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-RESEARCH ARTICLE-

ASSESSMENT OF THE COMPETENCY-BASED ECONOMIES THROUGH FORMATION OF ENTREPRENEURS (CEFE) TRAINING EVALUATION MODEL

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─Abstract─

As a result of the increasing frequency of economic crises, the Indonesian government has faced funding difficulties in terms of creating job opportunities. In way of solution,

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people are seen creating job opportunities for themselves, by becoming entrepreneurs. The government intervenes by providing entrepreneurship trainings. However, the results of entrepreneurship trainings are rarely evaluated, including the CEFE Method entrepreneurship trainings initiated by the Indonesian Government. Apart from political factors, there are many evaluation models that make it difficult for the evaluation results to be generally accepted. On the other hand, the model disagreement opens the opportunity to create a special evaluation model to evaluate entrepreneurship training of the CEFE Method in the Solo Raya area. Before using it, the evaluation model should be tested for its feasibility. This research is intended to test that feasibility. The research method used is a survey exploring general distributions in the form of mean and standard deviation. In terms of eligibility criteria, methodological soundness, practical relevance, and process transparency are considered. The results show that the model created, methodological soundness, practical relevance, and process transparency make it feasible to evaluate the entrepreneurship training of the CEFE Method in the Solo Raya Area.

Keywords: evaluation, effectiveness, training, entrepreneurship.

1. INTRODUCTION

As has happened in many countries, entrepreneurship is also expected to tackle the problem of job opportunity creation in Indonesia. Therefore, many entrepreneurship promotion initiatives have been carried out, one of which is through entrepreneurship training. The CEFE (The Competency-based Economies through Formation of Entrepreneurs) training method is used to train small entrepreneurs in four clusters, namely trade, milk, batik, and furniture cluster, in the Grete Solo Area, Indonesia. However, as is common in various trainings, such entrepreneurship training is rarely evaluated (Cho et al., 2014; Copley et al., 2021; da Costa et al., 2018; Gielnik et al., 2015; Martin et al., 2013; Scott et al., 2018). Empirically, evaluation is rarely carried out because it is expensive, time-consuming, technically complex, can be a political problem (Atanassov et al., 2020), and lack of willingness to implement evaluation recommendations (Dana et al., 2021). Theoretically, evaluating entrepreneurship training is also faced with the problem of multiple evaluation models (Balthasar, 2011; Fayolle et al., 2015; Galvão et al., 2019), making it difficult to determine which model to accept. The results measured and how to measure them also have not generated a consensus (Ho, 2015; Landström et al., 2018; Prochazkova et al., 2015).

Based on this phenomenon, entrepreneurship training using the CEFE Method is important to empirically evaluate because the training has not been evaluated. This evaluation is also important because there are plans to replicate it for other clusters and other areas. Thus, evaluation results are needed that can be used to recommend whether replication is feasible. Theoretically, a large number of evaluation models makes it difficult to obtain widely accepted evaluation results, but this condition also opens the

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opportunity to create new evaluation models that are particularly suited to the entrepreneurship training model being evaluated (Landström et al., 2018). This opportunity was used by the current research to create a model to evaluate the effectiveness of entrepreneurship training using the CEFE Method in four clusters in the Solo Raya area, Indonesia, and named this Model as Model of Effectiveness Evaluation of the CEFE Method Entrepreneurship Training with a Logic Model Approach and Base on Participants Needs.

Creating an evaluation model is necessary, but not sufficient. An evaluation model is needed to alleviate the problem of infrequent entrepreneurship training in evaluation, but in fact, evaluation is a safeguard for training consumers, namely helping to accept or reject the conclusions submitted by the evaluation. This is where the quality of the evaluation model will be tested so that the evaluation model created is necessary and sufficient. Theoretically, evaluating evaluation models is still a relatively new practice and rarely done. The term meta-evaluation introduced by Scriven (1969), which he defined as "any evaluation of an evaluation". Then Rincon-Flores et al. (2018) complemented it with a more operational definition.

Considering that a bad evaluation model can cause fatal problems, such as wrong decisions, conflicting results, as well as ethical, financial, and political problems, evaluating the evaluation model is important. In terms of theoretical basis, there are still only a limited number of studies in this field. In light of the increasing number of entrepreneurship training evaluation models as a response to the increasing promotion of entrepreneurship, this research aims to take advantage of this gap by evaluating the Model of Effectiveness Evaluation of the CEFE Method Entrepreneurship Training with a Logic Model Approach and Base on Participants' Needs.

