It was a well structured reported and adequately written, however there was some findings exceeded the evidence presented to support them.

Surprisingly, the evaluation scored poorly in terms of capacity development, only 2.22 out of 5, despite being done by an evaluator in training. This was largely because the evaluation did not develop any evaluation skills within the department or project only for the external evaluator.

The evaluation was done with no reported interference, scoring 3.36 for being a free open evaluation process. The project facilitator allowed the evaluator to work without interference.

Due to the being limited engagement with stakeholder beyond the project facilitator, the evaluation scored a poor 2.27 for partnership approach. The lack of involvement of the Western Cape Department of Agriculture and the inability to access French stakeholders contributed to this.

There are no ethical concerns regarding this evaluation.

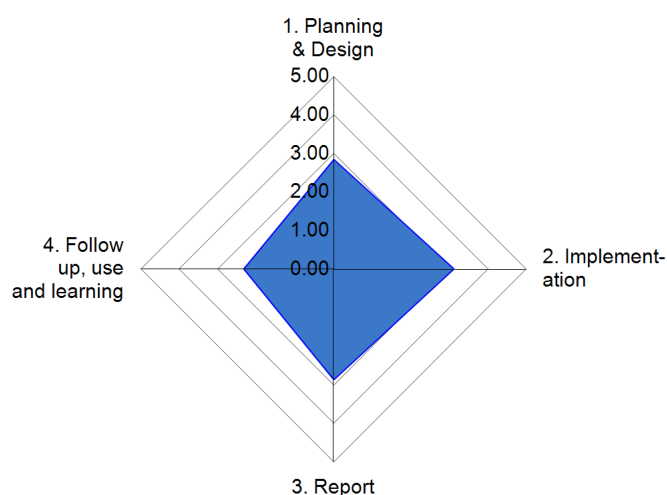
## Quality Assessment Scores

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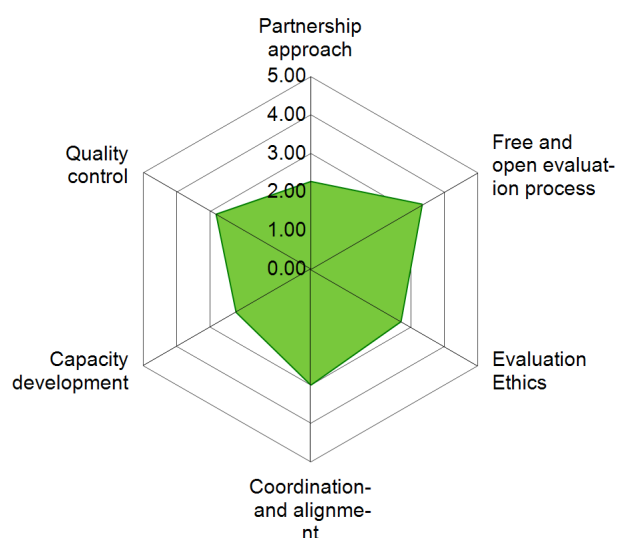
Phase of Evaluation	Score
1. Planning & Design	2.84
2. Implementation	3.13
3. Report	2.86
4. Follow-up, use and learning	2.33
<b>Total</b>	<b>2.80</b>

Overarching Consideration	Score
Partnership approach	2.27
Free and open evaluation process	3.36
Evaluation Ethics	2.71
Coordination and alignment	3.00
Capacity development	2.22
Quality control	2.84
<b>Total</b>	<b>2.80</b>

Scores: Phases of Evaluation



Scores: Overarching Considerations



Phase of Evaluation	Area of Evaluation	Score
1. Planning & Design	1.1. Quality of the TOR	
1. Planning & Design	1.2. Adequacy of resourcing	2.09
1. Planning & Design	1.3. Alignment to policy context and background literature	3.40
1. Planning & Design	1.4. Appropriateness of the evaluation design and methodology	3.44
1. Planning & Design	1.5. Project management (Planning phase)	1.00
2. Implementation	2.1. Evaluation ethics and independence	2.86
2. Implementation	2.2. Participation and M&E skills development	3.43
2. Implementation	2.3. Methodological integrity	3.08
2. Implementation	2.4. Project management (Implementation phase)	4.00
3. Report	3.1. Completeness of reporting structure	3.50
3. Report	3.2. Accessibility of content	3.27
3. Report	3.3. Robustness of findings	2.73
3. Report	3.4. Strength of conclusions	2.57
3. Report	3.5. Suitability of recommendations	2.15
3. Report	3.6. Consideration of reporting risks and ethical implications	2.77
3. Report	3.7. Project management (Reporting phase)	1.00
4. Follow-up, use and learning	4.1. Resource utilisation	3.00
4. Follow-up, use and learning	4.2. Evaluation use	2.24
<b>Total</b>	<b>Total</b>	<b>2.80</b>

