



Department of Performance Monitoring and Evaluation

Report on the Assessment of Government Evaluations

Evaluation Title:	Evaluation of the effectiveness and efficiency of Western Cape Archives and Records Service publicity and marketing
Evaluation Number:	415
Evaluation Completion Date:	18 May 2012
Period of Evaluation:	Phase 1 Dec '11-March '12; Phase 2 May-June '12
Submitted:	30 January 2014 by Ray Basson
Approved:	03 February 2014 by Mike Leslie

Evaluation Details

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Known Cost:	R 150,000.00
Known Cost Type:	Referenced
Initiated By:	Department of Cultural Affairs and Sport
Initiated By Internal:	No
Undertaken By:	Sakaza Communications(Pty) Ltd.
Undertaken By Internal:	No

Assessors

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Assessment Documents

Document Name:	Document Type:	Added By:	Added On:
Terms of Reference-Archives (Final)1.pdf	Terms of Reference (ToR) for the evaluation	Mike Leslie	25 November 2013
Archives Marketing Evaluation 2012.pdf	Evaluation report	Mike Leslie	25 November 2013
Archives Week 2012 Final.pdf	Evaluation report	Mike Leslie	25 November 2013
PDG 2014 TOR NAW Terms of Reference-Archives (Final)1.docx	Terms of Reference (ToR) for the evaluation	Ray Basson	23 January 2014
Assessment Report at Moderation.pdf	Assessment Report at Moderation	Mike Leslie	27 January 2014

Quality Assessment Summary

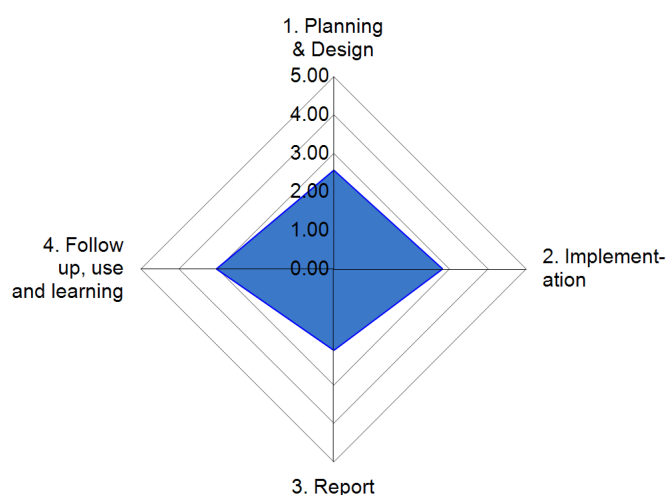
The evaluation of the WCA&RS broadly aimed to establish the effectiveness and efficiency of the Archives services and of its organization of the NAW, to increase equity of access and render its programmes more inclusive of all sectors of society. Planning the evaluations appear thorough, is consultative and trains personnel working with the evaluand with the view to preparing them for self-evaluation in part in their own institution in the future. Limitations include the report needing a full discussion of methodology and data analysis procedures, succinct presentation of data, presentation of overall conclusions on the evaluation questions, and formatting. And, there appears to be little data presenting the perspective of those within the Archives, which would give balance to the report. The study would benefit from being guided by a recognized approach to evaluation. The evaluation process gained credibility because of the consultative processes used by Sakaza during the inception and conclusion phases of the evaluation and brought senior management on board. Concluding, fuller write-up of the evaluation report would add to its quality. At 2.53, the quality assessment appears fair for the report as it stands, but may under value it as a study.