This study will implement a meta-evaluation by utilizing the definition of Rincon-Flores et al. (2018) and depart from the case of entrepreneurship training using the CEFE Method in four clusters in the Solo Raya area, Indonesia. The research question is; how high is the feasibility of the evaluation model created to evaluate the CEFE Method entrepreneurship training program? After the introduction, the paper includes sections on literature review, methodology, results, discussions, conclusions, implications, and further research.

2. LITERATURE REVIEW

2.1 Meta-Evaluation

Meta-evaluation can be used to determine the feasibility of a training evaluation model. Essentially, meta-evaluation is an evaluation of evaluations (Engholm, 2016). Meta-evaluation can detect the capability and effectiveness of training. Moreover, meta-evaluation can bridge the gap between evaluation research and practice.

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As is well known, the training has received great attention and investment from various institutions. However, its ability to be integrated into a strategic partnership with stakeholders, especially training consumers, is compromised by the inability of two things, namely, its delivery and its credibility to demonstrate the value of the training. To overcome this critical problem, the first thing to do is to demonstrate the capabilities and practices of measurement and evaluation. The problem is, in both cases, evaluation is difficult, that is, there is no agreement in terms of evaluation models and measurements (Ho, 2015; Landström et al., 2018; Prochazkova et al., 2015).

The failure to integrate training with training consumers indicates that there is a gap between research and practice, as indicated by an exponential increase in the number of researchers and practitioners. This gap is attributable to several factors, first, the practice of training evaluation has developed in parallel, but largely independently of, the broader evaluation field. Second, there is sufficient evidence to suggest that training practitioners are often not oriented towards evaluation and measurement, nor do they have the ability to identify evaluation models or knowledge to obtain relevant academic research (Alvelos et al., 2015; Jones et al., 2016; Richardson et al., 2019; Ringeval et al., 2019). Third, evaluation is only considered important (after thinking that evaluation can be done) if the resources required are limited. Fourth, there is only a few trainings that have established measurement and evaluation strategies to ensure that the evaluation approach used is appropriate, with measurement keys that can be traced consistently and sustainably.

The meta-evaluation was first introduced by Scriven (1969). In principle, meta-evaluation is an instrument to protect those interested in evaluation, such as training providers and trainees. Of course, these interested parties hope that the results of the training can reach the specified targets. This requires an evaluation. However, it is pertinent to ask whether the model used for evaluation can be accounted for? This brings us to the need for evaluating that evaluation model through meta-evaluation. Rincon-Flores et al. (2018) defines Meta-evaluation as a process of professional responsibility from evaluators. Operationally, Rincon-Flores et al. (2018) provides a more specific definition as the process of delineating, obtaining, and applying descriptive information and judgmental information—pertaining to the utility, feasibility, propriety, and accuracy of an evaluation and its systematic nature, competent conduct, integrity/honesty, respectfulness, and social responsibility — with a view to guide the evaluation and/or report regarding its strengths and weaknesses.

Stufflebeam et al. (2014) mention the four factors of utility, feasibility, propriety, and accuracy as "sound standards for evaluations". This standard is also recommended by the American Evaluation Association (Abadie et al., 2018; Wycoff et al., 2018). These four factors are actually taken from The Program Evaluation Standards, which were compiled by the Joint Committee Program Evaluation Standards, which are now in their third edition (Yarbrough, 2011). In this third edition, one more factor is added, which

was previously included in utilities, to become the fifth factor known as accountability. In general, meta-evaluation is used to evaluate a specific evaluation program, but in principle, it can be used to assess a model or an approach to an evaluation. There are at least four objectives that are expected to be achieved by meta-evaluation, namely: First, investigating how the evaluation or evaluation model is implemented. Second, testing how the evaluation or evaluation model can be improved. Third, determining how the benefits of the evaluation or evaluation model are enjoyed by stakeholders. Fourth, measuring how the direct, indirect, and opportunity costs are compared with the benefits.