# 1. Planning & Design

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## 1.1. Quality of the TOR

Standard: 1.1.1. The evaluation was guided by a well-structured and complete TOR or a well-structured and complete internal evaluation proposal

Comment and Analysis: The evaluator approached the project and offered to do the evaluation as part of an M&E course undertaken at the University of Stellenbosch. There were no ToRs for the evaluations. The university provided the evaluator with a two page set of instructions for the evaluation, this however was not available to the assessor.

Rating: N/A

Standard: 1.1.2. The purpose of the evaluation stated in the TOR (or an internal evaluation proposal) was clear and explicit

Comment and Analysis: The assignment details were not available for to the assessor.

Rating: N/A

Standard: 1.1.3. The evaluation questions in the TOR (or an internal evaluation proposal) were clearly stated and appropriate for addressing the evaluation purpose

Comment and Analysis: Not applicable

Rating: N/A

Standard: 1.1.4. The approach and type of evaluation was suited to the purpose and scope of the evaluation TOR (or an internal evaluation proposal)

Comment and Analysis: Not applicable

Rating: N/A

Standard: 1.1.5. The TOR (or an internal evaluation proposal) identified the intended users of the evaluation and their information needs

Comment and Analysis: Not applicable

Rating: N/A

Standard: 1.1.6. Key stakeholders were involved in the scoping of the TOR and choosing the purpose of the evaluation

Comment and Analysis: Not applicable

Rating: N/A

## 1.2. Adequacy of resourcing

Standard:	1.2.1. The evaluation was adequately resourced in terms of time allocated
Comment and Analysis:	The evaluator refers to time limitations in the evaluation report. These particularly affected her ability to engage overseas stakeholders and to get survey responses from all beneficiaries of the project. Time constraints also affected the evaluators choice of data analysis methods. However in spite of these constraints the evaluator was able to access an adequate sample of respondents and conduct adequate data analysis.
Rating:	3
Standard:	1.2.2. The evaluation was adequately resourced in terms of original budget
Comment and Analysis:	There was no budget for the evaluation , it was funded out of the evaluator's pocket.
Rating:	1
Standard:	1.2.3. The evaluation was adequately resourced in terms of staffing and skills sets
Comment and Analysis:	The evaluation was adequately resourced in terms of staff, it did not require more than one, given the small nature of the project, however the evaluator was still training in evaluation so some evaluation skills may have been lacking.
Rating:	2
Standard:	1.2.4. Where appropriate, the evaluation planned to incorporate an element of capacity building of partners/staff responsible for the evaluand
Comment and Analysis:	The M&E course the evaluator was undertaking was funded by the Western Cape Department of Agriculture while she was an employee there. The evaluation was part of this course, however, she left the department before this evaluation was undertaken. Skills were being developed as part of the evaluation.
Rating:	4

## 1.3. Alignment to policy context and background literature

Standard:	1.3.1. There was evidence that a review of the relevant policy and programme environments had been conducted and used in planning the research
Comment and Analysis:	The evaluation included a review of the existing literature relevant to the Burgundy Cheese Project, including the original project agreements, related publications, project reports and correspondence. The immediate programme environment was adequately reviewed, however the greater policy context was not discussed.
Rating:	4

Standard:	1.3.2. There was evidence of a review of appropriate literature having been conducted and used in planning the research
Comment and Analysis:	The evaluation included a review of some evaluation methods literature, which formed the basis of the evaluation methodology. There was also a review of literature relating to the project, such as media reports. Literature review did not include overarching literature and policies around agriculture, skills development and other related themes.
Rating:	3

#### 1.4. Appropriateness of the evaluation design and methodology

Standard:	1.4.1. There was explicit reference to the intervention logic or the theory of change of the evaluand in the planning of the evaluation
Comment and Analysis:	The programme did not have an existing theory of change or intervention logic prior to the evaluation, however the evaluator developed a programme logic with the programme facilitator prior to the evaluation. This programme logic is explicitly referred to in the evaluation report.
Rating:	5

