Report on the Assessment of Government Evaluations

Evaluation Title:	Design Evaluation of the Draft Policy on Community Colleges
Evaluation Number:	509
Evaluation Completion Date:	07 May 2016
Period of Evaluation:	15th May 2014 to 14th August 2015
Submitted:	07 May 2016 by Stephen Rule
Approved:	09 May 2016 by Mike Leslie

Evaluation Details

Evaluation Title:	Design Evaluation of the Draft Policy on Community Colleges
Evaluation Number:	509
Evaluation Completion Date:	07 May 2016
Created:	03 November 2015 by Mike Leslie
Submitted:	07 May 2016 by Stephen Rule
Approved:	09 May 2016 by Mike Leslie
Period of Evaluation:	15th May 2014 to 14th August 2015
Known Cost:	R 455 000.00
Known Cost Type:	Audited
Initiated By:	Department of Higher Education and Training (DHET) and Department of Planning, Monitoring and Evaluation (DPME)
Initiated By Internal:	Yes
Undertaken By:	SA Institute for Distance Education (Saide)
Undertaken By Internal:	No

Assessors

Stephen Rule	outsourced.insight@tiscali.co.za

Assessment Documents

Document Name:	Document Type:	Added By:	Added On:
PCC Evaluation Report Full FINAL 21 8 2015 MB.docx	Evaluation report	Mike Leslie	03 November 2015
Appendix 1 Policy Fiche 12 8 2015.docx	Evaluation report	Mike Leslie	03 November 2015
Appendix 2 PCC Eval Instruments 12 8 2015.docx	Any other relevant documentation pertaining to the evaluation process	Mike Leslie	03 November 2015
Appendix 3 PCC Eval Respondents 12 8 2015.docx	Any other relevant documentation pertaining to the evaluation process	Mike Leslie	03 November 2015
PCC Eval Report 25 Pgs FINAL 12 8 2015.docx	Evaluation report	Stephen Rule	11 November 2015
PCC Evaluation Report 5 Pgs FINAL 12 8 2015.docx	Evaluation report	Stephen Rule	11 November 2015
PCC Eval Report 1 Pg FINAL 12 8 2015.docx	Evaluation report	Stephen Rule	11 November 2015
2 DHET-PCC - ToR -Design Evaluation of PCC CFP 11April2014.pdf	Terms of Reference (ToR) for the evaluation	Stephen Rule	25 November 2015
Assessment Report at Moderation.pdf	Assessment Report at Moderation	Mike Leslie	08 December 2015

| DHET - DPME PRESIDENCY IMPROVEMENT PLAN BISHOP MAKOBE - revised.docx	Any other relevant documentation pertaining to the evaluation process	Stephen Rule	09 December 2015
DHET PRESIDENCY - DPME MANAGEMENT RESPONSE TO AN EVALUATION REPORT 2015....docx	Any other relevant documentation pertaining to the evaluation process	Stephen Rule	09 December 2015
Updated Presentation on Policy on Community Colleges 14102015.pptx	Any other relevant documentation pertaining to the evaluation process	Stephen Rule	09 December 2015

Quality Assessment Summary

Opinion pertaining to the planning and design of the evaluation of the draft Policy on Community Colleges was not unanimous between the line department, the DPME and the service provider. On balance therefore, the planning and design scored an adequate 3.08 out of 5. This was partially attributable to the relatively poor quality and incompleteness of the draft policy itself, and especially the absence of an explicit theory of change. The latter was actually developed by the service provider during the evaluation process. Nevertheless, the implementation of the evaluation turned out to be highly satisfactory, in spite of the inadequacies of budget, time and interest (score: 3.31) from some key stakeholders. The great lengths to which the service provider went, to ensure thoroughness and methodological integrity (4.27) were impressive and far beyond the expectations of the terms of reference. The resultant report was comprehensive, insightful and of a relatively high quality (3.69). The strength of the conclusions (4.67) was enhanced by the extensive experience of the service provider in the relevant educational sector, and the thoroughness of the evaluation. Subsequent follow-up and learning has been satisfactory (3.07), primarily involving increased capacity for the line department and yielding a re-draft of the Policy on Community Colleges within a short period of the completion of the evaluation. The evaluation was substantially free and independent (4.06) and was well-aligned to the international and local literature and South African policy context (3.87). Weaknesses in the evaluation were that the management was inadequate (2.33) owing to and manifested by lengthy delays in the provision of documents and feedback, and disappointingly low participation by provincial branches of the national line department (3.00). The evaluation yields a creditable overall score of 3.37 out of 5.