The Program Evaluation Standards understand these four factors through 30 questions (Yarbrough, 2011). The first factor, utility, refers to the usefulness or ability of the evaluation to provide the information needed to the intended user. Eight questions are asked (U_1-U_8). The second factor, feasibility, shows that there is a guarantee that evaluation is practical, feasible, and cost-effective. There are four questions (F_1-F_4) to test this feasibility factor. The third factor, propriety, refers to legality, proper ethics, and respect for the interests of both parties, namely the participating individuals and other stakeholders who are affected by the evaluation results. To this end, seven questions are asked (P_1-P_7). The fourth factor, accuracy, relates to the standards that can guarantee that the evaluation will reveal and communicate information that is maintained, and that conclusions are justified and convey the findings of an impartial report. This factor also gauged using eight questions (A_1-A_8). In the third edition, one more factor is added, which becomes the fifth factor, namely accountability, which refers to the responsibility for using resources to produce value. To test it, three questions are provided (E_1-E_3).

2.2 The Evaluation Model Created

The importance of entrepreneurship promotion through entrepreneurship training has been widely accepted. It is proven that entrepreneurship training in the world is growing exponentially (Sá et al., 2019; Zhang et al., 2016) . The question then is whether an increase in the number of entrepreneurship training is accompanied by an increase in the success rate of the training? This question will certainly be answered if an evaluation of the entrepreneurship training program is carried out. Evaluation is becoming increasingly vital considering the important role of entrepreneurship today, namely as a source of job opportunities (da Costa et al., 2018; Galvão et al., 2019) This may be attributable to the increasingly limited government funds to create job opportunities through projects financed by the state budget (Nyanja et al., 2021). Therefore, investing in entrepreneurship training is futile if it is not known what kind the result is. Individually, the CEFE Method entrepreneurship training in four clusters in the Greater Solo Area has not been evaluated. Of course, this entrepreneurship training is expected to provide a number of key expected results. Moreover, the CEFE method of entrepreneurship training is quite widely used around the world, which is it takes fourth-ranked (Hermosilla et al., 2019; Peters et al., 2015), and can be expected to give good results. This training is also scheduled to be replicated in other clusters and other areas.

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With a CEFE Method entrepreneurship training position like this, evaluation is vital to carry out.

The evaluation model used to evaluate the effectiveness of the CEFE Method entrepreneurship training in Solo Raya area is called the Model of Effectiveness Evaluation of Entrepreneurship Training with a Logic Model Approach and Based on the Needs of Trainees. The logic model approach is used following the suggestions Balthasar (2011) and Jones et al. (2016). According to Balthasar, every evaluation should start with questions that are scientifically relevant and appropriate. Meanwhile, Regmi et al. (2020) suggested that the evaluation model prioritizes a systematic and logical approach, and can be used practically. To achieve this, it is helpful to use a logic model approach as proposed by Chen et al. (1987). The logical model will link the impact to the program input and process linearly. This is where the logic model approach comes into action, starting with questions that are scientifically relevant and correct. The research evaluation question is whether the CEFE Method entrepreneurship training in Solo Raya area is effective. The answer to this question will be found by linking the program input, process, and impact linearly as suggested by the logic model approach.

In addition to the logic model approach, the model of effectiveness evaluation of the CEFE Method entrepreneurship training is also based on the needs of the training participants. The selection of this participant base departs from the findings of (Aziz et al., 2018; Mirzanti et al., 2017; Utakrit et al., 2018). Valerio et al. (2014) shows that not all domains and measurement indicators are considered important by entrepreneurship trainees from entrepreneurship practitioners, so not all of them are relevant for assessing the success of entrepreneurship training with the CEFE method. Based on these findings, there is a clear opportunity to create an entrepreneurship training evaluation model with measurement indicators that are needed by training participants. Aziz et al. (2018); (Mirzanti et al., 2017; Utakrit et al., 2018), revealed findings that the previous evaluation model was based on the needs of policymakers (government) and organizers. With the logical model approach and based on the participants' needs, the model created is shown in Figure 1. There is a logic model approach, namely the context dimension which is the ecosystem, the participants' characteristics, and the program characteristics, which are the choices of policies, into the input. Furthermore, the implementation of the training itself is a process, and the results are the output.

Meanwhile, the needs of trainees can be seen in the domain measurement indicators. For the context dimension, for example, two domains are needed, namely economy and culture. In the economic domain, the measurement indicators needed by training participants are the business climate and infrastructure. As for the cultural domain, the measurement indicators needed are the supports from the community and family. For the participant characteristics dimensions, the required domains are education, experience, and behavior, each of which has a measurement indicator as shown in the domain box. For the program context dimensions, there are two main dimensions,

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namely content, and curriculum, and wrap-around service, with their respective measurement indicators. Finally, the outcome dimension is measured by two domains, namely the mindset and entrepreneurial performance, each of which is also measured using measurement indicators.