Quality Assessment Scores

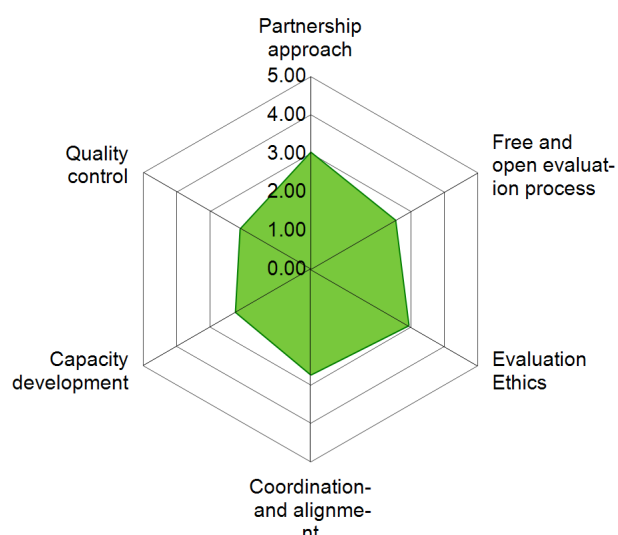
Phase of Evaluation	Score
1. Planning & Design	2.57
2. Implementation	2.83
3. Report	2.10
4. Follow-up, use and learning	3.04
Total	2.53

Overarching Consideration	Score
Partnership approach	3.03
Free and open evaluation process	2.55
Evaluation Ethics	2.94
Coordination and alignment	2.74
Capacity development	2.25
Quality control	2.10
Total	2.53

Scores: Phases of Evaluation



Scores: Overarching Considerations



Phase of Evaluation	Area of Evaluation	Score
1. Planning & Design	1.1. Quality of the TOR	2.88
1. Planning & Design	1.2. Adequacy of resourcing	3.36
1. Planning & Design	1.3. Alignment to policy context and background literature	1.80
1. Planning & Design	1.4. Appropriateness of the evaluation design and methodology	1.67
1. Planning & Design	1.5. Project management (Planning phase)	4.00
2. Implementation	2.1. Evaluation ethics and independence	3.64
2. Implementation	2.2. Participation and M&E skills development	3.70
2. Implementation	2.3. Methodological integrity	2.08
2. Implementation	2.4. Project management (Implementation phase)	4.00
3. Report	3.1. Completeness of reporting structure	2.38
3. Report	3.2. Accessibility of content	2.00
3. Report	3.3. Robustness of findings	1.68
3. Report	3.4. Strength of conclusions	1.00
3. Report	3.5. Suitability of recommendations	2.54
3. Report	3.6. Consideration of reporting risks and ethical implications	2.85
3. Report	3.7. Project management (Reporting phase)	4.00
4. Follow-up, use and learning	4.1. Resource utilisation	4.00
4. Follow-up, use and learning	4.2. Evaluation use	2.81
Total	Total	2.53

1. Planning & Design

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: A formal TOR outlines the terms and requirements for this evaluation. The Purpose of the evaluation was to evaluate the effectiveness and efficiency of the West Cape Archives and Records Service [WCA&RS]. 10 specific questions guide the evaluation in Phase 1, question 11 being added in Phase 2, and make recommendations. As design in the TOR, the evaluation is workable and likely to get data for an evaluation of this kind. What appears under-emphasised in the TOR is collecting a variety of data to give a rounded perspective on the Archive.

Rating: 3

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 purpose of the evaluation stated in the TOR was clear - to assess the effectiveness and efficiency of the WCA&RS publicity and marketing processes, inclusive of the National Archives Week, in providing equitable access to the records in its custody, as well as to promote the use of archival records and heritage.

Rating: 4

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: The evaluation questions were clearly stated in the TOR. Questions 1-9 were to assess/identify and make recommendations on different aspects of the publicity and marketing strategies, question 10 to assess and make recommendations on the National Evaluation Week. The questions are appropriate for evaluating these strategies to gauge effectiveness. Phase 2 is without specific questions, and thus may lose some focus intended.

Rating: 3

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: The evaluation approach or type is not specified in the TOR for either Phase 1 or 2, but twice is called "impact" evaluation in the study but not given practical effect. The approach in the TOR is thus not clear. From the repeated use of the word "assess" in the TOR an assessment is looked for, but it doesn't readily fit the evaluation approaches identified by the DPME or wider literature. The approach appears a data gathering exercise for the purpose of evaluation and suited to this evaluation but would be more likely to deliver if guided by an explicit evaluation approach.

