



# planning, monitoring and evaluation

Department:  
Planning, Monitoring and Evaluation  
**REPUBLIC OF SOUTH AFRICA**

## Report on the Assessment of Government Evaluations

Evaluation Title:

'Opening locked doors'- Evaluating peer education in schools in the Western Cape Province: A mixed methods longitudinal study

Evaluation Number:

433

Evaluation Completion Date:

14 February 2014

Period of Evaluation:

2011 - 2013

Submitted:

04 February 2015 by Tim Mosdell

Approved:

06 February 2015 by Mike Leslie

## Evaluation Details

---

Evaluation Title:	'Opening locked doors'- Evaluating peer education in schools in the Western Cape Province: A mixed methods longitudinal study
Evaluation Number:	433
Evaluation Completion Date:	14 February 2014
Created:	28 October 2014 by Mike Leslie
Submitted:	04 February 2015 by Tim Mosdell
Approved:	06 February 2015 by Mike Leslie
Period of Evaluation:	2011 - 2013
Known Cost:	R 2 384 191,90
Known Cost Type:	Audited
Initiated By:	The Global Fund, The Western Cape Provincial Government, and the Centre for the Support of Peer Education
Initiated By Internal:	Yes
Undertaken By:	Human Sciences Research Council
Undertaken By Internal:	No

## Assessors

---

Tim Mosdell	tim@pdg.co.za
-------------	---------------

## Assessment Documents

---

Document Name:	Document Type:	Added By:	Added On:
Opening Locked Doors GF Peer Education Longitudinal Study.pdf	Evaluation report	Mike Leslie	28 October 2014
Proposal - Evaluation of Peer Education in WC v.12.docx	The proposal selected to conduct the evaluation	Tim Mosdell	14 January 2015
Assessment Report at Moderation.pdf	Assessment Report at Moderation	Mike Leslie	02 February 2015

## Quality Assessment Summary

---

This is an evaluation of moderate quality, scoring 3.10 using the assessment tool. In terms of the phases of the evaluation, the planning and design of the evaluation stands out (3.49). The quality of the report was also solid scoring 3.17 using the tool. This was helped by the fact that the report included a clear and succinct executive summary. The logic and flow of the report was hampered by the fact that the main report was essentially made up of sub-reports exploring different themes - this impacted on the accessibility and readability of the report, preventing a higher score. The objectives of the study translated well into research questions, which along with a strong analytic framework, structured the analysis. The findings and recommendations were all well articulated and well supported by evidence, although they too are somewhat dispersed in different sections of the report. The implementation of the evaluation scored 3.13. Issues contributing to this score include; delays in the timing of milestone deliverables, as well as the fact that some of the planned post-intervention analysis was scrapped. Delays were caused partly by difficulties in securing access to officials and to some of the selected schools. In terms of follow-up, use and learning, it is still too early in the process to fully evaluate all these aspects and the tool yielded a score of 2.54. There is early evidence of some instrumental use, with the Western Cape Department of Health indicating that they circulate the report itself and some of the materials associated with it to a range of stakeholders. Of some concern is the fact that, during the course of the evaluation, the peer education programme was effectively taken over by the Western Cape Department of Basic Education. To date there is little evidence to suggest that any significant follow-up activities have been undertaken by the Department. In considering overarching considerations, the evaluation was relatively strong in terms of coordination and alignment (3.74), and in terms of evaluation ethics - scoring 4. Indeed, elements of the evaluation ethics approach in this project represent best practice. At the other end of the spectrum, the project scored 2.42 for capacity development - there was no planned capacity development for partners, although the HSRC fieldworker team benefitted by capacity development through fieldwork immersion. In general, this is an important study that highlights the impact that the reviewed peer education programme has had. The recommendations are both compelling and practically implementable. The initiative is at an important stage in terms of future initiatives and follow-up. The Western Cape Department of Basic Education has assumed responsibility for taking the peer education agenda forward, and it remains to be seen how effective this will be - there is no evidence of follow-up at this stage.

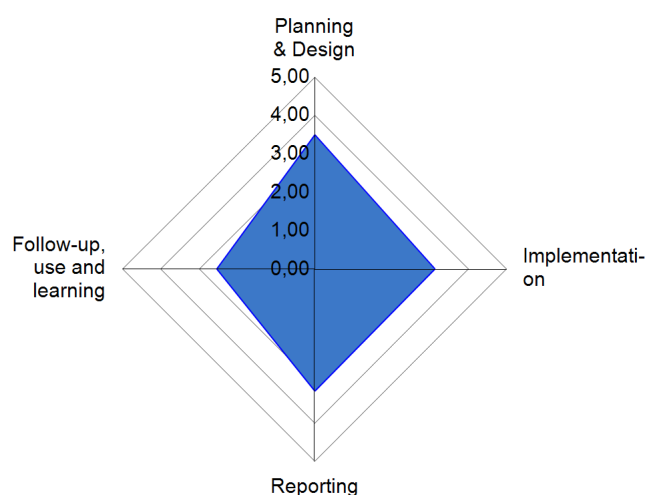
## Quality Assessment Scores

---

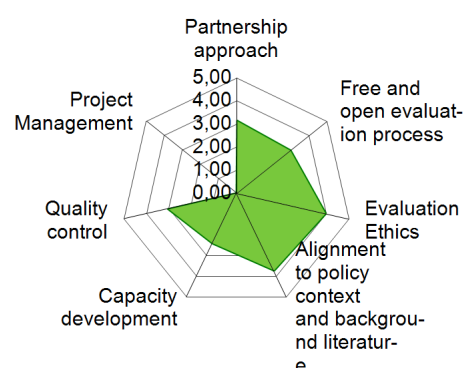
Phase of Evaluation	Score
Planning & Design	3,49
Implementation	3,13
Reporting	3,17
Follow-up, use and learning	2,54
Total	3,10