After the measurement indicators needed by participants are determined, this model will determine the results to be achieved, namely the effectiveness of training (Storey, 2017). This term is also used by Shneor et al. (2020) Elliott et al. (2020), Hamouda (2018), Clayton et al. (2018), Ahmed et al. (2020), and Storey (2017). To determine the level of effectiveness, effectiveness indicators were made by confirming the domains required by the CEFE Method entrepreneurship training participants. The confirmation was done through in-depth interviews with the participants.

Interview material is a measurement indicator for each domain. For example, for the economic domain, participants will be asked questions from the indicators of measuring the economic domain, namely the business climate and infrastructure. The results of the confirmation become an indicator of effectiveness by categorizing them into positive, neutral, and negative. Furthermore, to obtain a measurement of effectiveness, the confirmation will be converted into a measure of effectiveness through the confirmation indications. If the measurement indicator gets positive confirmation, then the CEFE Method entrepreneurship training is indicated to have effectiveness. If the measurement indicator gets neutral confirmation, then the CEFE Method entrepreneurship training is indicated to have unclear effectiveness. Meanwhile, if the measurement indicator gets negative confirmation, then the CEFE Method entrepreneurship training is indicated to have no effectiveness. Finally, the model will determine the effectiveness of the CEFE Method entrepreneurship training. The determination is made by comparing the number of positive, neutral, and negative confirmations. The CEFE Method entrepreneurship training is effective if there are more positive confirmations for all measurement indicators than neutral confirmations and negative confirmations.

3. RESEARCH METHODS AND DATA

This study chose an explanatory design with quantitative methods, using survey techniques. The survey was conducted by looking at general distributions, that is, whether the training participants and other stakeholders gave an opinion that the evaluation was carried out according to the evaluation program standards of the Joint Committee Program Evaluation Standards. Along with descriptive analyses, the one sample t-test was used to test the significance of the variables. The answers of the respondents will determine whether the model for evaluating the effectiveness of the CEFE method entrepreneurship training has met the feasibility criteria of the model suggested by Balthasar (2011)), namely methodological soundness, practical relevance, and process transparency. As presented in Table 1, the utility standards are measured by 8 items, feasibility standards are measured by 4 items, property standards is measured

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by 7-items, accuracy standards is measured by 8 items and accountability standards is measured by 3-items. The Cronbach's Alpha value of each factor is > 0.7 establishing the reliability of the scales (See Table 1). In terms of transparency, it is accounted for by involving all stakeholders as respondents, totaling 27 people, consisting of:

1. Training participants, namely in four clusters, consisting of a grocery trade cluster represented by five people; the dairy milk cluster represented by six people; the batik craftsmen cluster represented by five people; and the furniture craftsmen cluster represented by six people.

2. Other stakeholders, each represented by one person, consisting of training instructors, government representatives, consultants, organizers of GTZ, and sponsors.

Twenty-seven respondents were selected as the sample of this study using the convenience sampling technique. The sample of training participants is taken from 112 participants. The determination of the sample from the training participants is based on the researcher's assessment of the participants on their ability to fill out the questionnaire. Only participants who were judged to be able to fill out the questionnaire were included as samples. Samples also come from other stakeholders, where one person is selected as a representative of each stakeholder.

Data was collected by distributing questionnaires, with questions taken from the Joint Committee Program Evaluation Standards. However, because the original 30 questions used academic language, it was difficult for respondents who were mostly low-educated to understand, the questions were simplified as done by Engholm (2016). For example, the original question U_1 "Evaluations should be conducted by qualified people who establish and maintain credibility in the evaluation context", is modified to "How high can the evaluation carried out by that person be trusted?", as shown in Table 1. Respondents were asked to answer 30 questions of this simplified evaluation standard. Answers are provided in closed version, starting with a value of 1 which represents a very low answer, to a value of 6 which represents a very high answer, as presented in Table 1.