Quality Assessment Scores

Phase of Evaluation	Score
Planning & Design	3.08
Implementation	3.31
Reporting	3.69
Follow-up, use and learning	3.07
Total	3.37

Overarching Consideration	Score
Partnership approach	3.43
Free and open evaluation process	4.06
Evaluation Ethics	3.14
Alignment to policy context and background literature	3.87
Capacity development	3.40
Quality control	3.51
Project Management	2.33
Total	3.37

Scores: Phases of Evaluation
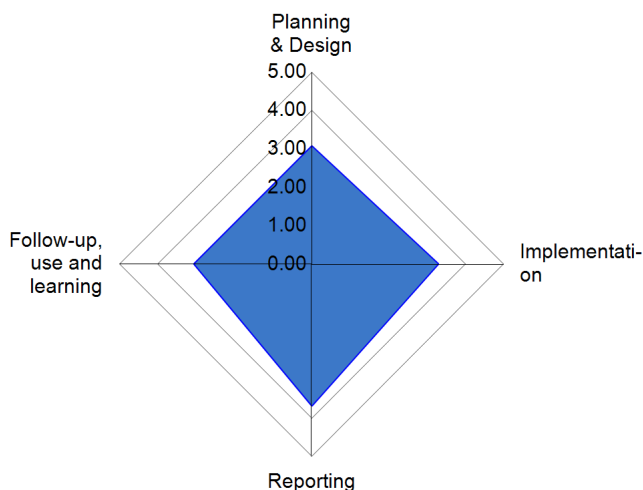
Scores: Overarching Considerations
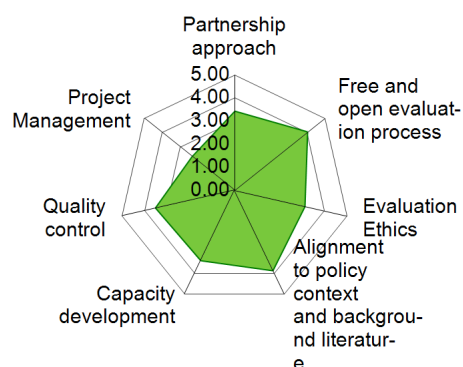
Phase of Evaluation	Area of Evaluation	Score
Planning & Design	Quality of the TOR	3.13
Planning & Design	Adequacy of resourcing	3.29
Planning & Design	Appropriateness of the evaluation design and methodology	2.64
Planning & Design	Project management (Planning phase)	4.00
Implementation	Evaluation ethics and independence	4.00
Implementation	Participation and M&E skills development	3.00
Implementation	Methodological integrity	4.27
Implementation	Project management (Implementation phase)	2.00
Reporting	Completeness of the evaluation report	3.50
Reporting	Accessibility of content	4.00
Reporting	Robustness of findings	3.55
Reporting	Strength of conclusions	4.67
Reporting	Suitability of recommendations	3.00
Reporting	Acknowledgement of ethical considerations	3.14
Follow-up, use and learning	Resource utilisation	2.00
Follow-up, use and learning	Evaluation use	3.33
Total	Total	3.37