Overarching Consideration	Score
Partnership approach	3,18
Free and open evaluation process	3,00
Evaluation Ethics	4,00
Alignment to policy context and background literature	3,74
Capacity development	2,42
Quality control	3,08
Project Management	
Total	3,10

Scores: Phases of Evaluation



Scores: Overarching Considerations



Phase of Evaluation	Area of Evaluation	Score
Planning & Design	Quality of the TOR	4,00
Planning & Design	Adequacy of resourcing	2,64
Planning & Design	Alignment to policy context and background literature	4,00
Planning & Design	Appropriateness of the evaluation design and methodology	3,28
Planning & Design	Project management (Planning phase)	3,00
Implementation	Evaluation ethics and independence	3,73
Implementation	Participation and M&E skills development	2,70
Implementation	Methodological integrity	3,08
Implementation	Project management (Implementation phase)	2,00
Reporting	Completeness of the evaluation report	3,50
Reporting	Accessibility of content	2,47
Reporting	Robustness of findings	3,18
Reporting	Strength of conclusions	2,79
Reporting	Suitability of recommendations	3,31
Reporting	Acknowledgement of ethical considerations	3,54
Reporting	Project management (Reporting phase)	4,00
Follow-up, use and learning	Resource utilisation	2,00
Follow-up, use and learning	Evaluation use	2,67
Total	Total	3,10

## Planning & Design

---

### Quality of the TOR

Standard:	The evaluation was guided by a well-structured and complete TOR or a well-structured and complete internal evaluation proposal (e.g. Background, Purpose, Evaluation Questions, Design & Methodology, Deliverables & Timeframes, Resource requirements, Intended Audience & Utilisation, etc).
Comment and Analysis:	The evaluation was guided by a call for proposals issued by the Centre of the Support of Peer Education (CSPE), which in turn was translated into a particularly comprehensive proposal prepared by the Human Sciences Research Council. The proposal represented all the elements normally found in a good terms of reference.
Rating:	4: The evaluation was guided by a well-structured and complete TOR or internal evaluation proposal of a good standard
Moderation:	Reconsider
Moderation Comment:	Consider elaborating on what made it comprehensive.
Approval:	Accepted
Standard:	The purpose of the evaluation stated in the TOR (or an internal evaluation proposal) was clear and e
Comment and Analysis:	The purpose of the evaluation is clearly and explicitly stated in the evaluation proposal and is to 'assess the impact of a structured, time-limited, curriculum-based, peer-led education programme to high school learners (Grade 8) in schools in the Western Cape Province, and compare its effect with learners who do not receive such an intervention in their school yet'.
Rating:	4: 4
Moderation:	Accepted
Approval:	Accepted
Standard:	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 approach (longitudinal research design using mixes methods) aimed at describing patterns of behaviour change was suited to the purpose and scope of the project and was appropriate for understanding the impacts of the programme on learners and peer educators.
Rating:	4: The approach and type of the evaluation was well-suited to the purpose and scope of the evaluation TOR
Moderation:	Reconsider
Moderation Comment:	The longitudinal research design with a control group would appear to be set-up for the purpose of a fairly robust statement of impact, even including a counter-factual. Consider whether this evaluation may have been specifically designed to this end and in line with the questions listed above.
Approval:	Accepted

Standard:	The TOR (or an internal evaluation proposal) identified the intended users of the evaluation and their information needs
Comment and Analysis:	The users of the evaluation were identified in the evaluation proposal to be the Provincial Department of Health, and the Provincial Department of Basic Education. The evaluation was intended to inform improvements to their peer learning programme.
Rating:	4: The TOR identified the intended users of the evaluation and differentiated between their information needs well
Moderation:	Reconsider
Moderation Comment:	How did they plan to use the results?
Approval:	Accepted

Standard:	The evaluation questions in the TOR (or an internal evaluation proposal) were clearly stated and ap
Comment and Analysis:	The evaluation questions were clearly stated in the evaluation proposal and were clustered in the following three groupings: The impact of the programme on high school learners (peer learners and peer educators), The impact of the programme on the peer educators who facilitate the groups, and The feasibility of supporting peer education programmes to reliably deliver risk reduction interventions in school settings in the Western Cape. The question were appropriate for addressing the evaluation purpose.
Rating:	4: 4
Moderation:	Reconsider
Moderation Comment:	Just adequate or possibly good? From the above it looks like the thinking behind the questions was structured in a manner complementarity to the purpose stated and the evaluation design employed.
Approval:	Accepted