Rating: 2

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:	The TOR specifies that the evaluation will enable the DCAS to enhance its efforts to show case the services of the WCA&RS and to educate a wider public and reach a wider range of diverse community groupings and marginalized sections of society. As such, it specifies an organization as user but not specifically who will be responsible for using the findings of the study. Specifying a position/person responsible for using the study to improve services would strengthen both the TOR and study.
Rating:	2
Standard:	1.1.6. Key stakeholders were involved in the scoping of the TOR and choosing the purpose of the evaluation
Comment and Analysis:	Two stakeholders are mentioned in the TOR [CDAS and WCA&RS] and consulted in a formal process for scoping the TOR. Scoping the TOR may have been stronger if the targeted sectors in the community had been included in the scoping process [the historically disadvantaged, schools, colleges, adult education groups].
Rating:	3

1.2. Adequacy of resourcing

Standard:	1.2.1. The evaluation was adequately resourced in terms of time allocated
Comment and Analysis:	Sakaza had 3 to 4 months to complete Phase 1 of the evaluation and about 6 weeks for Phase 2. They said the timelines were a bit tight.
Rating:	3
Standard:	1.2.2. The evaluation was adequately resourced in terms of original budget
Comment and Analysis:	The original budget was standard for this type of evaluation. At about R150,000-00 it was tight in the service providers view.
Rating:	3
Standard:	1.2.3. The evaluation was adequately resourced in terms of staffing and skills sets
Comment and Analysis:	Sakaza used in addition to its own staff, post-graduate students from the local university Department of Library Sciences, as well as staff from the Archive. They were, thus, adequately staffed in terms of numbers as well as skills.
Rating:	4
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:	Capacity building was a planned aspect of the evaluation as staff from both the Archive and DCAS were to be trained in instrument development particularly, with the view to being prepared to undertake a measure of self-evaluation of their own institutions in the future
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:	Act No 5 of 2005 is repeatedly used in planning this study, less so Act No. 43 of 1996. Their use provides the background and context for both phases of the study, as well as its Premises. These show the legal, cultural and historical importance to society of archives as well as their usefulness, and also the need to promote the use of the Archive beyond a privileged few to include, in addition, historically disadvantaged individuals and communities.
Rating:	3

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:	No literature appears to have been reviewed in planning the study or appears to have been required in the TOR.
Rating:	1

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:	No explicit reference to the intervention logic is made in the planning of the evaluation.
Rating:	1

Standard:	1.4.2. Key stakeholders were consulted on the design and methodology of the evaluation
Comment and Analysis:	Key stakeholders were consulted on the evaluation design and methods. The interview data indicates that a formal process of consultation was in place mandated by the client. The first workshop was mainly for staff of both the Archive and DACS to clarify and agree on design and methods, the second for CSOs and senior managers. The benefits here are decision-makers being drawn into the process to see value in the evaluation and likely benefits coming out of it.
Rating:	4

Standard:	1.4.3. The planned methodology was appropriate to the questions being asked
Comment and Analysis:	As no planned methods were specified in the design of the evaluation, gauging their appropriateness to questions is not possible.
Rating:	1

Standard:	1.4.4. Sampling was appropriate and adequate given focus and purpose of evaluation
Comment and Analysis:	No sampling is discussed in planning the evaluation. The sample--WCA&RS--is in effect a sample of one, a case study. Why it was selected of 9 archives in the country is not clear. Nor is it clear why institutions, like UWC, CPUT, were selected for the study.
Rating:	1

Standard:	1.4.5. There was a planned process for using the findings of the evaluation
Comment and Analysis:	There was no formally planned process for using the findings of the evaluation.
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:	The standard Sakaza practice of having an initial workshop with stakeholders applied in the evaluation. Both DCAS and the Archive attended, contributed to focusing the study, added issues as needed, and together they achieved agreement on the design and how the evaluation would be implemented. This is confirmed by the Archives.
Rating:	4

2. Implementation

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:	Bureaucratic consent as minimum requirement was obtained. As learners perspectives were not sought, ethical clearance would not have been needed.
Rating:	3