4. RESULTS AND DISCUSSION

The total of 27 people who became respondents were all willing to answer the questionnaire and return it to the researcher. Thus, the response rate reaches 100%. In Table 1, 30 questions are presented representing four factors and constituting the feasibility of the methodological soundness and practical relevance. In general, the Model of Effectiveness Evaluation of the CEFE Method Entrepreneurship Training with a Logic Model Approach and Based on the Needs of Trainees, obtained a mean of 5.07 from 27 respondents, with a standard deviation of 0.14. On the basis of these results, the Model of Effectiveness Evaluation of the CEFE Method Entrepreneurship Training with a Logic Model Approach and Based on the Needs of Trainees that was created can

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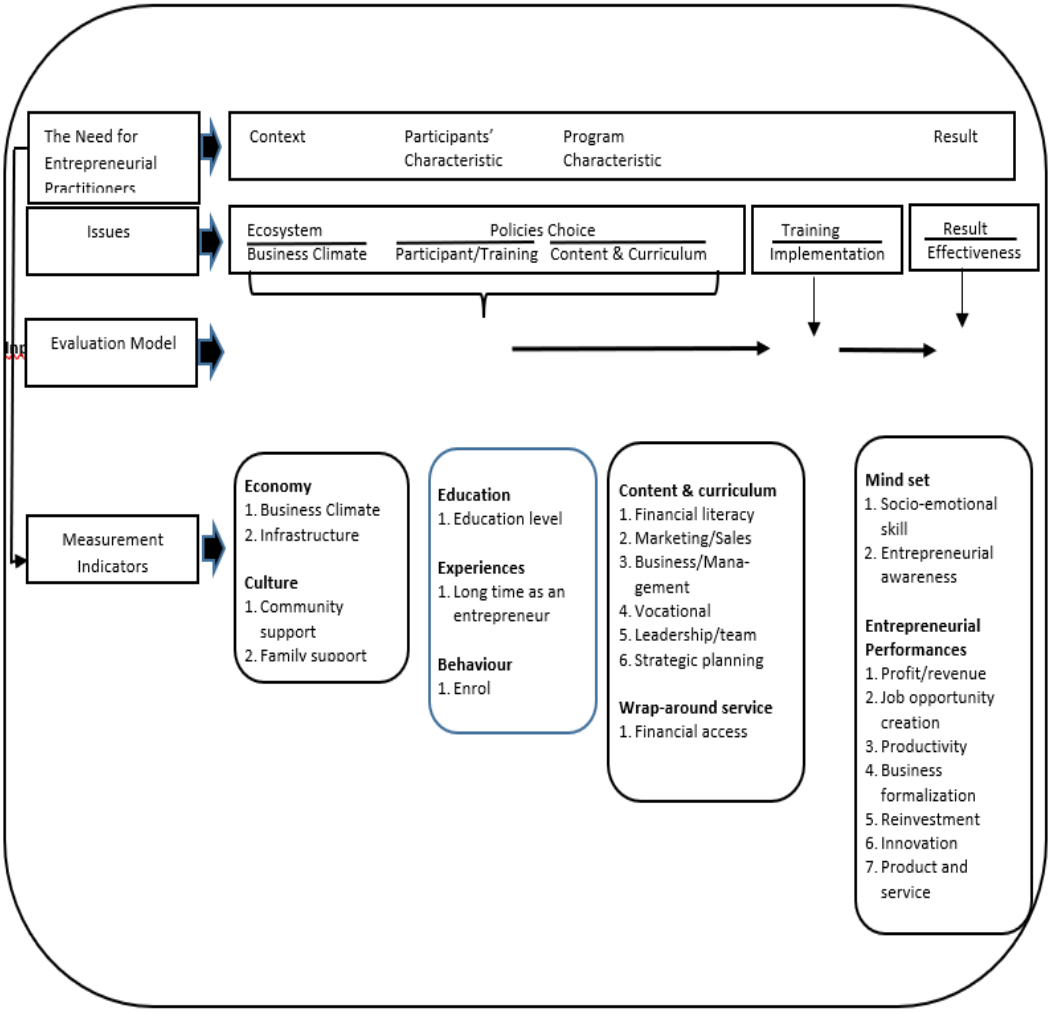
be said to get a relatively high score, although not the highest. Meanwhile, the standard deviation value is relatively low. These results explain that the stakeholders in the entrepreneurship training effectiveness evaluation program CEFE Method give high marks for the feasibility of the evaluation model created. This high assessment is also achieved by agreeing with a relative majority, which is characterized by a low standard deviation. This means that the Model of Effectiveness Evaluation of the CEFE Method Entrepreneurship Training with a Logic Model Approach and Based on the Participants' Needs have methodological soundness, practical relevance, and process transparency, suited to the standard proposed by Balthasar (2011) In addition, the findings can lead to an evaluation model that is created to meet the needs of trainees, so that the criticisms of Aziz et al. (2018), Utakrit et al. (2018), and Mirzanti et al. (2017) that the evaluation model is made based, predominantly, on the needs of the policymaker (government) and organizers, can be mitigated.