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:	Whereas the programme manager indicated that the TOR were clear and well-defined, it was admitted that the scope of work was too broad for the time and budget allocation. Whereas the line department was of the view that the TOR were poorly produced and had to be withdrawn and re-issued, the DPME asserted that the TOR were comprehensive and complete and that the line department had been part of the structure that designed the TOR. Although the dual-purposes of the evaluation were to interrogate the envisaged shift of the Adult Education and Training function to the competency of DHET and, the establishment of pilot community colleges, the service provider pointed out that "the draft policy was based on existing TVET policy without taking into account the unique requirements of community colleges and adult education and training"... [which] ... constituted "a mismatch between the stated purpose and the actual draft policy to be evaluated" and that the scope was too broad for the allocated time and budget. Additionally, the envisaged evaluation method specifications were seen to be contradictory.
Rating:	3: The evaluation was guided by a well-structured and complete TOR or internal evaluation proposal of an adequate standard

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 programme manager felt that the approach and type were suited to the purpose because "the Policy on Community Education and Training .. was in the process of being developed [and we] .. believed it was an opportune time to undertake a design evaluation", but indicated that the required scope was excessive. The service provider was of the view that because the draft policy had to be withdrawn, thereby delaying the evaluation for three months, the TOR for the type of evaluation had been inappropriate, and prescribed methodology was not clearly articulated.
Rating:	2: The approach and type of the evaluation requested in the TOR was not appropriate given the purpose and scope of the evaluation

Standard:	The TOR (or an internal evaluation proposal) identified the intended users of the evaluation and their information needs
Comment and Analysis:	The TOR explicitly identified nine categories of intended users (Umalusi, SAQA, DHET and provincial education departments) and the specific information needs of each category (such as data to enhance management, accountability, funding, participation in sector)
Rating:	5: The TOR identified the intended users of the evaluation at length and specified each user's information needs in relation to possible uses of the evaluation in depth

Standard:	Key stakeholders were involved in the scoping of the TOR and choosing the purpose of the evaluation
Comment and Analysis:	The programme manager said that a Steering Committee comprising representatives from provincial departments of education; relevant researchers and experts; and officials from DHET and DPME, was established to provide feedback and approve the ToR. Conversely, the service provider indicated their finding that AET Provincial Directorates and the National Treasury had not been involved in the policy process or the development of the evaluation TOR.
Rating:	3: Key stakeholders were involved in the scoping of the TOR and choosing the purpose of the evaluation

Adequacy of resourcing

Standard:	The evaluation was adequately resourced in terms of time and budget allocated
Comment and Analysis:	There was consensus amongst respondents (service provider and programme managers) that the time and budgetary allocations were inadequate, restricting the number of interviewees that could be contacted. Alarmingly, the service provider indicated having supplemented the budget with an amount of R418 332 from its own sources. It had not been informed at the time of the contract award that the proposed budget would be reduced from R998,880 to R400,000. After a special request a further was R 55,000 allocated, totalling R455,000 (incl. VAT).
Rating:	1: It was clear from the outset that the evaluation could not be completed as envisioned within the existing timeframes and budget

Standard:	The team conducting the evaluation was adequately resourced in terms of staffing and skills sets
Comment and Analysis:	The evaluation team was excellently placed to undertake this project, having been involved in researching, implementing and evaluating the adult and other education sectors for several decades. The service provider's evaluation team are all postgraduate experts in education and have conducted numerous research projects and evaluations in this sector.
Rating:	5: The staffing and skills sets required for the evaluation were ideal for the evaluation purpose, sector and incorporated high quality international expertise

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:	Several references are made in the TOR to a theory of change for the Policy on Community Colleges, and the measurability/evaluability of proposed interventions. Subsequent to the award of the project, however, the service provider was requested to develop this theory retrospectively.
Rating:	3: There was explicit reference to the intervention logic or the theory of change of the evaluand in the TOR or the Inception Report