Standard:	Key stakeholders were involved in the scoping of the TOR and choosing the purpose of the evaluation
Comment and Analysis:	Key stakeholders from the Departments of Health and Basic Education, the Human Sciences Research Council (HSRC), and the Centre for the Support of Peer Education (CSPE) were involved in scoping the TOR and for determining the purpose of the evaluation.
Rating:	4: A wider range of stakeholders (i.e. beyond government stakeholders) were meaningfully involved in the scoping of the TOR and choosing the purpose of the evaluation
Moderation:	Accepted
Approval:	Accepted

## Adequacy of resourcing

Standard:	The evaluation was adequately resourced in terms of time and budget allocated
Comment and Analysis:	The evaluation was quite ambitious in terms of time allocated, and more time would have been appropriate. The study intended to include post intervention phases which were time consuming and under pressure in terms of the time allocated.
Rating:	2: The evaluation was resourced with tight timeframes and budget which were challenging from the outset
Moderation:	Accepted
Approval:	Accepted

Standard:	The evaluation was adequately resourced in terms of original budget
Comment and Analysis:	The evaluation was quite ambitious in terms of budget allocated, and more budget would have been appropriate. The study intended to include post intervention phases which came under pressure from a budget point of view and had to be scaled back.
Rating:	2: 2
Moderation:	Accepted
Approval:	Accepted

Standard:	The team conducting the evaluation was adequately resourced in terms of staffing and skills sets
Comment and Analysis:	The HSRC deployed a large, high level team to the project. The team, along with stakeholders from CPSE, brought a significant level of expertise and appropriate peer education related experience to the project. The evaluation was well resourced in terms of staffing and skills sets.
Rating:	4: The evaluation was well resourced in terms of staffing and skills sets
Moderation:	Reconsider
Moderation Comment:	Change comment to 'well resourced' in last sentence as adequate would indicate a level 3 and it sounds like it was clearly well-resourced.
Approval:	Accepted

Standard:	Where appropriate, the evaluation planned to incorporate an element of capacity building of partners
Comment and Analysis:	The evaluation did plan to incorporate a formal element of capacity building element, and it was understood that the partners/staff responsible for the evaluated would learn directly through the process. It was intended that Masters level interns be used as fieldworkers to gain field experience.
Rating:	3: 3
Moderation:	Accepted
Approval:	Accepted

## Alignment to policy context and background literature

Standard:	There was evidence that a review of the relevant policy and programme environments had been conducted
Comment and Analysis:	There is evidence that a review of the relevant policy and programme environments had been conducted and used in planning the research. The proposal makes reference to this environment in setting the context and rationale for the study.
Rating:	4: 4
Moderation:	Accepted
Approval:	Accepted

Standard:	There was evidence of a review of appropriate literature having been conducted and used in planning
Comment and Analysis:	There is evidence of a review of appropriate literature having been conducted and used in planning the research. The proposal refers to this body of literature, and this is referenced in the references section of the proposal.
Rating:	4: 4
Moderation:	Accepted
Approval:	Accepted

## Appropriateness of the evaluation design and methodology

Standard:	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:	There is no explicit reference to an intervention logic or theory of change in planning the evaluation, although those interviewed suggest that this was implicit.
Rating:	2: There was implied or indirect reference to the intervention logic or the theory of change in the TOR or the Inception Report
Moderation:	Accepted
Approval:	Accepted

Standard:	Key stakeholders were consulted on the design and methodology of the evaluation
Comment and Analysis:	Key stakeholders, including those from the Departments of Health and Basic Education, CSPE, and HSRC practitioners were consulted on the design and methodology of the evaluation.
Rating:	3: 3
Moderation:	Accepted
Approval:	Accepted

Standard:	The planned methodology was appropriate to the questions being asked
Comment and Analysis:	The planned methodology, focused on a longitudinal research design incorporating mixed methodologies repeated over time was appropriate to the questions being asked which were aimed at describing patterns of behaviour change and revealing shifting knowledge, attitudes, and intentions of high school learners.
Rating:	4: The planned methodology was well suited to the questions being asked and considered the data available
Moderation:	Accepted
Approval:	Accepted



Standard:	The sampling planned was appropriate and adequate given the focus and purpose of evaluation
Comment and Analysis:	The sampling was appropriate and adequate given the focus and purpose of the evaluation. Two sample populations were identified - peer learners (those receiving peer education), and peer educators (those learners selected and trained to facilitate the curriculum among their same-age peers). The total sample of learners was 2216 of which 2054 were learners and 162 were peer educators. This out of a population of 28 320 learners.
Rating:	4: The sampling planned was good given the focus, purpose and context of the evaluation
Moderation:	Accepted
Approval:	Accepted

Standard:	There was a planned process for using the findings of the evaluation
Comment and Analysis:	There was a planned process for using the findings of the evaluation, with the intention being that they "will be used to inform the provincial response to peer education in the Western Cape and make recommendations on programme design and implementation".
Rating:	3: 3
Moderation:	Accepted
Approval:	Accepted