Standard:	1.4.2. Key stakeholders were consulted on the design and methodology of the evaluation
Comment and Analysis:	According to the evaluator, the methodology was guided by advice from lecturers from the M&E course at Stellenbosch University, with no other input from stakeholders.
Rating:	2

Standard:	1.4.3. The planned methodology was appropriate to the questions being asked
Comment and Analysis:	The methodology was appropriate. The evaluator used a process/implementation evaluation approach to assess implementation of the project and provide information aimed at improving the project. Implementation evaluation is an appropriate approach for mid-project evaluation with the aim to improve the project in the future. The evaluator used three research approaches to triangulate findings: literature review (including reports from employers of the beneficiaries), semi-structured interviews with stakeholders and surveying the beneficiaries. These methods were appropriate to answer the research issues of demand, personal growth, training experience, knowledge transfer, course content, application of learning, career benefits and sustainability.
Rating:	5

Standard:	1.4.4. Sampling was appropriate and adequate given focus and purpose of evaluation
Comment and Analysis:	The sampling was appropriate, 10 out of 12 beneficiaries were included in the survey, reports from their employers were included as well as semi-structured interview with the only project facilitator. Only lacking from the samples of respondents were stakeholders in France.
Rating:	4

Standard:	1.4.5. There was a planned process for using the findings of the evaluation
Comment and Analysis:	According to the evaluator in the interview, there was no planned process for the use of the findings.
Rating:	1

## 1.5. Project management (Planning phase)

Standard:	1.5.1. The inception phase was used to develop a common agreement on how the evaluation would be implemented
Comment and Analysis:	According to the evaluator, agreements on how the evaluation would be implemented were verbal. These were not extensive, limited to a request for permission to do the evaluation and a request for assistance in providing data. The rest of the implementation of the evaluation was left up to the evaluator.
Rating:	1



## 2. Implementation

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### 2.1. Evaluation ethics and independence

Standard:	2.1.1. Where data was gathered in contexts where ethical sensitivity is high, appropriate clearance was achieved through an ethics review board; e.g. in evaluation involving minors, institutions where access usually requires ethical or bureaucratic clearance, and situations where assurances of confidentiality was offered to participants
Comment and Analysis:	The evaluation did not investigate areas of particular ethical sensitivity.
Rating:	N/A

Standard:	2.1.2. Where external, the evaluation team was able to work freely without significant interference
Comment and Analysis:	The evaluator reported no instances of interference, and says she was able to act independently. The project facilitator also reported that the evaluator was left largely on her own to do the evaluation.
Rating:	4

Standard:	2.1.3. The evaluation team was impartial and there was no evidence of conflict of interest
Comment and Analysis:	The evaluator had previously worked for the Provincial Department of Agriculture who funded the project and is now a partner in a company that has subsequently done work with the project. However, the evaluation was completed as part of an evaluation diploma, supervised by academics at the University of Stellenbosch, decreasing the likelihood of conflict.
Rating:	2

### 2.2. Participation and M&E skills development

Standard:	2.2.1. Key stakeholders were consulted through a formalised mechanism or institutional arrangement
Comment and Analysis:	Arrangements for the evaluation were primarily verbal. Stakeholders were engaged on an ad hoc basis based on existing relationships with the evaluator from her time as an employee of the Western Cape Department of Agriculture.
Rating:	2

Standard:	2.2.2. Where appropriate, an element of capacity building of partners responsible for the evaluand was incorporated into the evaluation process
Comment and Analysis:	The Burgundy Cheese Project is a small project with few permanent staff, so the opportunity for training evaluators is limited. The evaluation was part of the evaluator's M&E course so training would not have been appropriate.
Rating:	N/A

Standard:	2.2.3. Where appropriate, the evaluation team incorporated an element of skills development amongst the evaluators (e.g. students, interns, recent graduates, etc)
Comment and Analysis:	The evaluator was a student at the time of the evaluation, the evaluation formed part of her coursework.
Rating:	5
Standard:	2.2.4. Peer review of the agreed evaluation design and methodology occurred prior to undertaking data collection
Comment and Analysis:	The evaluation design was reviewed by the course lecturers before data collection was undertaken. This allows for experienced evaluators to give advice on evaluation type and ensuring appropriate methodologies are used.
Rating:	4