Standard:	The planned methodology was appropriate to the questions being asked
Comment and Analysis:	The intention was for it to be a Design Evaluation. Although the programme manager was of the view that it was an "opportune time" to conduct a Design Evaluation, the service provider indicated that the process of developing the Theory of Change retrospectively, served to reduce options that could be interrogated because "a pre-determined change pathway had already been agreed by DHET".
Rating:	2: The planned methodology was not entirely appropriate for addressing all of the questions being asked

Standard:	The sampling planned was appropriate and adequate given the focus and purpose of evaluation
Comment and Analysis:	The service provider said that the TOR specified Document Analysis as the dominant approach, but that the evaluation questions required stakeholder interviews. The budget and timeline did not allow for adequate interviews to take place amongst all stakeholders. The DPME was of the view that interviews were not absolutely necessary but agreed to the recommendation of the service provider.
Rating:	3: The sampling planned was appropriate and adequate given focus and purpose of evaluation

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:	During the inception phase, the budget was reduced by the DPME and the service provider's proposal for "streamlining the interviews" was accepted. Also, the timeframe was lengthened; and the service provider was requested to develop a Theory of Change and LogFrame in collaboration with the DPME and DHET.
Rating:	4: The inception phase was used to good effect to achieve a common agreement and understanding of how the evaluation would be implemented

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 bureacratic clearance
Comment and Analysis:	Ethical sensitivity was not high and therefore not applicable, and no provision was made for informed consent agreements, nonetheless all data collected was reported anonymously.
Rating:	: N/A

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 service provider indicated that the evaluation was sufficiently independent of influence from the programme manager.
Rating:	4: The evaluation team was able to work freely without interference and was given access to all sought data and information sources

Participation and M&E skills development

Standard:	Key stakeholders were involved in the evaluation through a formalised mechanism or institutional arrangement
Comment and Analysis:	The Steering Committee comprised representatives from provincial departments of education; sector researchers and experts, and officials from DHET and DPME. The service provider pointed out, however, that several "key members" never attended the meetings.
Rating:	3: Key stakeholders were involved in the evaluation through a formalised mechanism or institutional arrangement (e.g. a steering committee or reference group)

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 explicit capacity-building took place during the evaluation apart from all concerned being better informed about the process once it was completed. Nevertheless, the capacity of participants in the Steering Committee was enhanced throughout the process.
Rating:	3: An element of capacity building of partners responsible for the evaluand and evaluators was incorporated into the evaluation process

Methodological integrity

Standard:	A literature review was developed which informed the analytical framework and findings of the evaluation
Comment and Analysis:	A well-constructed 21-page international and local literature review covered the rationale for, and the nature, design, implementation and impact of community colleges and equivalent institutions in South Africa as well as India (including the Jan Shikshan Sansthans), the United States, United Kingdom and elsewhere.
Rating:	5: An excellent literature review was developed covering international and national literature, a diversity of view points, which informed the analytical framework and interpretation of issues relevant to the findings

Standard:	The methods employed in the process of the evaluation were consistent with those planned and implemented adequately
Comment and Analysis:	The document review and qualitative data collection methods were utilised as planned, however the scope of the latter had to be reduced in line with budgetary constraints.
Rating:	3: The methods employed in the process of the evaluation were consistent with those planned and implemented adequately

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 collection took place by means of qualitative interviews and focus groups. The guidelines were not piloted beforehand because each session had to be customised to the particular respondent/s, rendering a piloting process inapplicable.
Rating:	: N/A

Standard:	Data was collected from key stakeholders (e.g. implementers, governance structures, indirectly affected stakeholders) as data sources
Comment and Analysis:	The service provider collected information from key stakeholders by means of individual interviews and focus group sessions. A total of 28 respondents, representing various components of the Department of Higher Education and Training (DHET), as well as the Auditor-General and National Treasury, took part in the study. Additionally, a workshop was held with national DHET and provincial AET representatives, to obtain inputs and promote discussion pertaining to a Theory of Change and a Logframe, not previously developed as part of the draft policy.
Rating:	5: Data was collected from all of the key stakeholder groupings identified in the research plan and the intended sample was well achieved (approx. 90-100% of those intended)