## Project management (Planning phase)

Standard:	The inception phase was used to develop a common agreement on how the evaluation would be implemented
Comment and Analysis:	While there was no inception phase, per se, there was an interactive process around the adoption of the HRSC proposal where the project design and methodology was discussed and agreed on the various stakeholders including the Departments of Health and Basic Education, the HSRC, and CSPE. This process was similar to those often characterising inception phases.
Rating:	3: The inception phase was used to develop a common agreement on how the evaluation would be implemented
Moderation:	Accepted
Approval:	Accepted

## Implementation

---

### Evaluation ethics and independence

Standard:	Where data was gathered in contexts where ethical sensitivity is high, informed consent, assurances of confidentiality and appropriate clearance were achieved; e.g. through an ethics review board, in evaluation involving minors, institutions where access usually requires ethical or bureaucratic clearance
Comment and Analysis:	The evaluation was approved by the ethics board of the HSRC. In addition to this, informed consent procedures were used to protect participants with all participants given guarantees of confidentiality. In addition, a letter of permission was obtained from the Western Cape Department of Basic Education for each of the participating school's principals. This represents best practice.
Rating:	5: There was clear evidence that best practice ethical protocols in the sector were observed in all data collection instances including: informed consent agreements; confidentiality; documenting and storing data notes, recordings or transcripts; and ethics review board approvals
Moderation:	Reconsider
Moderation Comment:	Is this not best practice? Would it not merit a 5?
Approval:	Accepted
Standard:	Where external, the evaluation team was able to work without significant interference and given access to existing data and information sources
Comment and Analysis:	The HSRC team was able to work without significant interference, although some minor hiccups occurred in accessing some of the schools - generally these were overcome.
Rating:	3: The evaluation team was able to work without significant interference and was given access to existing data and information sources
Moderation:	Reconsider
Moderation Comment:	This refers to interference in conducting the evaluation as opposed to challenges in data collection. If there was no evidence that any significant interference occurred and that key stakeholders actively provided the space to work freely, consider revising upwards.
Approval:	Accepted
Standard:	The evaluation team was impartial and there was no evidence of conflict of interest
Comment and Analysis:	There was no evidence of any conflict of interest on the part of the evaluation team.
Rating:	3: 3
Moderation:	Accepted
Approval:	Accepted

## Participation and M&E skills development

Standard:	Key stakeholders were involved in the evaluation through a formalised mechanism or institutional arrangement
Comment and Analysis:	Regular formal consultation occurred through the project between the HSRC, CSPE, the Global Fund, and the Provincial Department of Health.
Rating:	3: Key stakeholders were involved in the evaluation through a formalised mechanism or institutional arrangement (e.g. a steering committee or reference group)
Moderation:	Reconsider
Moderation Comment:	What was this mechanism? How often did it meet? Give more details if at all possible.
Approval:	Accepted

Standard:	Where appropriate, an element of capacity building of partners responsible for the evaluand and evaluators was incorporated into the evaluation process
Comment and Analysis:	No formal element of capacity building of partners was formally incorporated into the evaluation process, although partners such as the Department of Health and CSPE clearly benefitted by learning through the process.
Rating:	2: There was some evidence of capacity building of partners responsible for the evaluand or evaluators but this was either unstructured or incomplete
Moderation:	Accepted
Approval:	Accepted

## Methodological integrity

Standard:	The methods employed in the process of the evaluation were consistent with those planned
Comment and Analysis:	Generally speaking, the methods employed in the evaluation were consistent with those planned. However, partly due to resource constraints, and partly due to differences in opinion between the Departments of Health and Basic Education, some elements related to the post-intervention analysis were truncated.
Rating:	2: 2
Moderation:	Accepted
Approval:	Accepted

Standard:	The methods employed in the process of the evaluation were consistent with those planned and implemented adequately
Comment and Analysis:	The forms of data gathering were appropriate given the scope of the evaluation, with an emphasis on longitudinal design, supported by qualitative methods such as observation and focus group discussions.
Rating:	4: The methods employed in the process of the evaluation were consistent with those planned and implemented well (in terms of time, coverage, and content)
Moderation:	Accepted
Approval:	Accepted

Standard:	A pilot of basic data collection instrumentation occurred prior to undertaking data collection and it was used to inform the research process
Comment and Analysis:	The data analysis approach and methods were appropriate given the purpose of the evaluation. However, an important post-intervention component was truncated which served to undermine the analysis to an extent.
Rating:	2: A pilot of data collection instrumentation occurred but not in a way that could meaningfully test or improve upon instrumentation
Moderation:	Accepted
Approval:	Accepted

Standard:	Data collection was not compromised by fieldwork-level problems or unplanned diversions from origina
Comment and Analysis:	Generally speaking, data collection proceeded as planned. With the exception of some minor delays in gaining access to some schools, access for the sample survey went as planned. The evaluation team did, however, experience some frustration in terms of securing access to Department of Education officials.
Rating:	2: 2
Moderation:	Accepted
Approval:	Accepted

Standard:	Data was collected from key stakeholders (e.g. implementers, governance structures, indirectly affected stakeholders) as data sources
Comment and Analysis:	A well written executive summary captures the key elements of the report appropriately.
Rating:	4: Data was collected from the intended key stakeholder groupings in line with the envisioned range and type of stakeholders (approx. 80-89% of intended)
Moderation:	Accepted
Approval:	Accepted