## 2.3. Methodological integrity

Standard:	2.3.1. The methods employed in the process of the evaluation were consistent with those planned
Comment and Analysis:	The methodology used matched that planned. According to the evaluator there was no need to make changes to the methodology as the context of the project was well understood before the methodology was devised. However it is difficult to corroborate this claim, given the that the evaluation lacks a proposal, inception report or ToR.
Rating:	3
Standard:	2.3.2. A pilot of data collection instrumentation occurred prior to undertaking data collection
Comment and Analysis:	There was no pilot of the data collection instrumentation reported by the evaluator.
Rating:	1
Standard:	2.3.3. Data collection was not compromised by fieldwork-level problems or unplanned diversions from original intentions
Comment and Analysis:	Time limitations made it impossible to survey all of the beneficiaries, and made communication with French stakeholders unfeasible, but these challenges were anticipated in the planning. While the original intention was to small all only two could not be included in the study, making the deviation from the planned data collection a minor one. In terms other planned forms of data collection, an interview with the project facilitator, collecting data from the project facilitators reports and other literature there were no diversions.
Rating:	4

Standard: 2.3.4. Forms of data gathering were appropriate given the scope of evaluation

Comment and Analysis: The forms of data gathering were appropriate for the scope of the evaluation. Data was collected by surveying the beneficiaries, interviewing the project facilitator and reviewing project related literature. These three different forms of data collection allow for the triangulation of findings from different sources. additionally given the issues being investigated in this evaluation, including knowledge transfer and personal development of the beneficiaries these are appropriate forms of data collection.

Rating: 4

Standard: 2.3.5. The data analysis approach and methods were appropriate and sufficient given the purposes of the evaluation

Comment and Analysis: The data analysis and methods were appropriate and sufficient for the purpose of the evaluation. Both qualitative and quantitative methods were used. The qualitative methods included transcribing and coding interviews as well as survey responses. Descriptive statistics and cross tabulations were used for the quantitative data, leading to reliable findings.

Rating: 4

Standard: 2.3.6. Key stakeholders were significantly engaged as part of the methodology

Comment and Analysis: The methodology engaged beneficiaries, their employers and the project facilitator, these are the major stakeholders in South Africa. French Stakeholders were not included.

Rating: 3

Standard: 2.3.7. The methodology included engaging beneficiaries appropriately as a key source of data and information

Comment and Analysis: Beneficiaries were a key source of data for the evaluation. They were engaged through a survey questionnaire.

Rating: 3

## 2.4. Project management (Implementation phase)

Standard: 2.4.1. The evaluation was conducted without significant shifts to scheduled project milestones and timeframes

Comment and Analysis: According to the evaluator there were no shifts in the schedules milestones and timeframes and she was able to complete the evaluation within the tight deadline.

Rating: 4

### 3. Report

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#### 3.1. Completeness of reporting structure

Standard: 3.1.1. Executive summary captures key components of the report appropriately

Comment and Analysis: The report has no executive summary.

Rating: 1

Standard: 3.1.2. The context of the development intervention is explicit and presented as relevant to the evaluation

Comment and Analysis: The development intervention is a skill development intervention. It is explicitly referred to in the evaluation and is central to the evaluation questions and methodology. The development intervention is discussed in term of the immediate context developing skills in the diary industry, where there are no skills development opportunities in South Africa. However the intervention is not based in a broader policy context of skills development.

Rating: 3

Standard: 3.1.3. There is a clear rationale for the evaluation questions

Comment and Analysis: The rationale for the evaluation questions is clearly established through the programme logic which was developed by the evaluator in conjunction with the programme facilitator.

Rating: 4

Standard: 3.1.4. The scope or focus of the evaluation is apparent in the report

Comment and Analysis: The evaluation report makes clear the scope of the evaluation the establishing the key evaluation issues. The key issues of focus for the evaluation are clearly stated and as is the period which the evaluation covers, from the inception of the project in 2005 to the year of the evaluation in 2007.

Rating: 3

Standard: 3.1.5. A detailed methodology is outlined in the relevant section of the report to the point that a reader can understand the data collection, analysis and interpretation approaches used

Comment and Analysis: The methodology is outlined in the report section entitled "Description of the Evaluation", and describes the data collection and analysis. Interpretation is covered in the evaluation findings. The outline of the data analysis is sufficient but could have had more detail.