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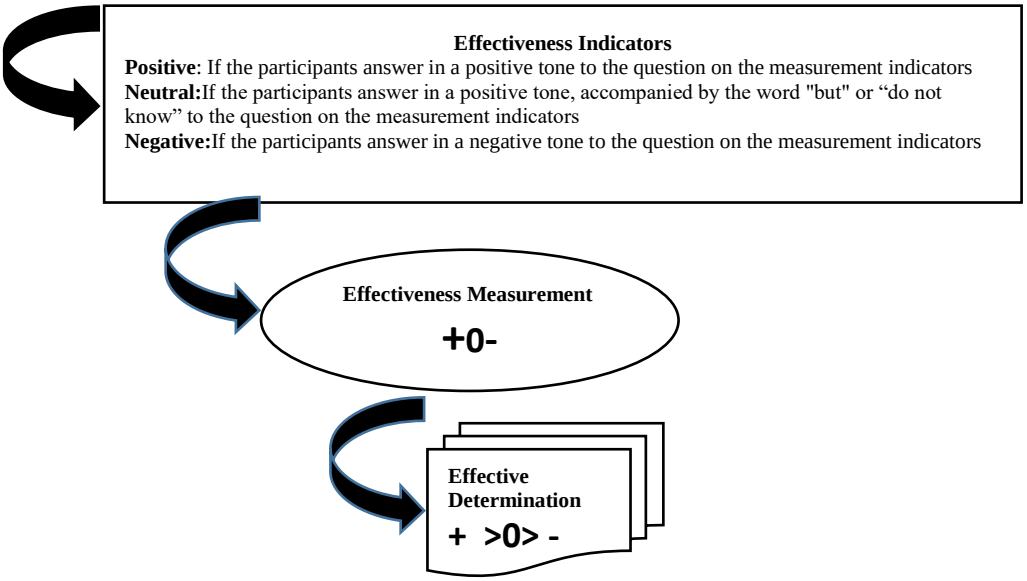

Figure 1: The Model of Effectiveness Evaluation of The CEFE Method Entrepreneurship Training**.**

Furthermore, it is interesting to know which factor contributed the most to the high mean. It turns out that the biggest contributor is the accuracy factor. In this factor, the mean given by the respondents is 5.34, which is higher than the mean given by all respondents. Interestingly, the highest mean number in this accuracy factor is followed by a low standard deviation, which is 0.10. Indeed, the standard deviation is not the lowest. The highest mean value for accuracy confirms the opinion of Stufflebeam et al. (2014), that accuracy will guarantee that evaluation is truly able to reveal information on the basis of findings, regardless of the differences. This means that stakeholders can accept the evaluation model to be used, and consider its accuracy as the most important. In this accuracy factor, the highest mean occurs in question A_8, namely 5.41. Here, the standard deviation is also the highest, which is 0.84. So, in this A_8 even though it gives a high mean, the disagreement is high. In contrast, the lowest mean for this accuracy factor occurs in A_2, namely 5.62, with a standard deviation of 0.72, but not the lowest. The lowest standard deviation in this accuracy factor occurs in A_6, which is 0.62.

Meanwhile, the factor with the lowest contribution is utility, giving an average number of 5.00, with a standard deviation value of 0.14. Interestingly, this number of standard deviations is the same as the number of total standard deviations. These findings lead to the stakeholders not acknowledging the benefits of evaluation, although in terms of accuracy, the evaluation model gives a high appreciation. This may be what is feared by Rutkowski (2016) that stakeholders cannot distinguish the term utility from utilization. The highest mean score in this utility is given for question U_4 with a value of 5.22 and a standard deviation of 0.83. Nothing remarkable or interesting happens in U_4, because in the highest mean, the standard deviation is neither the highest nor the lowest. The highest

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standard deviation in the utility factor occurs at U_6 and U_8. Although the standard deviation is the same, the mean on the two questions is not the same, namely 5.03 and 4.96, respectively. Meanwhile, the lowest deviation and the lowest standard deviation in this factor occurs at U_1, namely 0.68 for the standard deviation and 4.77 for the mean. Thus, in U_1, the respondent gave a low mean, but with a low agreement too. Therefore, many respondents also gave a high mean.