Standard:	The methodology included engaging beneficiaries appropriately as a key source of data and information
Comment and Analysis:	The context of the development intervention is explicit and is well articulated in the report. This context is well constructed and supported by appropriately quoted literature.
Rating:	4: The methodology included meaningfully engaging beneficiaries as a primary source of data and information (or if based on secondary data, includes data from beneficiaries and beneficiaries consulted on emerging findings)
Moderation:	Accepted
Approval:	Accepted

Standard:	Key stakeholders were significantly engaged as part of the methodology
Comment and Analysis:	Key stakeholders were significantly engaged as part of the methodology. Implementing agents active in the participating schools were engaged, as were the Departments of Health, and Basic Education. The former Department provided useful insights, whereas the interaction from the Department of Basic Education was more limited.
Rating:	3: 3
Moderation:	Accepted
Approval:	Accepted

Standard:	The methodology included engaging beneficiaries appropriately as a key source of data and informatio
Comment and Analysis:	The methodology included engaging beneficiaries as a key source of data and information. Peer learners and peer educators were at the heart of the sample survey, while other beneficiaries such as the Department of Health and the Department of Basic Education were also key sources of data and information.
Rating:	4: 4
Moderation:	Reconsider
Moderation Comment:	Is this not more than adequate if both peer learners and educators were sources of data? Consider revising upwards.
Approval:	Accepted

## Project management (Implementation phase)

Standard:	The evaluation was conducted without significant shifts to scheduled project milestones and timefram
Comment and Analysis:	There were a number of significant shifts to the scheduled project milestones and timeframes. The project start was delayed, and it overran by approximately 6 months in terms of timeframes. These delays were due to access problems at some of the schools, and poor access to Department of Education officials. One of the planned elements, post-intervention analysis, was truncated and not carried out as planned.
Rating:	2: 2
Moderation:	Accepted
Approval:	Accepted

Standard:	The steering committee, technical working group and service provider worked together adequately to facilitate achievement of the objectives of the evaluation
Comment and Analysis:	The study was designed to establish how or whether the peer education intervention succeeds in promoting prevention of high-risk behaviour, broadening youth life skills, and influencing attitudes and intentions in the beneficiaries of the programme. This provided a clear rationale for the evaluation questions which centred on: The impact of the programme on learners, The impact of the programme on peer educations, and The feasibility of supporting peer education programmes to reliably deliver risk reduction interventions.
Rating:	3: The steering committee, technical working group and service provider worked together adequately to facilitate achievement of the objectives of the evaluation
Moderation:	Accepted
Approval:	Accepted

# Reporting

---

## Completeness of the evaluation report

Standard:	The scope or focus of the evaluation is apparent in the report
Comment and Analysis:	The scope and focus of the evaluation is apparent in the report. The focus is clearly on peer learners and peer educators. 2216 learners were sampled from a population of 28320 from 236 schools. This was supported by qualitative case studies.
Rating:	4: 4
Moderation:	Reconsider
Moderation Comment:	This and other references would seem to suggest a clear definition of scope, consistent with the intentions of the assessment. Is this adequate or possibly good?
Approval:	Accepted
Standard:	A detailed methodology is outlined in the relevant section of the report to the point that a reader
Comment and Analysis:	A detailed methodology section sets out the data collection methods used, the sampling approach, the qualitative approach, data capturing, as well as analysis and interpretation approaches.
Rating:	4: 4
Moderation:	Accepted
Approval:	Accepted
Standard:	Acknowledgement of limitations of all aspects of the methodology and findings are clearly and succinct
Comment and Analysis:	The report does explicitly acknowledge and discuss limitations of the methodology and findings. For example, the report warns that under certain circumstances, data collected by different researchers can impact on the comparability of data. It was also noted that some key role-players did not always separate a previous and current peer education project when interviewed, sometimes skewing their responses. The report also acknowledges the limitations related to the project not completing a post-test follow-up to determine lasting effects.
Rating:	4: 4
Moderation:	Accepted
Approval:	Accepted
Standard:	Key findings are presented in a clear way; they are made distinct from uncertain or speculative find
Comment and Analysis:	The findings are well presented in the report with findings and conclusions presented in four different areas of the report each dealing with a separate theme - these include: Understanding the contexts of 8 schools as sites for peer education, Measuring change qualitatively in a school based peer education programme, Measuring quantitative change in a school based peer education programme, and Goals, standards and systems for peer education: a field-generated perspective for youth HIV/AIDS interventions in SA. A possible criticism is that the findings are somewhat dispersed through the report and it takes some effort to locate them.
Rating:	3: 3
Moderation:	Accepted
Approval:	Accepted

Standard:	Conclusions and recommendations are clear and succinctly articulated
Comment and Analysis:	The recommendations and conclusions are presented in four different sections of the report including: Understanding the contexts of 8 schools as sites for peer education, Measuring change qualitatively in a school based peer education programme, Measuring quantitative change in a school based peer education programme, and Goals, standards and systems for peer education: a field-generated perspective for youth HIV/AIDS interventions in SA. In general, the recommendations are not presented in a particularly clear and succinct fashion and are somewhat inaccessible, given that they are located in various sections. The one exception is related to the recommendations pertaining to implementation standards - these are clearly presented at the end of the report.
Rating:	2: 2
Moderation:	Accepted
Approval:	Accepted

