



Department of Performance Monitoring and Evaluation

Report on the Assessment of Government Evaluations

Evaluation Title:	Work & Skills for 100 000 Programme Evaluation
Evaluation Number:	416
Evaluation Completion Date:	31 March 2011
Period of Evaluation:	31 March 2011
Submitted:	19 March 2014 by Mike Leslie
Approved:	19 March 2014 by Mike Leslie

Evaluation Details

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Created:	04 December 2013 by Mike Leslie
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Period of Evaluation:	31 March 2011
Known Cost:	R 168,482.00
Known Cost Type:	Estimate
Initiated By:	Western Cape Department of Economic Development & Tourism
Initiated By Internal:	No
Undertaken By:	Devnomics
Undertaken By Internal:	No

Assessors

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Assessment Documents

Document Name:	Document Type:	Added By:	Added On:
FINAL REPORT_Work and Skills_25032011.pdf	Evaluation report	Mike Leslie	04 December 2013
Sourcelink Form work and skills 3_Devnomics.doc	Assessment tools	Lewis Ndhlovu	05 February 2014
CASIDRA Questionnaire.pdf	Assessment tools	Lewis Ndhlovu	05 February 2014
First Weekly report_DEDT_WSP (2).pdf	An inception report	Lewis Ndhlovu	05 February 2014
Stakeholders _Host Employers_Draft Questionnaire_05012011_2_.pdf	Assessment tools	Lewis Ndhlovu	05 February 2014
WORKFORCE GROUP_Questionnaire.pdf	Assessment tools	Lewis Ndhlovu	05 February 2014
Beneficiary Questionnaire 2ed.pdf	Assessment tools	Lewis Ndhlovu	05 February 2014
Assessment Report at Moderation.pdf	Assessment Report at Moderation	Mike Leslie	19 March 2014

Quality Assessment Summary

The Work and Skills for 100,000 Programme was conducted in 2011. Commissioned by the Western Cape Department of Economic Development and Tourism, the evaluation's main objective was to assess to what extent the programme had been able to increase the employability of youth by affording them on the job work experience. The Evaluation was conducted by a private company, Devnomics.

The evaluation investigates the quality in terms of phases and overarching considerations. Organised on a scale of 1 to 5, the overall score of the evaluation was 2.69, just below the average of 3.0. In the context of four phases of evaluation, namely, planning and design, implementation, report writing, follow up, use and learning, the implementation phase scored highest. The preparatory phases of planning and design and follow up, use and learning were weakest. The preparatory phases involve the evaluator and evaluand and call for interaction of the two groups. The responsibility for utilisation of results largely depended on the evaluand and is, in this case, the Western Cape Government.

A further breakdown of the assessment area shows that in the planning phase, there was need to strengthen the evaluation design and methodology. During implementation, there was weakness in project management and the report showed weaknesses in key elements of conclusions and recommendations. That the follow up and the utilisation section is weak suggests a lack of a strong plan of how findings were to be used or that the conclusions were not clearly articulated for easy application. This is consistent with the low scores seen on the section that explores the strength of conclusions and suitability of recommendations.

In the context of overarching considerations, six measures of quality were scored, namely, partnership approach, free and open evaluation process, evaluation ethics, coordination and alignment, capacity development and quality control. All the elements scored below the average of 3 except for two elements. The two elements, Evaluation Ethics, Coordination and alignment scored 3.22 and 3.0 respectively.

Overall, the process of evaluation was just below average but there are lessons that can be drawn from the process. There is a demonstration of the importance of the planning phase for the whole implementation process, including utilization of results. The rigor of the analysis and report writing could be classified as average and thus requires greater attention in future.

Despite the issues raised, the topic remains important for the country and needs to be addressed. Further, the evaluation provides a reference point for establishing standards that can help improve the field of monitoring and evaluation.