Standard:	2.1.2. Where external, the evaluation team was able to work freely without significant interference
Comment and Analysis:	In conducting evaluations, Sakaza insists on total access to institutions. In this case they had free access to both DCAS and the Archive. They worked freely and without a sense of constraint.
Rating:	4

Standard:	2.1.3. The evaluation team was impartial and there was no evidence of conflict of interest
Comment and Analysis:	There is no evidence of conflict of interest in the study, and the evaluation team appears impartial in its work. This was confirmed in the Sakaza interview.
Rating:	4

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:	The DCAS and WCS&RS as 2 key stakeholders in this study, were consulted in what is called the execution of both phases of the study. Documents related to the Archives as well as the National Archives Week were requested and received [with exceptions where these did not exist], instruments approved, and the like. These suggest a mechanism was in place, that it worked and benefited the study. This was confirmed in the Sakaza interview where it was described as a formal process for senior management and staff.
Rating:	4

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:	An element of capacity building was incorporated as partners responsible for the evaluand were trained as part of the evaluation process.
Rating:	3

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:	Evaluator skills were developed, specifically in instrument development of post graduate students from a local university who were contracted to participate in the study.
Rating:	4

Standard:	2.2.4. Peer review of the agreed evaluation design and methodology occurred prior to undertaking data collection
Comment and Analysis:	The provincial M&E Unit located in the Office of the Premiere was used to peer review questionnaires, methods, and the like. This was a formal process, and was used as a mechanism for expanding areas not clear in the TOR and for getting feedback prior to implementation.
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:	There is an issue with methods in this study, as there is no formal discussion of the evaluation methodology in the study or the TOR. A short paragraph in the Executive Summary lists 4 instruments, but these are not discussed to get the data required to respond to evaluation questions and reasons have not been given why these should be used and will get the data. However, it does appear that instruments in the Summary are consistent with those used in the study. In Phase 1 and 2, some data sets are discussed without reference to specific questions.
Rating:	1

Standard:	2.3.2. A pilot of data collection instrumentation occurred prior to undertaking data collection
Comment and Analysis:	A measure of piloting instruments is usually expected in an evaluation, and does not appear to have been undertaken in this study.
Rating:	2

Standard:	2.3.3. Data collection was not compromised by fieldwork-level problems or unplanned diversions from original intentions
Comment and Analysis:	Data collection doesn't appear to have been compromised by unplanned diversions from planned fieldwork. However, as little, if any, discussion of methods and planned fieldwork is in the 2 reports, diversions may not easily be seen. In Phase 2, unplanned changes to planning the NAWWeek is likely to have compromised data collection. For example, funding was delayed, marketing through the DCAS was scuttled, exclusion of the National Archives website limited historic information to the advertising campaign, changes in requests for funding to transport learners derailed this process, the lateness in the finalization of the actual programme [ready only 1 week before]. Some seem out of the control of the WCA&RS and are likely to have compromised data collected on this event.
Rating:	2

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

Comment and Analysis: Whilst the forms of data gathering were appropriate to the scope of the evaluation, a reader is left with the impression that instruments may not have penetrated practices in the Archives in much depth. A consequence is that comments and recommendations in general are short on balance and appear surficial.

Rating: 2

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

Comment and Analysis: Little, if anything, is said of data analysis and methods in the study. Data analysis appears not to be systematic and to be less penetrating than would be expected.

Rating: 1

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

Comment and Analysis: Key stakeholders were involved as part of the methodology of the study in so far as requests for documentation were made and documents received, a detailed project plan was submitted for their approval, and the like. Appropriately, their participation can be described as low key, and they appear to have been significantly engaged.

Rating: 4

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

Comment and Analysis: As would be expected, perceptions of the public on the Archives and NAW was sought in several snap surveys as a source of data for evaluating the Archive.

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: The evaluation was completed without shifts to final timelines. Phase 2 was given a second timeline as the NAW was scheduled for May 2012 after the completion date of the evaluation in March 2012. It thus was taken out of the original TOR and placed in a second phase with its own timeline and budget. This was completed in due time too.