Rating: 4

Standard:	3.1.6. Acknowledgement of limitations of all aspects of the methodology and findings are clearly and succinctly articulated
Comment and Analysis:	The report has adequate discussion of the limitations of the evaluation. The limitations included time, the evaluator was unable to secure a 100% sample or access to the French stakeholders, software limitations, the evaluator was unable to use her preferred statistical analysis software or her preferred coding software.
Rating:	5
Standard:	3.1.7. Key findings are presented in a clear way; they are made distinct from uncertain or speculative findings; and unused data is not presented in the body of the report
Comment and Analysis:	Unused data is not presented in the body of the report. Some qualitative findings are asserted with more certainty than the presented evidence entails, an example of this is only providing one quote from one sources asserting endorsing a finding as an example of proof of a qualitative finding as several quotes from several sources.
Rating:	3
Standard:	3.1.8. Conclusions and recommendations are clear and succinctly articulated
Comment and Analysis:	The conclusions are succinctly articulated, including a brief summary of the findings. The recommendations are clear and succinct.
Rating:	4

## 3.2. Accessibility of content

Standard:	3.2.1. The final evaluation report is user-friendly, written in accessible language and its content follows a clear logic
Comment and Analysis:	The evaluation report is well structured and easy to follow. The language is generally appropriate and has relatively few errors. It is easily understood.
Rating:	4
Standard:	3.2.2. Quality of writing and presentation is adequate for publication including: adequate layout and consistent formatting; complete sentences and no widespread grammatical or typographical errors; consistency of style and writing conventions (e.g. tense, perspective (first person, third person); levels of formality; references complete and consistent with cited references in reference list and vice versa; etc.
Comment and Analysis:	The layout of the report is consistent, as is the formatting. The report is well written and easy to understand with few significant grammatical errors, although there are some spelling mistakes. Tense and perspective are consistent and at an appropriate level of formality. The literature review is properly referenced, however the evidence used in the findings does not reference where the data used came from. The report is adequate for publication.
Rating:	3

Standard:	3.2.3. Appropriate conventions are used in presentation of data (e.g. use of appropriate statistical language; reporting of p-values where appropriate; not reporting statistically insignificant findings as significant; clarifying disaggregation categories in constructing percentages; not using quantitative language in reporting qualitative data, etc.)
Comment and Analysis:	The language used in reporting findings is appropriate. The statistical analysis was limited to descriptive statistics and these were appropriately reported. The appropriate conventions are used, though in some cases the qualitative findings were reported as more certain than was demonstrated from the evidence.
Rating:	3

Standard:	3.2.4. The use of figures and tables is such that it supports communication and comprehension of results; and data reported in figures and tables are readily discernible and useful to a reader familiar with data presentation conventions
Comment and Analysis:	Table and figures in the report are used appropriately. They help communicate the logic model, findings and support the comprehension of results. Some of the graphs in demonstrating the findings could be better explained and better labelled.
Rating:	3

### 3.3. Robustness of findings

Standard:	3.3.1. Data analysis appears to have been well executed
Comment and Analysis:	Quantitative data analysis in the report is well executed. Qualitative data analysis is less clearly demonstrated in the report, qualitative data was reportedly coded and analysed but it is not made clear how this was used to develop findings.
Rating:	3

Standard:	3.3.2. Findings are supported by available evidence
Comment and Analysis:	The findings established through quantitative statistical analysis are supported by the evidence. In some instances the full evidence was not adequately provided for the qualitative findings, with only single quotes provided as evidence for findings.
Rating:	3

Standard:	3.3.3. The evidence gathered is sufficiently and appropriately analysed to support the argument
Comment and Analysis:	Some of the evidence gathered and presented sufficiently supports some of the arguments made. Where the full evidence is not presented, as in much of the qualitative analysis it is unclear whether it fully supports the argument.
Rating:	3

Standard:	3.3.4. There is appropriate recognition of the possibility of alternative interpretations
Comment and Analysis:	Alternative interpretations of the evidence are not discussed in the report.
Rating:	1
Standard:	3.3.5. The report appears free of significant methodological and analytic flaws
Comment and Analysis:	Outside of a lack of clarity as to how the qualitative data is analysed, the report is free of methodological and analytical flaws. The recommendations are based on sound findings.
Rating:	3
Standard:	3.3.6. Relevant limitations of the evaluation are noted
Comment and Analysis:	Methodological limitations to data collection were noted in the report, not being able to access French stakeholders and not being able to access a full sample of beneficiaries, as were limitations to the analytical tools available, such as software. Limitations beyond the methodological are not discussed in the evaluation report.
Rating:	3