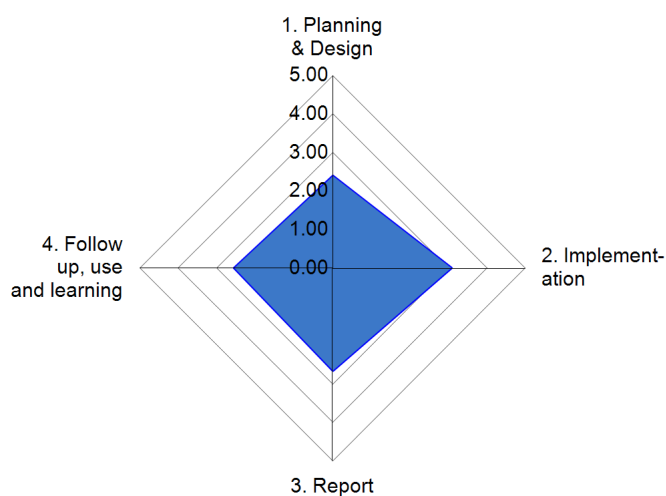
Quality Assessment Scores

Phase of Evaluation	Score
1. Planning & Design	2.41
2. Implementation	3.11
3. Report	2.67
4. Follow-up, use and learning	2.58
Total	2.69

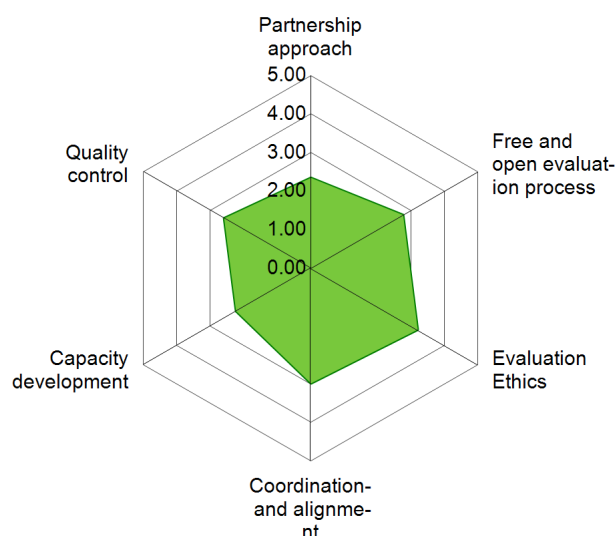
Overarching Consideration	Score
Partnership approach	2.35
Free and open evaluation process	2.79
Evaluation Ethics	3.22
Coordination and alignment	3.00
Capacity development	2.25
Quality control	2.61

Total	2.69
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Scores: Phases of Evaluation



Scores: Overarching Considerations



Phase of Evaluation	Area of Evaluation	Score
1. Planning & Design	1.1. Quality of the TOR	2.38
1. Planning & Design	1.2. Adequacy of resourcing	2.45
1. Planning & Design	1.3. Alignment to policy context and background literature	3.00
1. Planning & Design	1.4. Appropriateness of the evaluation design and methodology	2.00
1. Planning & Design	1.5. Project management (Planning phase)	4.00
2. Implementation	2.1. Evaluation ethics and independence	3.27
2. Implementation	2.2. Participation and M&E skills development	3.00
2. Implementation	2.3. Methodological integrity	3.12
2. Implementation	2.4. Project management (Implementation phase)	2.00
3. Report	3.1. Completeness of reporting structure	3.08
3. Report	3.2. Accessibility of content	2.53
3. Report	3.3. Robustness of findings	2.64
3. Report	3.4. Strength of conclusions	2.00
3. Report	3.5. Suitability of recommendations	2.38
3. Report	3.6. Consideration of reporting risks and ethical implications	3.08
3. Report	3.7. Project management (Reporting phase)	3.00
4. Follow-up, use and learning	4.1. Resource utilisation	2.40
4. Follow-up, use and learning	4.2. Evaluation use	2.62
Total	Total	2.69

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:

The Terms of Reference were viewed as adequate. they covered the key points that would enable a service provider to develop a proposal as well as conduct the work. The TOR covered the background of the study, the evaluation to be undertaken (which I believe should have been better termed the overall objective), the objectives, the project scope, expected outcomes and deliverables.