Rating: 4

3. Report

3.1. Completeness of reporting structure

Standard:	3.1.1. Executive summary captures key components of the report appropriately
Comment and Analysis:	The executive summary of Phase 1 provides the context of the evaluation, the task of the WCA&RS, the evaluation task and methods and reports findings and how the Archive may be improved. In an evaluation, findings and recommendations are usually presented in response to evaluation questions. It is limited, too, by little or no reporting on the perspective of those within the Archive. The Phase 2 executive summary reports findings, but makes no reference to the context of the NAW or evaluation questions and methodology. This usually tightens an executive summary and adds to its credibility.
Rating:	2
Standard:	3.1.2. The context of the development intervention is explicit and presented as relevant to the evaluation
Comment and Analysis:	The context of the Archive is clearly outlined: the policy context, institutional ties to DCAS, physical location, purpose, attendees, intended audience, and the like. It usefully gives insight into the relevance of an evaluation of the Archive at that time, reasons including: shifting to more equitable access to reach a wider audience HDIs especially, include students from a wider range of schools, from colleges and adult education centers.
Rating:	3
Standard:	3.1.3. There is a clear rationale for the evaluation questions
Comment and Analysis:	The rationale entails establishing effectiveness of the Archive provincially with respect to its publicity and marketing processes. The rationale is clear, guides the questions and the study.
Rating:	4
Standard:	3.1.4. The scope or focus of the evaluation is apparent in the report
Comment and Analysis:	The focus of the evaluation entails improvement of the publicity and marketing of the Archive and finding ways for achieving more equitable access to the Archive and better use of this metro as provincial resource.
Rating:	4
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:	This is a limitation of the evaluation. Discussion of the methods for the study is confined to a brief listing of methods in the Executive Summary. No discussion of methods is in Phase 1 or 2 reports, nor is there discussion of data analysis and interpretation approaches used.
Rating:	1

Standard:	3.1.6. Acknowledgement of limitations of all aspects of the methodology and findings are clearly and succinctly articulated
Comment and Analysis:	Acknowledging limitations in this study would increase its credibility and give better balance to its findings and recommendations. Limitations, however, don't appear to be acknowledged.
Rating:	1
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:	Key findings have been written up in point form in the report, and are clearly presented. However, evidence for them is not always apparent or presented to make a clear distinction between findings which are evidence-based and those which are speculative. Looking over survey instruments and the discussion which follows, suggests unused data not presented in the body of the report, for example insider views.
Rating:	3
Standard:	3.1.8. Conclusions and recommendations are clear and succinctly articulated
Comment and Analysis:	A formal conclusion is notably absent in the Phase 1 report, and very brief in the Phase 2 report. In the latter report, conclusions focus less on the issues of effectiveness and efficiency as mandated for the evaluation, and more on perspectives on the NAW, challenges and the like, and thus appear not to be as focused and succinct as would be expected.
Rating:	1

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 final report, for the most part, is user friendly, but bitty. The content of the report needs reminders of the overall logic of the study to bind it compellingly, particularly in Phase 2 where content is not guided by questions.
Rating:	2
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 quality of writing by and large is clear. However, lapses in sentence construction, spelling, clear expression and the like are found. The report would benefit from formatting, such as having a list of tables and acronyms, giving a heading to tables, indicating in tables the number of informants [eg: n=], and the like. Referencing in the text appears consistent, but no references are listed at the end of either report, and References have not been listed in the Table of Contents or added at end of the report. Useful appendices are included.
Rating:	2

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:	Tables of qualitative data were presented, but lacked conventions like, recording the number of informants in a cohort particularly. No statistical data was presented in these reports.
Rating:	2

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:	Data used in tables were not always readily discernible in the copy of reports obtained for the assessment. Generally, tables were light on data thus limiting information flow in communicating results. Several tables need headings, numbers in a cohort are needed, amongst others, and one table appears to be incomplete. Further tables appear needed to present data gathered, for example, data collected in surveys, from the interview with the project manager of the NAW.
Rating:	2

3.3. Robustness of findings

Standard:	3.3.1. Data analysis appears to have been well executed
Comment and Analysis:	The absence of a discussion of data analysis methods makes it difficult to gauge if it has been well executed. Both reports suggest data analysis to be intuitive rather than systematic and to be more superficial than in-depth.
Rating:	2