Standard:	The methodology included engaging beneficiaries appropriately as a key source of data and information
Comment and Analysis:	Beneficiaries in the form of students or potential students appear not to have been part of the study, this not being an explicit requirement of the ToR.
Rating:	: N/A

Project management (Implementation phase)

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 Steering Committee did not work to full capacity, which appeared to increase the burden on the service provider. Signed attendance lists indicate that the meetings were usually attended by representatives of the service provider, the DPME and DHET, but usually without any representation from the provincial departments and other experts, whose inputs could have enhanced deliberations significantly.
Rating:	2: The relationship between the steering committee, technical working group and service provider was inadequate with some challenges to the achievement of the objectives of the evaluation

Standard:	Support provided by the evaluation secretariat (e.g. the administrators responsible for the evaluation) facilitated achievement of the objectives of the evaluation (eg turnaround times, addressing problems, preparation for meetings etc)
Comment and Analysis:	The departmental officials involved with the policy provided minimal support, with this burden mainly being handled by one particular individual. External experts failed to attend most of the meetings and the provincial education officials were rarely in attendance, thereby reducing the effectiveness of the meetings.
Rating:	2: The support provided by the evaluation secretariat was inadequate with some challenges to the achievement of the objectives of the evaluation

Reporting

Completeness of the evaluation report

Standard:	The first draft evaluation report was of a sufficient quality to go to stakeholders and did not require major changes
Comment and Analysis:	The service provider was required to make several changes to parts of the first draft, but with feedback on one section being received long after it had been submitted.
Rating:	3: A first draft of the evaluation report was of a sufficient quality to go to stakeholders and did not require major changes prior to sharing

Standard:	The final evaluation report is well-structured and complete in terms of the following: executive summary; context of the development evaluation; evaluation purpose, questions and scope; methodology; findings and analysis; conclusions and recommendations
Comment and Analysis:	The 114-page final evaluation report comprises all the required components, is well-structured, clearly and logically presented and argued, and of excellent quality, apart from some inconsistency in the pagination in relation to that listed in the table of contents.
Rating:	4: The final evaluation report is well-structured, complete and presents the following report components well: executive summary; context of the development evaluation; evaluation purpose, questions and scope; methodology; findings and analysis; conclusions and recommendations

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 report is clearly and accessibly formulated and laid-out, apart from some inconsistencies in pagination. There are minimal grammatical errors, the style is consistent, and the references appear to be comprehensive.
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

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 report includes diagrammatic representations of the 'problem analysis' and the 'objectives analysis', as well as a comprehensive logical framework tabulation of the intervention logic, indicators, sources and assumptions pertaining to the Policy's objectives, purpose, outputs and activities. The report is of a qualitative nature, with limited quantitative data being introduced owing to the nature of the evaluation.
Rating:	4: Figures, tables and conventions are well used for a variety of types of data presentations and supporting explanations make them accessible to readers

Robustness of findings

Standard:	Data analysis appears to have been executed to an adequate standard
Comment and Analysis:	The extensive background and insight exhibited by the service provider in the analysis appears to have ensured sound analysis of the freshly collected qualitative data.
Rating:	5: Data analysis is thorough and well executed to an exceptional standard for all datasets

Standard:	Findings are supported by evidence which is sufficiently and appropriately analysed to support the argument, integrating sources of data
Comment and Analysis:	The data collected from respondents and published sources, are sufficiently analysed to motivate the emergent argument about the inadequacies of the Policy.
Rating:	5: Evidence gathered is thoroughly analysed, integrated and very well-presented to produce a convincing and strong argument throughout the evaluation report

Standard:	There is appropriate recognition and exploration of the possibility of alternative interpretations
Comment and Analysis:	There appears not to have been much scope for alternative interpretations of the draft policy.
Rating:	1: There is no recognition of the possibility of alternative interpretations