While the TORs can be viewed as well articulated, there could be improvement both in language and structure. For instance, the division of objectives according to beneficiaries and stakeholders is not consistent. Secondly, the use of evaluation vocabulary should have been more strictly observed. The TORs refer to expected "outcomes and deliverables" when in fact the deliverables are outputs and not outcomes.

Another missing point is the time when the implementation is expected to commence; this was not included.

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 TOR were examined and they were found to be clear and explicit as indicated under Objectives. There is no explicit section on "purpose" and this could have helped. However, the first paragraph describes the purpose, that is, why the Department of Economic Development and Tourism called for the services of a suitable and qualified service provider. Secondly, under the section on "Evaluation to be undertaken", there is also mention of purpose. Therefore, it can be concluded that the purpose is indicated but it is not explicit.

Rating:

3

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:

There were no evaluation questions that were indicated in the TOR. They are implied through objectives and scope of work. The inclusion of evaluation questions would have strengthened the objectives and could have provided an opportunity to consider a different methodological approach.

The service provider and the client were of the opinion that the evaluation "questions" as implied in the objectives and scope of work were adequate.

Rating:

2

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:	<p>Yes, the approach was appropriate. In this case, a cross sectional study was adapted as the method of approach. The study sought to investigate the impact of the intervention, "work and skills for 100,000".</p> <p>There could have been alternative methods but the one chosen was equally appropriate. Prospective and retrospective methodologies could have been chosen over the cross sectional study design. However, given the time that was available to do the study, a cross sectional study was appropriate. Other potential methods to measure impact, namely, prospective and retrospective studies would have methodological difficulties that would potentially incur higher costs.</p> <p>Given time, the nature of data available and cost, the methods and approach were relevant.</p>
Rating:	3

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 intended users of the evaluation are not explicitly indicated. From the TORs and the report, the government and employers are the intended users.
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:	<p>The evaluator felt other stakeholders, mainly the relevant government Departments in the Western Cape were involved. The Department could not provide evidence of explicit engagement of other departments of the province.</p> <p>The employers as stakeholders were not involved in the process in scoping the TORs.</p>
Rating:	1

1.2. Adequacy of resourcing

Standard:	1.2.1. The evaluation was adequately resourced in terms of time allocated
Comment and Analysis:	The government representatives indicated that the project was extended because it could not be completed within the original time frame but an additional two weeks were added.
Rating:	1

Standard:	1.2.2. The evaluation was adequately resourced in terms of original budget
Comment and Analysis:	<p>Yes, the service provider thought so.</p> <p>The government representatives thought that the budget was adequate.</p>
Rating:	3

Standard:	1.2.3. The evaluation was adequately resourced in terms of staffing and skills sets
Comment and Analysis:	Yes, the service provider as well as the Government representatives thought so. The service provider indicated that their team had a seasoned Project Manager as well as someone with experience in Monitoring and evaluation. The Government felt that they supported the service provider in providing supervisory services. The Government team had staff who had good experience in Monitoring and Evaluation. Therefore, the conclusion was that the project had enough staff with complementary skills. However, the score is scaled down to 3 because the government indicated that they provided skills to the service provider which implies they observed a gap in the skills of the service provider.
Rating:	3

Standard:	1.2.4. Where appropriate, the evaluation planned to incorporate an element of capacity building of partners/staff responsible for the evaluation
Comment and Analysis:	The service provider thought the evaluation incorporated an element of capacity building both within their organisation as well as for the government department. Examples of building capacity were provided by the service provider. For instance, he cited the case of two interns who participated in the evaluation and they were drawn from the Government Department. Though the interns were not full time on the evaluation project, they participated in various components of the evaluation. Within the service provider's organisation (Devnomics), there was capacity building session at every stage. On the other hand, the Directors from the Government did not think this was the intended purpose of the TOR, so this was not emphasized. The TORs are explicit in terms of capacity building and skills transfer. Therefore, it would be concluded that skills transfer was not purposefully done but rather incidental.
Rating:	3