Standard:	3.3.2. Findings are supported by available evidence
Comment and Analysis:	Not all findings follow from evidence which has been presented and discussed. Findings are presented mainly in point form without reference to data or discussion, and read like statements of fact as opposed to findings grounded in data and argumentation leading to a conclusion.
Rating:	2

Standard:	3.3.3. The evidence gathered is sufficiently and appropriately analysed to support the argument
Comment and Analysis:	The evidence appears intuitively analysed, but nevertheless lends some support to different strands in arguments about the effectiveness of the Archives. The main argument, however, has still to emerge and to be pulled together in a conclusion.
Rating:	2

Standard:	3.3.4. There is appropriate recognition of the possibility of alternative interpretations
Comment and Analysis:	There does not seem to be adequate recognition of the possibility of alternative interpretations. For example, acknowledging good practices in the Archives publicity and marketing procedures and in the NAW usually gives a sense of balance to the report and to lead to stronger recommendations.
Rating:	2
Standard:	3.3.5. The report appears free of significant methodological and analytic flaws
Comment and Analysis:	Methodological and analytic tools need to be identified and discussed. This is a limitation of the study.
Rating:	1
Standard:	3.3.6. Relevant limitations of the evaluation are noted
Comment and Analysis:	Relevant limitations are not noted in the reports.
Rating:	1

3.4. Strength of conclusions

Standard:	3.4.1. Conclusions are derived from evidence
Comment and Analysis:	Conclusions are notably absent from the Phase 1 report, and appear unfocused in the Phase 2 report.
Rating:	1
Standard:	3.4.2. Conclusions take into account relevant empirical and/or analytic work from related research studies and evaluations
Comment and Analysis:	There is almost no reference to other analytic work from related research studies and evaluations in either reports. As conclusions are absent, these have not been taken into account.
Rating:	1
Standard:	3.4.3. Conclusions address the original evaluation purpose and questions
Comment and Analysis:	The absence of a conclusion is a limitation in these reports.
Rating:	1
Standard:	3.4.4. Conclusions are drawn with explicit reference to the intervention logic or theory of change
Comment and Analysis:	Conclusions are absent from these reports, as also is reference to a theory of change to bring about improvements to the Archive.
Rating:	1

3.5. Suitability of recommendations

Standard:	3.5.1. Recommendations are made in consultation with appropriate sectoral partners or experts
Comment and Analysis:	Recommendations appear to have been made internally without much reference to sectoral partners or experts, but they were peer reviewed prior to finalization.
Rating:	2
Standard:	3.5.2. Recommendations are shaped following discussions with relevant government officials and other relevant stakeholders
Comment and Analysis:	Recommendations appear to have been made internally without much reference to government officials and other stakeholders. But they were peer reviewed prior to finalization.
Rating:	2
Standard:	3.5.3. Recommendations are relevant to the current policy context
Comment and Analysis:	Recommendations are relevant to the policies of the Archives and its major stakeholder as well as to practices within the Archive and to the NAW, for example marketing, budgeting and the like.
Rating:	3
Standard:	3.5.4. Recommendations are targetted at a specific audience sufficiently - are specific, feasible, affordable and acceptable
Comment and Analysis:	Recommendations target specific publicity and marketing issues for improvement. For the most part they appear specific and feasible, most are affordable and mainly acceptable. However, arguably, too many are made. Consolidating recommendations around issues in the evaluation questions would strengthen them and action to improve both the Archive and the NAW.
Rating:	3

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:	Both evaluation reports were peer reviewed prior to finalization by the WC M&E Unit located in the Office of the Premier.
Rating:	4

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: Omitted from the full report documents are procedures which were followed for securing bureaucratic consent required for the evaluation.

Rating: 1

Standard: 3.6.3. There are no risks to participants in disseminating the original report on a public website

Comment and Analysis: As individuals are not identified in the reports, no obvious risks to participants is likely if the original reports are listed on a public website. However, both reports should be formatted and completed prior to being uploaded.