## Accessibility of content

Standard:	The final evaluation report is user-friendly, written in accessible language and adequate for publication (e.g. adequate layout and consistent formatting; complete sentences and no widespread grammatical or typographical errors; consistency of style and writing conventions; levels of formality; references complete and consistent with cited references in reference list and vice versa; etc.)
Comment and Analysis:	The data analysis appears to have been well executed and is well articulated in a dedicated section of the report. In terms of the survey, univariate and bivariate statistical analysis was performed using cross-tabulations and chi-squared statistics.
Rating:	4: The final report is well written, accessible to the common reader and ready for publication with only minor spelling, grammar or formatting mistakes
Moderation:	Accepted
Approval:	Accepted

Standard:	The final evaluation report is user-friendly, written in accessible language and its content follows
Comment and Analysis:	The evaluation report is relatively friendly, although it is essentially divided into a series of, what amounts to, sub reports each dealing with one of four themes, including: Understanding the contexts of 8 schools as sites for peer education, Measuring change qualitatively in a school based peer education programme, Measuring quantitative change in a school based peer education programme, and Goals, standards and systems for peer education: a field-generated perspective for youth HIV/AIDS interventions in SA. This undermines the accessibility of the report from a readability and accessibility perspective, although all the elements are incorporated.
Rating:	2: 2
Moderation:	Accepted
Approval:	Accepted

Standard:	Figures, tables and 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.) and are readily discernible to a reader familiar with data presentation conventions
Comment and Analysis:	The evidence gathered supports the conclusions and recommendations adequately.
Rating:	3: Figures, tables and appropriate conventions are used in presentation of data and are readily discernible to a reader familiar with data presentation conventions
Moderation:	Accepted
Approval:	Accepted

Standard:	Quality of writing and presentation is adequate for publication including: adequate layout and consi
Comment and Analysis:	With the exception of some minor formatting issues that need to be sorted out ( for example - the page references in the table of contents do not match the actual page numbers), the quality of writing and presentation is adequate for publication. The report could be improved by moving some of the qualitative quotes into the appendices, and by summarising their content, rather than setting them out verbatim.
Rating:	2: 2
Moderation:	Accepted
Approval:	Accepted

Standard:	Appropriate conventions are used in presentation of data (e.g. use of appropriate statistical langua
Comment and Analysis:	Appropriate conventions are used in the presentation of data. For example, statistical conventions describing sample and sub-sample sizes have been adhered to.
Rating:	3: 3
Moderation:	Reconsider
Moderation Comment:	Elaborate on these conventions and how they are used.
Approval:	Accepted

Standard:	The use of figures and tables is such that it supports communication and comprehension of results; a
Comment and Analysis:	The use of figures and tables generally supports communication and comprehension of the results. These figures and tables are clear and well presented and generally contribute to the quality of the report.
Rating:	3: 3
Moderation:	Accepted
Approval:	Accepted



## Robustness of findings

Standard:	Data analysis appears to have been executed to an adequate standard
Comment and Analysis:	The primary analytic flaw, and deviation from the planned methodology is the fact that post-test analysis was truncated. This represents a significant gap as it misses the opportunity to assess the lasting impacts of the intervention.
Rating:	2: Data analysis was executed to an extent but it appears inadequate or significantly lacking for some datasets
Moderation:	Accepted
Approval:	Accepted
Standard:	Findings are supported by available evidence
Comment and Analysis:	Generally speaking, findings are well supported by available evidence, either from the survey analysis, or from qualitative insights from the focus group sessions, or from broader analysis of existing literature.
Rating:	4: 4
Moderation:	Accepted
Approval:	Accepted
Standard:	Findings are supported by evidence which is sufficiently and appropriately analysed to support the argument, integrating sources of data
Comment and Analysis:	The report as a whole, and the conclusions specifically, do take into account relevant empirical and work from other studies.
Rating:	3: The evidence gathered is analysed to support the argument to an adequate standard and integrates sources of data
Moderation:	Accepted
Approval:	Accepted
Standard:	There is appropriate recognition and exploration of the possibility of alternative interpretations
Comment and Analysis:	The conclusions do generally address the original evaluation purpose and questions, either directly or indirectly.
Rating:	3: There is appropriate recognition of the possibility of alternative interpretations
Moderation:	Accepted
Approval:	Accepted
Standard:	The report appears free of significant methodological and analytic flaws
Comment and Analysis:	The report does not make explicit reference to the intervention logic or theory of change, and as such, the conclusions cannot be said to be drawn with explicit reference to a theory of change.
Rating:	2: The report appears to include some minor methodological and analytic flaws, but these are not significant
Moderation:	Accepted
Approval:	Accepted

Standard:	There is appropriate recognition of the possibility of alternative interpretations
Comment and Analysis:	While there is no section of the report that sets out the possibility for alternative interpretations, by being explicit about the limitations of the methodology, the report implies that alternative interpretations are possible.
Rating:	2: 2
Moderation:	Accepted
Approval:	Accepted