Among those that contribute to provide the highest standard deviation are legal and ethical (propriety) factors, namely 0.16. Interestingly, with the highest standard deviation, legal and ethical factors give the lowest mean, namely 4.97. This explains that, although in this factor the respondent gives the lowest mean, the element of disagreement is high. This means that there are still a considerable number of people who provide a high mean. It turns out that there are indeed many extremities in this legal and ethical factor. This is because ethical issues, principles, and ideals often go beyond the domain of evaluation (Engholm, 2016). In this factor, the highest mean occurs in P_1, namely 5.15. This highest mean also receives a high agreement, marked by the lowest standard deviation in legal and ethical factors, namely 0.75. Meanwhile, the lowest mean occurs in P_6, which shows a figure of 4.67 and, with a low agreement, indicated by a standard deviation of 0.76, only slightly above the lowest standard deviation.

In the meantime, the one with the highest agreement is the accountability factor, noting a standard deviation of only 0.05. The mean score obtained is 5.02. Accountability was previously combined with utility (Yarbrough, 2011) , so it should provide a response that is not different, namely reaching a relatively low agreement, but what has been observed is the opposite. Facts show that stakeholders have a high concern for accountability, such as accuracy. In this factor, the highest mean occurs in E_1, which is 5.07, with a standard deviation of 0.81 which is the second-highest after the standard deviation at E_3, which reaches 0.83. However, with the highest standard deviation, E_3 provides the lowest mean. Thus, at E_3 there is high disagreement when showing a low mean. A record of the mean and standard deviation of each factor shows that there is an extremity in each of these factors. The highest mean occurs in the accuracy factor, while the lowest mean occurs in the utility factor. The highest standard deviation occurs in legal and ethical factors, while the lowest standard deviation occurs in the accountability factor.

5. CONCLUSION

With these results, it can be concluded that the evaluation model created is feasible to be used to evaluate the effectiveness of entrepreneurship training using the CEFE Method in Solo Raya area. This feasibility is evidenced by the provision of a high mean by the stakeholders of the evaluation of CEFE Method entrepreneurship training, which reaches 5.07 on a scale of 1 to 6, with a low standard deviation of 0.14. The high mean indicates that the stakeholders recognize that the model created is methodologically

sound, practically relevant, and process-transparent. A low standard deviation indicates that the stakeholders show a high level of agreement to provide that high mean. To ensure the feasibility of the model, the questionnaire was drawn from the program evaluation standards established by the Joint Committee Program Evaluation Standards, which were also endorsed by the American Evaluation Association.

6. IMPLICATION

The theoretical implication of this research is that the evaluation of an evaluation model that is still new, will encourage a study of existing theories or lead to the emergence of a combination of the existing theories, or even open up opportunities to launch new theories. The meta-evaluation defined by Stufflebeam et al. (2014), for example, uses the evaluation program standards of the Joint Committee Program Evaluation Standards, as a measurement indicator, consisting of five standards. Until now, this method has been widely used. Of course, it can be meta-evaluation using other standards or in combination with other standards. This is what this research seeks to do, namely combine the feasibility standards proposed by Balthasar (2011) with the Joint Committee Program Evaluation Standards. Of course, this has theoretical implications which provide the possibility of better evaluation results than if only using one standard.

The study carries a number of practical implications, with the findings of research showing that the evaluation model created has high feasibility, and that the use of this evaluation model to evaluate entrepreneurship training with the CEFE Method in four clusters in the Greater Solo Area has strong legitimacy. This legitimacy is important because the training will be replicated for other clusters and in other areas. If the evaluation model created is subsequently used to evaluate the CEFE Method entrepreneurship training in four clusters showing effective results, then training replication to other clusters or areas can be carried out.

7. FURTHER RESEARCH

Further research can take a number of directions. First, by departing from the uniqueness of each entrepreneurship training method, this current research creates an opportunity to research to create an evaluation model that is well-suited to the entrepreneurship training method. Furthermore, research can also be made to create an evaluation model according to the needs of the training participants, or a combination of both. Of course, before using the evaluation model that was created, the evaluation model was first evaluated for its quality. This is where meta-evaluation research is born. This meta-evaluation research can use standards outside the Joint Committee Program Evaluation Standards. The analytical techniques used can also give birth to new research. While this study uses a Likert scale and a comparison of the mean, and standard deviation, future research can use other techniques. To be sure, there is still very little research in the field of meta-evaluation, opening up key opportunities for the birth of subsequent studies in the future.