### 3.4. Strength of conclusions

Standard:	3.4.1. Conclusions are derived from evidence
Comment and Analysis:	The conclusions are derived from the evidence, however some of the conclusions are claimed more strongly than the evidence presented suggests that they should be claimed.
Rating:	3
Standard:	3.4.2. Conclusions take into account relevant empirical and/or analytic work from related research studies and evaluations
Comment and Analysis:	The conclusions refers to some market related research in the dairy industry, but this is not fully referenced. No other related analytic or evaluative work is referred to in the conclusions.
Rating:	2
Standard:	3.4.3. Conclusions address the original evaluation purpose and questions
Comment and Analysis:	The conclusions address some but not all of the original evaluation issues identified. They focus on the social and personal benefits to the participants in the programme but somewhat neglect the skills transfer issues identified at the beginning of the report.
Rating:	3

Standard:	3.4.4. Conclusions are drawn with explicit reference to the intervention logic or theory of change
Comment and Analysis:	The conclusions do not make explicit reference to the programme logic developed by the evaluator and programme facilitator.
Rating:	2

### 3.5. Suitability of recommendations

Standard:	3.5.1. Recommendations are made in consultation with appropriate sectoral partners or experts
Comment and Analysis:	At a sectoral level there was no engagement with other stakeholders.
Rating:	1

Standard:	3.5.2. Recommendations are shaped following discussions with relevant government officials and other relevant stakeholders
Comment and Analysis:	The programme facilitator and a former supervisor at the Western Cape Agriculture Department were consulted on the recommendations, but consultation was limited to these two.
Rating:	3

Standard:	3.5.3. Recommendations are relevant to the current policy context
Comment and Analysis:	The recommendations do not explicitly refer to the current policy context, and could only be regarded as relevant in a narrow sense to policy's related to South African's acquiring foreign skills through government's international partnerships.
Rating:	1

Standard:	3.5.4. Recommendations are targetted at a specific audience sufficiently - are specific, feasible, affordable and acceptable
Comment and Analysis:	The recommendations are specifically targeted at programme management, with specific advice. Some of the recommendations are feasible, while others such as expanding the course beyond the borders of Burgundy are not, given that the project is dependent on the partnership between Burgundy and the Western Cape.
Rating:	4

### 3.6. Consideration of reporting risks and ethical implications

Standard:	3.6.1. Peer review of the draft evaluation report occurred prior to finalisation of the evaluation report
Comment and Analysis:	The evaluation was reviewed by a former colleague of the evaluator's at the Western Cape Department of Agriculture but not by anyone else.
Rating:	2



Standard:	3.6.2. The full report documents procedures intended to ensure confidentiality and to secure informed consent where necessary (in some cases this is not needed - e.g. evaluation synthesis - in which case N/A should be recorded)
Comment and Analysis:	The were no procedures documented to ensure confidentiality of participants, though there was no real risk to the participants.
Rating:	3

Standard:	3.6.3. There are no risks to participants in disseminating the original report on a public website
Comment and Analysis:	There are no risks to participants in disseminating the report, the evaluation does not deal with matters of particular sensitivity that would affect the beneficiaries, stakeholders or evaluator.
Rating:	3

Standard:	3.6.4. There are no unfair risks to institutions in disseminating the original report on a public website
Comment and Analysis:	There do not appear to be any risks to institutions in publishing the report, provided it is made clear that this evaluation was a voluntary exercise performed by a student at a tertiary education institution, with no departmental budget and no Terms of Reference.
Rating:	3

### 3.7. Project management (Reporting phase)

Standard:	3.7.1. A project closure meeting that reflected on the challenges and strengths of the evaluation process occurred
Comment and Analysis:	The was no project closure meeting. The evaluation closed when it was submitted by the evaluator to her academic institution.
Rating:	1

## 4. Follow-up, use and learning

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### 4.1. Resource utilisation