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:	Yes, to a large extent. Policy issues and programme issues were cited by the service provider. Policy issues were explored for formulating the instruments and the inception report. The Government felt that the review of policy before the evaluation commenced was adequately conducted.
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:	The respondents both believed this was the case. In the absence of the inception report, it is hard to verify and the actual report does not provide adequate evidence of a review of the broader technical field.
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:	It was not explicit but there is an indication of the interventions that are being evaluated. The "theory of change" is relatively "new vocabulary" and both the evaluation and government talked of it in retrospect but there was no evidence that it was considered in the planning phase of the evaluation.
Rating:	2
Standard:	1.4.2. Key stakeholders were consulted on the design and methodology of the evaluation
Comment and Analysis:	An inception meeting was conducted with relevant Departments of the provincial government of the Western Cape. No evidence is available of consultation with a broader stakeholder group in government departments; for example, the employers or the employees.
Rating:	2
Standard:	1.4.3. The planned methodology was appropriate to the questions being asked
Comment and Analysis:	It was relevant. The cross sectional study that was adapted a methodology was relevant. There could have been alternative methods (prospective and retrospective studies could have been considered) but they would have been more expensive. However, in depth interviews should have been considered with employers to complement the focus group discussion.
Rating:	3
Standard:	1.4.4. Sampling was appropriate and adequate given focus and purpose of evaluation
Comment and Analysis:	It could be justifiable but the detail on actual sampling from the database is not evident. Similarly, the selection of the participants of the FGDs is not clearly indicated. the TOR state that the evaluation will "conduct approximately 260 face to face interviews across the Western Cape Province". It is not clear how and why the 260 was chosen and secondly if that was verified with the statistician. Similarly, the selection of participation in the focus group discussions is not clear.
Rating:	1
Standard:	1.4.5. There was a planned process for using the findings of the evaluation
Comment and Analysis:	The service provider believes so and this was confirmed by the government giving an elaborate process of utilization of the data especially in the short and medium term. It was however noted that this was not indicated anyway in the TOR or other documents. The use of findings was described as "finding out how the programme was performing" but not necessarily a clear picture set out prospectively how the findings were going to be used.
Rating:	2

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:	Yes, this was indicated by all the evaluator and the government. The evaluator described an iterative process; how they engaged with the Government on how data was going to be gathered and the logistics for the data collection teams. Similarly, the government officials thought the process of the inception was proper and helped towards creating a common understanding of the implementation process. The government team consisted of the M&E staff members who had a significant input into the methodology. On the other hand, the evaluator had an experienced manager and Project Director who were also involved in the process. This suggests a deep engagement in the process which would deserve a score of 4.
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:	The nature of the data gathered did not require ethical clearance. However of importance was whether ethical procedures such as informed consent, privacy and confidentiality were followed at different stages of the evaluation. This is not clearly indicated in the report. In the discussions, the issue of informed consent was mentioned by the service provider and the government officials. Further, there were no discussions about data security with respect to overall storage of data and protection of respondents by removing personal identifiers.
Rating:	3
Standard:	2.1.2. Where external, the evaluation team was able to work freely without significant interference
Comment and Analysis:	Yes, this was verified with the service provider. Government officials also did not see any interference of any sort from any quarter.
Rating:	4
Standard:	2.1.3. The evaluation team was impartial and there was no evidence of conflict of interest
Comment and Analysis:	No evidence of conflict of interest was indicated in the discussion with the service provider or the government officials. No documentation stating "absence of conflict of interest was used" hence the score of 3.
Rating:	3

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:	Yes, there was a limited number of stakeholders. The government of the Western Cape consulted relevant departments within as well as the employers. A committee consisting of the Directors of Units, including the M&E Units was constituted.
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:	No, capacity building of partners responsible for the intervention was absent.
Rating:	2