Standard:	The report appears free of significant methodological and analytic flaws
Comment and Analysis:	No flaws in the evaluation methodology or data analysis could be discerned.
Rating:	3: The report appears free of significant methodological and analytic flaws

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:	The evaluation report acknowledges (p.23 main report) that time constraints precluded the expansion of the respondent sample as would have been their preference. With a view to enhancing the analysis, the service provider would have liked to include NGOs in Adult Education and Training, representatives from "embryonic community college-like structures", and from the Task Team that was researching roles and functions of the proposed South African Institute of Vocational and Continuing Education and Training (SAIVCET), and TVET Colleges. Additionally, the lack of participation by provincial education officials and some invited experts reduced the breadth of potential insights that might have been collected,
Rating:	4: Limitations of all aspects of the methodology and findings are clearly articulated and distinguish between different kinds of limitations

Strength of conclusions

Standard:	Conclusions are derived from evidence
Comment and Analysis:	The conclusions, largely focussing on the inadequacy of the draft policy in respect of dovetailing with other education policies and legislation, and uninformed by a clear theory of change, are derived from evidence collected during the evaluation. The programme manager concurs that these inadequacies existed and agrees that the evaluation conclusions were valid and helpful in planning the way forward.
Rating:	5: Conclusions are derived from evidence that has been triangulated and thoroughly analysed, limiting any arguments against the conclusions

Standard:	Conclusions address the original evaluation purpose and questions
Comment and Analysis:	The conclusions reached in the evaluation fully address the evaluation purpose of creating Community Colleges out of existing Public Adult Learning Centres, and the four primary evaluation questions related to the theory of change, coherence, measureability and implementability. Thorough motivation for the conclusions are set out in Section 5 of the evaluation, where detailed responses to the evaluation questions are provided.
Rating:	5: The conclusions are exceptional in the manner that they address the evaluation purpose and questions

Standard:	Conclusions are drawn with explicit reference to the intervention logic or theory of change
Comment and Analysis:	The conclusions make explicit reference to the theory of change that was developed as part of the evaluation process, as agreed during the course of the evaluation. The main critique of the draft policy was that it had not been based on a theory of change or a well-contemplated intervention logic.
Rating:	4: Conclusions are drawn with an explicit reference to, and provide a clear judgement on, the intervention logic or theory of change

Suitability of recommendations

Standard:	Recommendations are made in consultation with relevant government officials, stakeholders and sectoral experts
Comment and Analysis:	Two workshops were convened with DHET and DPME officials; and education experts from a selection of universities and NGOs. These workshops ensured that a range of government, stakeholder and expert inputs were factored into the evaluation recommendations. The participation of non-government representatives was largely absent from the steering committee deliberations, however.
Rating:	3: Recommendations are made in consultation with relevant government officials, stakeholders and sectoral experts

Standard:	Recommendations are useful- they are relevant, specific, feasible, affordable and acceptable
Comment and Analysis:	The recommendations made are based on genuine interrogation of the intervention logic behind the Policy and are specific, feasible, affordable should sufficient budget be allocated, and generally acceptable to stakeholders.
Rating:	3: Recommendations are useful- they are relevant, specific, feasible, affordable and acceptable to an extent

Acknowledgement of ethical considerations

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 report does not document any procedures to ensure confidentiality. The service provider indicated that respondents in the focus groups and interviews were provided with letters explaining the study. In the case of government participants, their departments issued them with 'clearance' letters to participate. Respondents are however, not explicitly identified in the report narrative, but only in Appendix 3.
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

Standard:	There are no risks to participants or institutions in disseminating the evaluation report on a public website
Comment and Analysis:	There are no risks involved in the dissemination of the evaluation report on a public website. To date, this has not yet been done, however, because the resultant newly formulated policy has not yet been signed by the relevant Minister.
Rating:	4: There are no risks to participants or institutions in disseminating the original full evaluation report on a public website