Standard:	4.1.1. The evaluation was completed within the planned timeframes
Comment and Analysis:	The evaluation was completed within the planned timeframes according to the evaluator. The evaluator began the evaluation in October 2007 and was concluded by the 13th of December. The evaluator reported that this was quite a short period of time in which to complete the evaluation.
Rating:	3

Standard:	4.1.2. The evaluation was completed within the agreed budget
Comment and Analysis:	There was no budget for the evaluation, the evaluator paid for it herself.
Rating:	N/A

### 4.2. Evaluation use

Standard:	4.2.1. Results of the evaluation have been presented to all relevant stakeholders
Comment and Analysis:	The results of the evaluation were presented to the Western Cape Department of Agriculture and the project facilitator Mr Kobus Mulder. Mr Mulder reported in the interview that the report was never presented to the French stakeholders in the project despite interest they expressed in seeing it, in the knowledge that they did not get to contribute to it.
Rating:	2

Standard:	4.2.2. A reflective process has been undertaken by the steering committee (if no steering committee exists then by the evaluation management team or the involved department officials) to reflect on what could be done to strengthen future evaluations
Comment and Analysis:	There was no steering committee for the evaluation. There is no evidence that there has been reflection on possible future evaluations.
Rating:	1

Standard:	4.2.3. The evaluation study is seen by interviewed stakeholders as having added significant symbolic value to the policy or programme (e.g. raised its profile)
Comment and Analysis:	The programme facilitator, Mr Kobus Mulder feels that the evaluation was not distributed widely enough by the evaluator or the Western Cape Department of Agriculture to have added value to the project or raised its profile. The evaluation was however used as the basis for the project's entry into the Western Cape Premier's Service Excellence Awards in 2007.
Rating:	3

Standard:	4.2.4. The evaluation study is of conceptual value in understanding what has happened and possibly in shaping policy and practice
Comment and Analysis:	The evaluation study is of some conceptual value in the skills development context, as a showcase of good practice of means to equip South African's with skills for which there are not training opportunities in the country.
Rating:	4
Standard:	4.2.5. Development of a draft improvement plan has been started, but not completed, based on the findings and recommendations set out in the evaluation
Comment and Analysis:	According to Mr Mulder, he implemented some of the recommendations, however there was no improvement plan made in order to do this.
Rating:	1
Standard:	4.2.6. The report is publicly available (website or otherwise published document), except where there were legitimate security concerns *Note: only apply if sufficient time has elapsed since completion of the evaluation
Comment and Analysis:	The evaluation is not publicly available, although there are no security reasons for why this might be. The Evaluator reports that the department only requested the evaluation report from her two to three years after it was done, when the department needed M&E reports.
Rating:	1
Standard:	4.2.7. There is clear evidence of instrumental use - that the recommendations of the evaluation were implemented to a significant extent *Note: only apply if sufficient time has elapsed since completion of the evaluation
Comment and Analysis:	Of the four main recommendations that the report made Mr Mulder reported implementing two: recruiting older cheesemakers for the project and engaging the Western Cape Department of Agriculture to a greater extent in the selection of the participant. Of the other two recommendations, the sources of funding have not been broadened beyond the Western Cape Government and the Burgundy Regional Government, and cheesemakers are not exposed to French cheeses outside of Burgundy due to the project owing to a special relationship between the Western Cape Government and Burgundy Regional Government.
Rating:	4
Standard:	4.2.8. There is clear evidence that the evaluation has had a positive influence on the evaluand, its stakeholders and beneficiaries over the medium to long term *Note: only apply if sufficient time has elapsed since completion of the evaluation
Comment and Analysis:	Outside of the implementation of two of the four recommendations, there is little evidence to suggest that the evaluation has had a positive influence on the stakeholder and beneficiaries in the medium to long term.
Rating:	2

## References

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Premier's Service Excellence Awards (2007) Summary of Burgundy Cheese Project

Mulder, K (2007) Western Cape Premier's Service Excellence Awards 2007: Burgundy Chees Project Application Questionnaire

Van Jaarsveld, M and Mulder, K (2007) Logic Model of Project: Burgundy Cheese Project.

Van Jaarsveld, M (2007). Evaluation Report: Burgundy Cheese Project (unpublished).

## List of Interviewees

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Kobus Mulder, Agri-Expo (then), Project Facilitator, by telephone, 23/01/2014.

Marietjie Van Jaarsveld, University of Stellenbosch (then), SPEAR (now), Evaluator, by telephone, 22/01/2014.