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 service provider had school leavers who were part of the data collection team. The service provider cited skills development for data collectors who participated in the evaluation. Capacity was built for this group in terms of their interpersonal skills and their ability to solicit data through telephonic interviews. Thus training skills were imparted to the data collectors in the two areas are indicated above. It was indicated that the group gathering data included school leavers and they were empowered to look for other jobs after the evaluation was completed.
Rating:	2
Standard:	2.2.4. Peer review of the agreed evaluation design and methodology occurred prior to undertaking data collection
Comment and Analysis:	The evaluator says that peer reviews for the design and methodology occurred internally through the committee that existed to oversee the study. Typically, peer reviews are conducted through a structured process of qualified technical people. In this case it was conducted within the organization.
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 methods that were designed for the study and consolidated through the inception phase were adhered to. These were as follows: - the telephonic interviews of 240 beneficiaries - conducting a focus group discussion with 9 key stakeholder groups - telephonic interviews with 11 hosts and key stakeholders
Rating:	3
Standard:	2.3.2. A pilot of data collection instrumentation occurred prior to undertaking data collection
Comment and Analysis:	It was indicated through discussions that a pilot was conducted. However, there is no documentation showing what was changed as a result of the pilot in terms of data items to be collected or the logistical process.
Rating:	3
Standard:	2.3.3. Data collection was not compromised by fieldwork-level problems or unplanned diversions from original intentions
Comment and Analysis:	The evaluation did not cite any problems associated with field work. This was corroborated by the government officers.
Rating:	4

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

Comment and Analysis: The tools were available and they were appropriate for the scope of the evaluation. Three key forms were available and they targeted the key groups of beneficiaries, host employers and Casidra. The data collection tools combined structured questions for quantitative analysis as well as open ended questions to solicit more normative views from the different stakeholders.

The quantitative instrument of the beneficiary is extensive thus covering the key areas of background characteristics, demand creation for the programme, experience of the recruits and opinions of various aspects of the programme. The host employer questionnaire and the workforce group complement each other.

Given that the instruments already had structured closed questions, more could have been added for the instruments for employers and Casidra. The questions on sustainability required strengthening.

Rating: 3

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

Comment and Analysis: Yes, but the analysis was simply exploratory summary statistics. One would have liked to see more in terms of cross tabulation to explore relationships.

Rating: 3

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

Comment and Analysis: Yes, the key stakeholder, the Western Cape Department of Economic Development and Tourism was significantly engaged in refining the methodology during the inception phase. This was viewed as a critical stage of engagement when there was agreement what methods were to be used to gather data from different participants of the study.

Other key stakeholders, namely, the employers and beneficiaries were less engaged except as providers of data.

Rating: 2

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

Comment and Analysis: Yes, the different groups of beneficiaries were included. The officers from the government department, the companies hosting the trainees and the trainees who were placed in the companies were all engaged as key sources of data.

Rating: 4

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 timeline was shifted by two weeks. The deliverables were not shifted.