Rating: 4

Standard: 3.6.4. There are no unfair risks to institutions in disseminating the original report on a public website

Comment and Analysis: The evaluation reports are primarily negative. They make little reference to the views of those within the Archive and the positive activities it conducts, few as these may be. So, uploading the final reports on a website is likely to give it negative exposure and be potentially damaging to the institution. Uploading them as is may thus pose unfair risks for the Archive. Had reports been balanced, uploading them would inform the public of strengths and ways to improve, and thus add value to the institution.

Rating: 2

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: Whilst no reference is made in the reports or TOR to a project closure meeting, the Sakaza interview made it clear that 2 formal meetings closed out the evaluation, the first a presentation to personnel of both the DCAS and Archive, the second to the CEOs and senior managers. The emphasis in both was the presentation of findings, but the interview gave the impression that a component was also to reflect on the process too.

Rating: 4

4. Follow-up, use and learning

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 time final frames set for both Phase 1 and 2.
Rating:	4

Standard:	4.1.2. The evaluation was completed within the agreed budget
Comment and Analysis:	The evaluations were both completed within the agreed budget.
Rating:	4

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 both the DCAS and the Archives, one a presentation to staff in general the second to the CEOs and senior management.
Rating:	4

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:	No reflective process appears to have been undertaken to reflect on what could be done to strengthen 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:	In the respective interview, Sakaza and the Archive indicated that the evaluation added significant symbolic value to the activities of programmes run by the Archive. The evaluations added weight to the WCA&RS communications to the National Archives over and above its findings and recommendations, for example in its budgeting for additional funding from the National Archives for the NAW, categorizing their audience, and the like. The evaluations also added symbolic weight to internal decisions, for example to expand approaches to schools in a wider range of historically disadvantaged communities to attend the NAW beyond those in the past.
Rating:	4

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 study is of conceptual value as it assists in understanding, and possibly shaping, policy and practice. For example, the study helped understand policies governing the Archive's aim to make it accessible to all, whilst in practice it is used only by the few. It helps understand that equitable access, especially to include HDIs and their schools, requires very ordinary things beyond motivated teachers, school project assignments, research skills and the like, but also and importantly additional funding for its marketing and other activities, such as for transportation to the NAW. Evidence of this kind suggests these policies need refinement to reflect more closely what is possible to achieve on the ground and how practice may be tweaked to more closely shift the institution towards equitable access.
Rating:	3
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:	No reference is made to developing a draft improvement plan based on the findings and recommendations set out in the evaluation. Sakaza was unaware if a draft improvement has been started.
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:	Yes, the evaluation reports are publicly available on the DACS website.
Rating:	4
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:	In the approximately 18 months since the reports were released, Sakaza reported in the interview that findings and recommendations have been used to strengthen the Archives planning, their reports to the National Archives, their budgeting processes, and the like. The Archive interview confirmed this.
Rating:	3
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:	The interview indicated a fortuitous positive influence in the short term. As the Phase 1 report was released before the NAW study, some of its findings were incorporated into organizing this/NAW event. Also, more involvement of Archives staff followed from the release of Report 1. Longer term positive influences were not noted.
Rating:	3

References

Sakaza Communications (18 June 2012). Report on the Evaluation of the Effectiveness and Efficiency of the Public Marketing of Archives Week Based on the 2012 Event. Western Cape Government: mimeo from e-copy. 16 pages.

Sakaza Communications (March 2012). Report on the Evaluation of the Effectiveness and Efficiency of the Archives' Public Marketing Processes/Exercises in General. Western Cape Government: mimeo from e-copy. 69 pages.

Department of Cultural Affairs and Sport, Western Cape (28 October 2011). Terms of Reference [Annual National Archives Week/Publicity and Marketing]. Western Cape Government: mimeo from e-copy. 7 pages.

List of Interviewees

J Kleinsmith, Co-Ordinator Sakaza Communications (Pty) Ltd. and of the evaluation, by phone, 15 January 2014.

J Hoggs, Director WCA&RS, phone interview, 23/1/2014.