Standard:	Limitations of all aspects of the methodology and findings are clearly articulated (e.g. limitations of scope or evaluation design, recommendation for additional research, data collection challenges, etc)
Comment and Analysis:	Recommendations were made in consultation with sectoral partners and experts including CPSE, the Global Fund, and active implementing agents.
Rating:	3: Limitations of all aspects of the methodology and findings are articulated
Moderation:	Accepted
Approval:	Accepted

## Strength of conclusions

Standard:	Conclusions are derived from evidence
Comment and Analysis:	Recommendations were shaped following discussions with implementing agents, the Department of Health, the Department of Basic Education (to a limited degree), CPSE, and the Global Fund.
Rating:	3: Conclusions are derived from evidence
Moderation:	Accepted
Approval:	Accepted

Standard:	Conclusions are derived from evidence
Comment and Analysis:	Generally, the conclusions are derived from evidence.
Rating:	3: 3
Moderation:	Accepted
Approval:	Accepted

Standard:	Conclusions address the original evaluation purpose and questions
Comment and Analysis:	The recommendations are targeted at the Departments of Health, and Basic Education. They are generally specific, feasible, affordable and acceptable
Rating:	3: Conclusions adequately address the original evaluation purpose and questions
Moderation:	Accepted
Approval:	Accepted

Standard:	Conclusions are drawn with explicit reference to the intervention logic or theory of change
Comment and Analysis:	The report does explicitly acknowledge and discuss limitations of evaluation. For example, the report warns that under certain circumstances, data collected by different researchers can impact on the comparability of data. It was also noted that some key role-players did not always separate a previous and current peer education project when interviewed, sometimes skewing their responses. The report also acknowledges the limitations related to the project not completing a post-test follow-up to determine lasting effects.
Rating:	4: Conclusions are drawn with an explicit reference to, and provide a clear judgement on, the intervention logic or theory of change
Moderation:	Accepted
Approval:	Accepted

## Suitability of recommendations

Standard:	Recommendations are made in consultation with relevant government officials, stakeholders and sectoral experts
Comment and Analysis:	The full report is thorough and very explicit about measures and procedures intended to ensure confidentiality and to secure informed consent. Related ethics clearance documents and related documents are also presented in the appendix of the report. This approach represents excellent practice.
Rating:	5: Recommendations are made following extensive consultations with relevant government officials, stakeholders and sectoral experts, including beneficiary representatives and draw from cutting edge international experience
Moderation:	Reconsider
Moderation Comment:	Example of excellence?
Approval:	Accepted

Standard:	Recommendations are useful- they are relevant, specific, feasible, affordable and acceptable
Comment and Analysis:	The results of the evaluation have been presented to key stakeholders including: WC Department of Health, WC Department of Basic Education, CPSE, and HSRC.
Rating:	3: Recommendations are useful- they are relevant, specific, feasible, affordable and acceptable to an extent
Moderation:	Accepted
Approval:	Accepted

Standard:	Recommendations are relevant to the current policy context
Comment and Analysis:	The recommendations are directly relevant to the current policy context, The recommendations are aimed at supporting peer education programmes to reliably deliver risk reduction interventions in school settings.
Rating:	4: 4
Moderation:	Reconsider
Moderation Comment:	Elaborate?
Approval:	Accepted

## Acknowledgement of ethical considerations

Standard:	Peer review of the draft evaluation report occurred prior to finalisation of the evaluation report
Comment and Analysis:	The draft evaluation report was not subject to formal peer review.
Rating:	2: 2
Moderation:	Accepted
Approval:	Accepted
Standard:	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 evaluation was completed within the agreed budget - although some planned elements, including a post-intervention element, were cut out given budget constraints.
Rating:	2: The full report does not acknowledge whether confidentiality was ensured or informed consent secured but there is some evidence that this is the case
Moderation:	Accepted
Approval:	Accepted
Standard:	There are no risks to participants or institutions in disseminating the evaluation report on a public website
Comment and Analysis:	The report is not yet publicly available.
Rating:	2: There are some risks to either participants or institutions in disseminating a summary version of the evaluation report on a public website
Moderation:	Accepted
Approval:	Accepted
Standard:	There are no risks to participants in disseminating the original report on a public website
Comment and Analysis:	Given robust steps to ensure confidentiality, there is little risk to participants in disseminating the original report on a public website.
Rating:	4: 4
Moderation:	Accepted
Approval:	Accepted
Standard:	There are no unfair risks to institutions in disseminating the original report on a public website
Comment and Analysis:	There are no apparent unfair risks to institutions in disseminating the original report on a public website.
Rating:	3: 3
Moderation:	Accepted
Approval:	Accepted

## Project management (Reporting phase)

Standard:	A project closure meeting that reflected on the challenges and strengths of the evaluation process o
Comment and Analysis:	There was a project close-out meeting where post-project reflection occurred and where the project was formally closed out.
Rating:	4: 4
Moderation:	Accepted
Approval:	Accepted

## Follow-up, use and learning

---

### Resource utilisation

Standard:	The evaluation was completed within the planned timeframes
Comment and Analysis:	The evaluation overran by approximately 6 months.
Rating:	2: 2
Moderation:	Accepted
Approval:	Accepted