Rating: 2

3. Report

3.1. Completeness of reporting structure

Standard:	3.1.1. Executive summary captures key components of the report appropriately
Comment and Analysis:	<p>The executive summary captured the key components of the report. The background is presented followed by the objectives and methodology of the evaluation. Findings and Conclusions are presented in a distinct section. The executive summary ends with recommendations.</p> <p>The key components of the report are captured in the executive summary, including the recommendations which are also clearly articulated.</p>
Rating:	4
Standard:	3.1.2. The context of the development intervention is explicit and presented as relevant to the evaluation
Comment and Analysis:	<p>There is a section which specifically captures the context of the interventions. This further explains how the context motivated the assessment to be initiated.</p>
Rating:	4
Standard:	3.1.3. There is a clear rationale for the evaluation questions
Comment and Analysis:	<p>The rational for each of the questions is not clearly indicated it is just broadly outlined. There are no specific evaluation questions.</p>
Rating:	2
Standard:	3.1.4. The scope or focus of the evaluation is apparent in the report
Comment and Analysis:	<p>Yes, the scope is indicated under the relevant section. Section 2.3 indicates the project scope and this is further supported by the next section which outlines deliverable, activities and the time frame.</p> <p>However, the scope tends to focus on the outputs from the evaluation and lacks a broader description of the actual work to be executed to achieve the goals.</p>
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:	<p>Yes, this is well articulated.</p> <p>The methodology is outlined in section 3 of the report. The three phases outline the methodology with the following;</p> <p>Phase I: the document review and analysis indicates documents that were used</p> <p>Phase II: indicates how the 1000 beneficiaries were tracked</p> <p>Phase III indicated the telephonic interviews with beneficiaries, the company that constituted the FGD.</p> <p>Each of these phases are clearly articulated with adequate detail.</p>
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 limitations could have been better done. For instance, the limitations in the methodology; selecting the respondents from different groups both in the qualitative as well as in the quantitative components are not well indicated.
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:	Yes, mostly they are presented clearly. Occasionally, there are inaccurate conclusions which border on being speculative. For instance there is a conclusion that " Most participants were aware that they had been allocated mentors and since this was meant to be an important motivator to the participant, it then must have been a contributing factor to the success of the program".
Rating:	3
Standard:	3.1.8. Conclusions and recommendations are clear and succinctly articulated
Comment and Analysis:	Yes, they are clear though at times not consistent with the findings (as indicated in 3.1.7).
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:	Yes, the language is clear and simple to understand.
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:	There are a few grammatical and spelling errors. With a little bit of editing, the report can be published. considerations would have to be given to the following; The layout of graphs is not standard (the y axis are not labelled) The graphs show absolute values and yet the standard practice is to show percentages for better comparability. The graphs are not referenced, for example, Figure 1, Figure 2 etc There are some incomplete sentences. References are not indicated which should have been the case in the introductory section.
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:	<p>The main shortfall is the presentation of absolute data values in graphical format and yet the description uses relative measures such as percentages. This is unconventional.</p> <p>The analysis of data is also basic, covering the simple summary statistics and there is no exploration of relationships. There is also lack of cross referencing of qualitative and quantitative data from different sources.</p>
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:	<p>The report uses simple bar charts, pie charts and tables for graphical presentation of information but these do not communicate the information adequately. The first flow chart linking authority and responsibility and lines of command is relevant and appropriate. However, the logical framework that is indicated is not appropriately placed and should have been put as an appendix because it breaks the flow of the report. Secondly, there is little description about the important features of the log frame table.</p> <p>The multiple bar charts that are used are not adequately labelled for them to communicate information properly. The vertical axis presents a scale based on absolute values.</p> <p>Further, the graphs are not reference in the standard format, namely, Figure 1, Figure 2... Figure n.</p> <p>The conclusion is that the tables and figures are not supporting the communication of results adequately.</p>
Rating:	2

3.3. Robustness of findings

Standard:	3.3.1. Data analysis appears to have been well executed
Comment and Analysis:	<p>Quantitative data was reasonably well executed. However, the analysis lacked depth which could have been achieved by performing an exploration of relationships through cross tabulation.</p> <p>The qualitative data was not well executed. The reader does not get a sense about the strength of the statements made in the qualitative description. It leaves this aspect of the analysis open to various interpretations.</p> <p>There is room for triangulation of data which was not done in the analysis.</p>
Rating:	2

Standard:	3.3.2. Findings are supported by available evidence
Comment and Analysis:	Yes, where there are findings, these are supported.
Rating:	4
Standard:	3.3.3. The evidence gathered is sufficiently and appropriately analysed to support the argument
Comment and Analysis:	Yes, the evidence presented supports the argument.
Rating:	4
Standard:	3.3.4. There is appropriate recognition of the possibility of alternative interpretations
Comment and Analysis:	There is no indication that there could be alternative interpretation of data. Given the nature of the data used and lack of the adequate statistical analyses, this could be considered an omission.
Rating:	1
Standard:	3.3.5. The report appears free of significant methodological and analytic flaws
Comment and Analysis:	<p>There are no clear methodological flaws once the methods were selected. The approaches with different stakeholders are clearly identified. The methods used in gathering data with each of the stakeholders is clearly defined.</p> <p>There are no clear analytic flaws but the use of absolute numbers limits the depth of analysis.</p> <p>In the analysis, it would have been expected that qualitative and quantitative data would have been triangulated more.</p>
Rating:	3
Standard:	3.3.6. Relevant limitations of the evaluation are noted
Comment and Analysis:	The limitations are not noted.
Rating:	1