Follow-up, use and learning

Resource utilisation

Standard:	The evaluation was completed within the planned timeframes and budget
Comment and Analysis:	The planned timeframes and budget were found to be inadequate for the required work. The initially drastically reduced budget was subsequently slightly increased and the project duration was lengthened by agreement between programme management and service provider, to allow for the evaluation to be more comprehensively done.
Rating:	2: The evaluation was completed outside of the planned timeframes and over budget, but with approval of the commissioning organisation

Evaluation use

Standard:	Results of the evaluation have been presented to relevant stakeholders
Comment and Analysis:	The programme manager indicated that the evaluation report had only recently been made available, and had not yet been presented to Senior Management of the DHET.
Rating:	2: Results of the evaluation have been presented to stakeholders involved in the management of the evaluation project only but not more broadly

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:	A project close-out workshop with participation by the steering committee and service provider served to crystallise the lessons learnt during the process.
Rating:	4: A reflective process has been undertaken by the steering committee with the service proviider and reflections on how to strengthen future evaluations have been documented

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:	The study is seen to have added limited symbolic value to the policy in view of the relatively low spread of stakeholder participation and input into the evaluation.
Rating:	2: The evaluation study is seen by interviewed stakeholders as being of limited symbolic value to the policy or programme

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 study is of excellent conceptual value in understanding processes leading to the initial draft of the Policy and is has clearly shaped the subsequent new policy. The extent to which the evaluation impacted subsequent developments can be seen in the content of the detailed 'management response' to the evaluation in terms of the need for a theory of change, policy guidelines, current legislation, implementation and improvement plans, adequate budgeting and a communications strategy, commencing in 2015 and as far ahead as 2018.
Rating:	5: The evaluation study is of great conceptual value and all interviewed stakeholders expressed confidence that it would constructively shape policy and practice

References

DPME & DHET, April 2014, Terms of Reference for the Design Evaluation of the Policy on Community Colleges

Saide, August 2015, Design Evaluation of Draft Policy on Community Colleges, 5-page executive summary

DHET, 2015. Management Response to an Evaluation Report: Design Evaluation of Draft Policy on Community Colleges (PCC).

Saide, August 2015, Design Evaluation of Draft Policy on Community Colleges, Appendix 2: Instruments

Saide, August 2015, Design Evaluation of Draft Policy on Community Colleges, 25-page summary report

Saide, August 2015, Design Evaluation of Draft Policy on Community Colleges, 1-page policy summary

Saide, August 2015, Design Evaluation of Draft Policy on Community Colleges, Appendix 3: List of Respondents

DHET/DPME, October 2105. Design Evaluation of Draft Policy on Community Colleges, Presentation to 5th SAMEA Conference, Sandton, 14-16 Oct 2015.

DHET, 2015. Annexure A: Synthesis of Recommendations and Development of Improvement Objectives, Plan and Quarterly Reporting Template for the PCC.

Saide, August 2015, Design Evaluation of Draft Policy on Community Colleges, Appendix 1: Policy Design Evaluation Fiche

List of Interviewees

Ms Jenny Glennie, CEO: Saide, email & joint completion of questionnaire, 20/11/15

Prof John Aitchison, Saide, joint completion of questionnaire, 20/11/15

Dr Ephraim Mhlanga, 0114032813, Programme Specialist: Quality Assurance, Saide; email & joint completion of questionnaire, 20/11/15

Ms Renay Pillay, 0123126191, DHET, Pillay.r@dhet.gov.za, email responses to questions, 18/11/15; telephonic interview 9/12/15

Mr Antonio Hercules, DPME, telephonic interview 28/4/16

Dr Hersheela Narsee, Tel: 0123125093, Director Research Coordination M&E, DHET, electronically completed questionnaire, 18/11/15; telephonic interview 9/12/15

Ms Maryla Bialobrzeska, Saide; email & joint completion of questionnaire, 20/11/15