Standard:	The evaluation was completed within the planned timeframes and budget
Comment and Analysis:	Those interviewed feel that the evaluation study is of conceptual value, particularly in terms of its potential to help shape improved policy decisions in the future and to improve practice. The recommendations on improving systems and standards are particularly valuable from a conceptual point of view.
Rating:	4: The evaluation was completed within the planned timeframes and budget and allowed for additional value to be achieved
Moderation:	Accepted
Approval:	Accepted

### Evaluation use

Standard:	Results of the evaluation have been presented to relevant stakeholders
Comment and Analysis:	It is unclear whether the evaluation has had a positive influence on the evaluand, its stakeholder and beneficiaries. A key factor going forward will be the extent to which the WC Department of Basic Education drives the peer education programme forward. Since assuming responsibility for this, there is very little evidence of momentum as yet - it would appear that there is a very real danger of the programme stalling completely.
Rating:	2: Results of the evaluation have been presented to stakeholders involved in the management of the evaluation project only but not more broadly
Moderation:	Reconsider
Moderation Comment:	Consider this N/A as it is still too early to ascertain impact.
Approval:	Accepted

Standard:	A reflective process has been undertaken by the steering committee (if no steering committee exists)
Comment and Analysis:	Towards the end of the project, a decision was taken that peer education should become the responsibility of the WC Department of Basic Education going forward. To date, there is little evidence to suggest that the Department has undertaken a reflective process to conduct further work in this area or to strengthen future evaluations. The Department of Health has undertaken a reflective process of sorts to consider how to take the work forward.
Rating:	2: 2
Moderation:	Accepted
Approval:	Accepted

Standard:	A reflective process has been undertaken by the steering committee with the service provider (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:	Members of the evaluation team benefitted directly from a skills development perspective. A senior researcher was able to garner valuable post-doctorate experience, while a number of Masters level students gained valuable field experience while being deployed as fieldworkers on the project.
Rating:	4: A reflective process has been undertaken by the steering committee with the service provider and reflections on how to strengthen future evaluations have been documented
Moderation:	Accepted
Approval:	Accepted
Standard:	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:	There was no formal peer review of the agreed evaluation design and methodology, although stakeholders such as the Departments of Health and Basic Education, and CPSE were involved in agreeing on the methodology during the proposal phase.
Rating:	2: The evaluation study is seen by interviewed stakeholders as being of limited symbolic value to the policy or programme
Moderation:	Accepted
Approval:	Accepted
Standard:	The evaluation study is seen by interviewed stakeholders as having added significant symbolic value
Comment and Analysis:	Both CPSE and the Department of Health feel that the evaluation has added value in terms of understanding the impacts of the programme. There is, however, a concern that with peer education now falling under the Department of Basic Education, that some of the momentum gained may be lost if this results in a hiatus in peer education activity.
Rating:	3: 3
Moderation:	Reconsider
Moderation Comment:	Consider revising the score in light of the comment above. Is the score reflective of the perception of the evaluation or the shift of peer education?
Approval:	Accepted
Standard:	The evaluation study is of conceptual value in understanding what has happened and possibly in shaping future policy and practice
Comment and Analysis:	The data collection instrument related to the survey was piloted in three schools prior to formally entering the field. Participants in the survey were asked to provide feedback on any issues/problems they experienced while completing the questionnaire. This insight led to minor modifications of the instrument.
Rating:	4: The evaluation study is of conceptual value in understanding what has happened and some interviewed stakeholders indicated the likelihood of it constructively shaping policy and practice
Moderation:	Accepted
Approval:	Accepted

Standard:	Development of a draft improvement plan has been started, but not completed, based on the findings a
Comment and Analysis:	There is no evidence that the development of a draft improvement plan or any other related planning process has begun based on the recommendations set out in the evaluation.
Rating:	2: 2
Moderation:	Reconsider
Moderation Comment:	Was there any comparable planning improvement pursued? Given the timeframes this standard isn't exactly applicable in strict terms but the principle that the evaluation directly informs planning of some sort which follows should be applied.
Approval:	Accepted

Standard:	There is clear evidence of instrumental use - that the recommendations of the evaluation were implem
Comment and Analysis:	There is some evidence of instrumental use. The Department of Health has distributed some of the related materials, including the report to Non Profit Organisations (NPOs), academics, and other interested parties.
Rating:	3: 3
Moderation:	Accepted
Approval:	Accepted



## References

---

HSRC, Evaluating peer education in schools in the Western Cape Province: A longitudinal study, 1 January 2012.

Western Cape Government, Opening Locked Doors - Evaluating Peer Education in Schools in the Western Cape Province: A mixed methods longitudinal study, Authored by Sharlene Swartz, Arvin Bhana, Benita Moolman, Emma Arogunade, Jean-Paul Solomon, Furzana Timol and Mohamed Vawda, 14 February 2014.

## List of Interviewees

---

Benita Moolman, Project Manager, HSRC, Telephonic, 11 November 2014.

Barbara Michel, Executive Director, Centre of the Support of Peer Education, Telephonic, 25 November 2014.

Ncediswa Bolotina, Assistant Director - Peer Education, Western Cape Department of Health, Face-to-face, 15 December 2014.

Saranne Durham, Global Fund Manager, Western Cape Department of Health, Face-to-face, 15 December 2014.