3.4. Strength of conclusions

Standard:	3.4.1. Conclusions are derived from evidence
Comment and Analysis:	<p>Yes, the conclusions are, in most instances, derived from evidence. There are a few examples of unclear conclusions that have been cited in other sections of the evaluation. For example, in the conclusion section of the report a statement is indicated that "this finding is also consistent with the fact that most respondents came to know about the programme through friends and family and colleagues". This conclusion has no clear link with the evidence presented. Another example of a conclusion that is not based on presented evidence is " Appointment of a mentor for the participant is a contributing factor to the success rate of the programme".</p> <p>Therefore, there are a number of conclusions that are not based on evidence.</p>
Rating:	2
Standard:	3.4.2. Conclusions take into account relevant empirical and/or analytic work from related research studies and evaluations
Comment and Analysis:	<p>No research studies are referenced and there is no indication that they are not available in the general search of literature.</p>
Rating:	2
Standard:	3.4.3. Conclusions address the original evaluation purpose and questions
Comment and Analysis:	<p>There were no clear evaluation questions. These are implied. The design of the TOR did not include evaluation questions.</p> <p>The conclusions address the original evaluation purpose and objectives. However, the issue of sustainability which was a critical output of the exercise is not adequately addressed. As it stands, the recommendations on issues of sustainability are not adequately addressed.</p>
Rating:	2
Standard:	3.4.4. Conclusions are drawn with explicit reference to the intervention logic or theory of change
Comment and Analysis:	<p>No there is no explicit reference to the intervention logic or theory of change. However, it is clearly understood by the researchers and the government though not explicitly indicated.</p>
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:	The committee from the DEDT of the Western Cape Province provided input into the report after the draft report. It can be assumed that some inputs into the draft would have included recommendations. It is not clear how much the input from experts or sectoral partners influenced the recommendations after they were initially tabled.
Rating:	2
Standard:	3.5.2. Recommendations are shaped following discussions with relevant government officials and other relevant stakeholders
Comment and Analysis:	There was some integration of government input after the first draft but they did not have extensive input into the recommendations.
Rating:	2
Standard:	3.5.3. Recommendations are relevant to the current policy context
Comment and Analysis:	<p>Yes, the recommendations are relevant to the policy context.</p> <p>In discussion with staff from the DEDT of the Western Cape, they indicated how important the issue of unemployment for young people is to the the province as well as the country. The province wanted to assess whether the work and skills programme was helping in reducing unemployment, whether they should continue with the programme as it is and whether the provincial government needed to modify it. In the broader context, this programme was addressing poverty in the province.</p> <p>The recommendations show how they can modify the programme to improve the benefits to different stakeholders (beneficiaries and employers).</p>
Rating:	4
Standard:	3.5.4. Recommendations are targetted at a specific audience sufficiently - are specific, feasible, affordable and acceptable
Comment and Analysis:	<p>The recommendations are generalized and therefore, they lack specificity.</p> <p>It should have been possible to target recommendations to specific key stakeholders (the government, the employers, the beneficiaries) or other recipient organizations. In this case, they do not target specific groups. Statements such as " there is a need..." leave the recommendations open without specifying who should take the initiative to implement a recommendation.</p>
Rating:	1

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:	No, the review was conducted by staff members from the Department of Economic Development and Tourism, that is, the Department that commissioned the study. There was no peer review conducted outside this context. Rationale of the rating based on the idea that some of the governmental committee members were experts in the field but their input is not clear.
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:	No, this is not done. A statement about informed consent in FGDs was expected. A statement that data from individual respondents was going to be aggregated (to eliminate identifiers) would have been reassuring about confidentiality and informed consent.
Rating:	2
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 respondents at institutions or at individual levels. However, individuals tended not to participate in the interviews unless authorized by senior staff members and this was explained that "it was procedural". Depositing the report on the website would require consultation with the government communication department.
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 participating institutions are not likely to run any risks since the names will not be indicated. There was a general sense of supporting the process of evaluation even though the actual execution in terms of finding time to participate was very slow. It was explained that people were coming from holidays and they were trying to clear their email boxes. However, it should be indicated that the beneficiaries and companies who did not participate may wonder why they were not selected for the participation.
Rating:	4