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Table 1: The Result of Feasibility Test of The Model of Effectiveness Evaluation of The CEFE Method Entrepreneurship Training in Solo Raya Area

Symbol	Questions	Mean	SD	N	Cronbach's Alpha	t-value	P value
	Utility Standards	**5.00**	**0.14**	**27**	**0.725**	**4.15**	**0.000**
U_1	How high can the evaluation carried out by that person be trusted?	4.77	0.68	27			
U_2	How high does the evaluation pay attention to the party who is affected?	5.14	0.84	27			
U_3	How high does the evaluation discuss the needs of stakeholders?	4.96	0.79	27			
U_4	How high is the evaluation according to the individual value and culture?	5.22	0.83	27			
U_5	How high does the evaluation meet stakeholders' urgent needs?	5.11	0.78	27			
U_6	How high does the evaluation encourage participants to change their understanding and behavior?	5.03	0.88	27			
U_7	How high does the evaluation provide information required by various parties?	4.81	0.81	27			
U_8	How high does the evaluation promote responsibility and prevent negative consequences?	4.96	0.88	27			
	Feasibility Standards	**5.01**	**0.1**	**27**	**0.713**	**4.28**	**0.000**
F_1	How high is the evaluation effective in managing projects?	5.03	0.83	27			
F_2	How high is the evaluation procedure carried out practical and responsible?	4.85	0.8	27			
F_3	How high does the evaluation monitor and balance political and cultural interests with the needs of individuals and groups?	5.14	0.84	27			
F_4	How high is the evaluation using the resources effectively and efficiently?	5.03	0.69	27			

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Table 1. Continued

Symbol	Questions	Mean	SD	N	Cronbach's Alpha	t-value	p-value
	Property Standards	**4.97**	**0.16**	**27**	**0.701**	**4.014**	**0.000**
P_1	How high is the evaluation accountable to stakeholders and community?	5.15	0.75	27			
P_2	How high does the evaluation approval take into account stakeholder needs and expectations?	4.92	0.81	27			
P_3	How high does the evaluation protect stakeholder human rights and legal rights?	5.07	0.81	27			
P_4	How understandable and fair is the evaluation in order to meet stakeholder needs and goals?	4.92	0.81	27			
P_5	How high does the evaluation present findings, conclusions, and limitations openly?	4.88	0.78	27			
P_6	How high is the evaluation openly and honestly compromising conflicts of interest?	4.67	0.76	27			
P_7	How high does the evaluation calculate expenses according to procedures and processes?	5.18	0.82	27			
	Accuracy Standards	**5.34**	**0.1**	**27**	**0.785**	**4.365**	**0.000**
A_1	How high are the conclusions and evaluation decisions adapted to culture and context?	5.33	0.66	27			
A_2	How high does the evaluation information correspond to the goals set?	5.26	0.75	27			
A_3	How high can the evaluation procedure yield sufficient consistent information and maintain it?	5.15	0.75	27			
A_4	How high can the evaluation document program and its context precisely and in details?	5.33	0.77	27			
A_5	How high is the evaluation of collecting, researching, verifying, and storing information systematically?	5.37	0.68	27			
A_6	How high is the evaluation done by design and providing technically adequate analysis?	5.37	0.62	27			
A_7	How high are the findings, interpretations, conclusions, and evaluation assessment fully Documented?	5.52	0.63	27			
A_8	How high does the evaluation communication have the scope and protect mistakes?	5.41	0.84	27			
Symbol	**Questions**	**Mean**	**SD**	**N**	**Cronbach's Alpha**	**t-value**	**p-value**
	Accountability Standards	**5.02**	**0.05**	**27**	**0.762**	**4.785**	**0.000**
E_1	How high does the evaluation document agreements, procedures, data, and results?	5.07	0.81	27			
E_2	How high is the evaluator using this standard and other standards for testing accountability? design, procedures, and information collected?	4.96	0.79	27			
E_3	How high are the sponsors, participants, and evaluators, encourage other interested parties? to use this evaluation standard and others?	5.04	0.83	27			
	Total	**5,07**	**0,14**	**27**			

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