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:	A project closure meeting was indicated by the evaluator and the government representatives but it was more on the technical matters pertaining to the report, findings and recommendation and not on the challenges of the implementation process.
Rating:	3

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:	No, the evaluation was completed with an extension of about two weeks.
Rating:	2

Standard:	4.1.2. The evaluation was completed within the agreed budget
Comment and Analysis:	Yes, this was the case.
Rating:	3

4.2. Evaluation use

Standard:	4.2.1. Results of the evaluation have been presented to all relevant stakeholders
Comment and Analysis:	Yes, the Department of Economic Development and Tourism indicated that the results were presented to the government stakeholders and used for planning. However, this was not necessarily presented to the private sector who were part of the stakeholders. While the beneficiaries were also stakeholders, it was not feasible to present to them though they could use the information for their planning.
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:	Yes, the committee conducted the process to reflect on utilisation and result and not necessarily to engage on how they would strengthen different aspects of future evaluations.
Rating:	4

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:	<p>Yes, the government lauded the value of the evaluation.</p> <p>The evaluation showed the potential value of the work and skills programme with some of the candidates gaining employment after being placed in the programme. There were short comings that were identified and these were going to be addressed by the government. These had to do with recruitment, placement and how to engage the private sector or employers more meaningfully for them to benefit as well.</p> <p>For the given reasons above, the three government officials felt that they benefited from the evaluation.</p>
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:	<p>Conceptually, the project is an intervention that seeks to address unemployment and poverty by creating work and providing skills to young people. Over a few years the "Work and skills 100,000" project has been running but the outputs could not be linked to outcomes and impact. Therefore, the evaluation provided evidence of the pathways between the interventions, the outputs, outcomes and impact. Consequently, lessons learnt are expected to shape policy and practice.</p> <p>All team members interviewed believe that the evaluation had some benefits at shaping both the programme and policy. Once results were known, the interventions were modified.</p> <p>The government is grappling with youth unemployment and there are a few successful examples of such projects. Therefore, the potential for the project and its evaluation was large, with a possible utilization beyond the Western Cape Province.</p>
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, the officers indicated that they have not produced a plan of using findings and recommendations. They have used results without a draft plan.
Rating:	2
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:	No, it is not on the website. There is general caution of putting data on the website. It is publicly available to government officers.
Rating:	2

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:	Yes, this was indicated by interviews from the evaluator and the government. However, not verified with all stakeholders, hence the score.
Rating:	2

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:	<p>Adequate time has passed since the evaluation was conducted for a positive influence to be observed.</p> <p>Discussions with Government officers indicated that there was positive influence derived from the evaluation. There was no mention of specific changes that have occurred in government practice in placing young people for skills development. Changes with respect to other stakeholders could not be verified.</p>
Rating:	3

References

DEVNOMICS. 2011. Sourcelink From Work and Skills.

DEVNOMICS. 2011. Casindra Questionnaire.

DEVNOMICS. 2011. Workforce Group Questionnaire

DEVNOMICS. 2011. Beneficiary Questionnaire

DEVNOMICS. 2011. Work & Skills for 100000 Programme Evaluation Report.

DEVNOMICS. 2011. Stakeholders Questionnaire:Host Employers

DEVNOMICS. 2011. Assesment Report at Moderation

List of Interviewees

DEVNOMICS - Mr Harry Dladla Director. The interview was conducted telephonically on the 28th February, 2014

Department of Economic Development and Tourism - Interviewed 4 people on the 04th of February 2014 telephonically; 1. Mr Mark Apollis - Skills Development & Innovation; 2. Gail Smith - Deputy Director: Monitoring and Evaluation (M&E); 3. Ms Rahima Loghdey - Director: Skills Development and Innovation; 4.Lourenco Pick - Administrative Officer to PSO Manager