

-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

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.

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 (U₁-U₈). The second factor, feasibility, shows that there is a guarantee that evaluation is practical, feasible, and cost-effective. There are four questions (F₁-F₄) 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 (P₁-P₇). 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 (A₁-A₈). 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 (E₁-E₃).

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 CEFÉ 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 CEFÉ 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.

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,

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 Shneur 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

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.

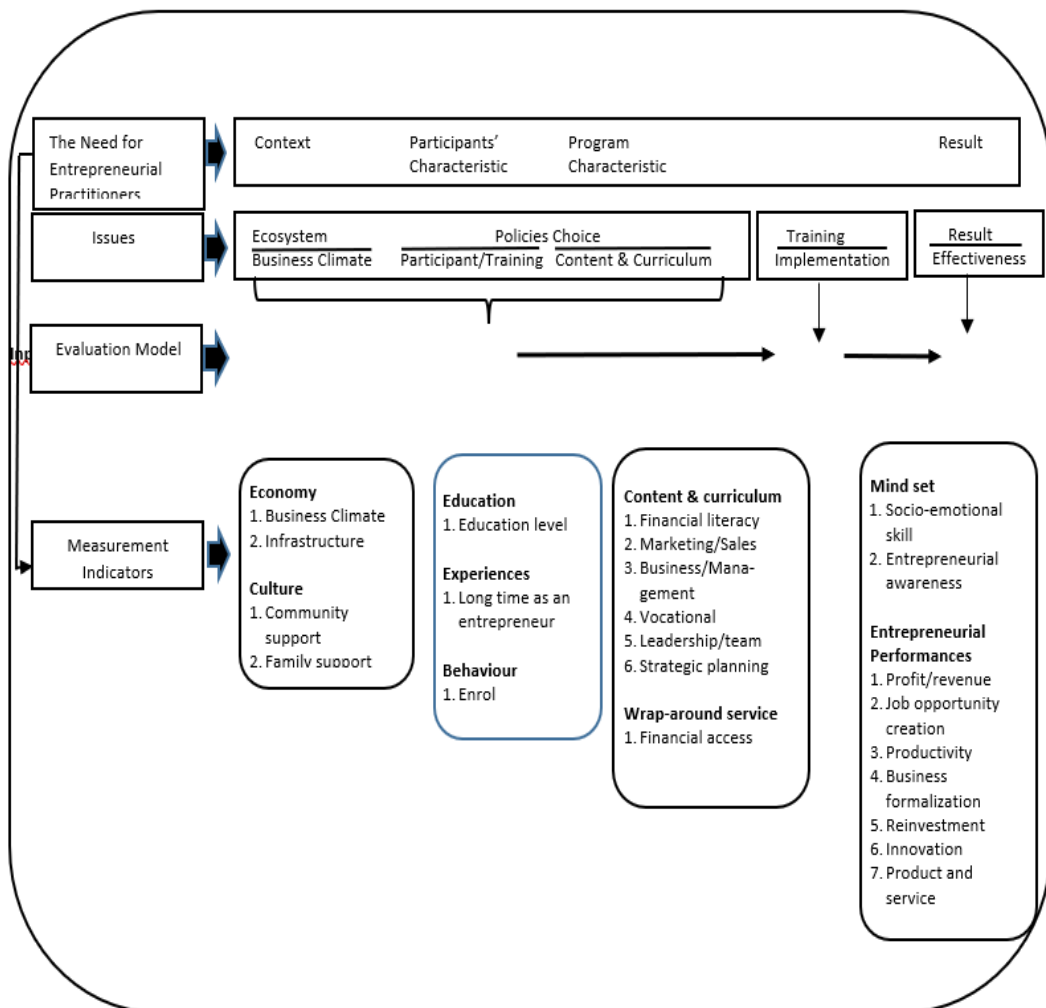
Twenty-seven respondents were selected as the sample of this study using the convenience sampling technique. The sample of training participants is taken from 112 participants. The determination of the sample from the training participants is based on the researcher's assessment of the participants on 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 U₁ "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 CEFÉ 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 CEFÉ Method Entrepreneurship Training with a Logic Model Approach and Based on the Needs of Trainees that was created can

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.



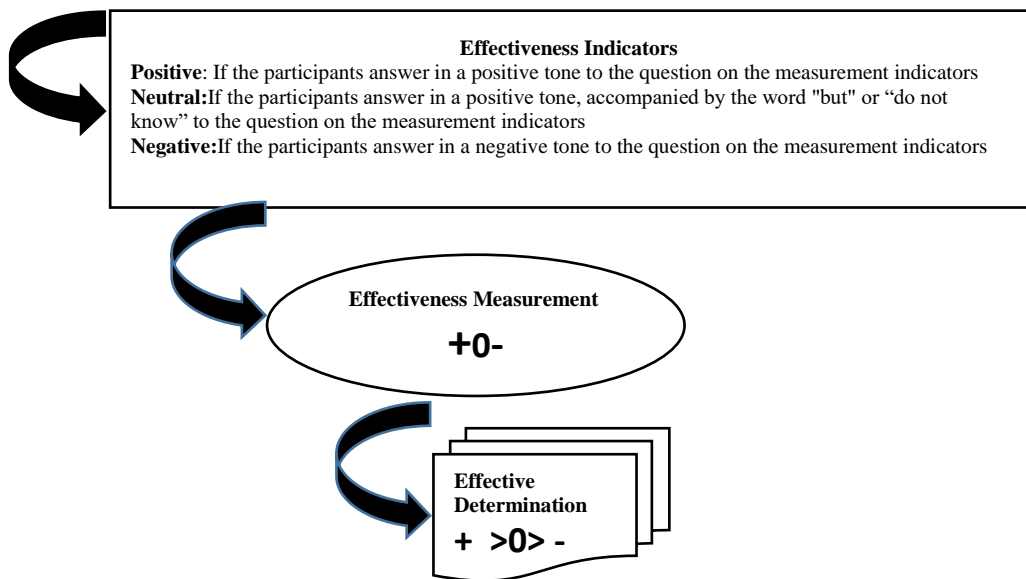


Figure 1: The Model of Effectiveness Evaluation of The CEFE Method Entrepreneurship Training.

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 A₈, namely 5.41. Here, the standard deviation is also the highest, which is 0.84. So, in this A₈ even though it gives a high mean, the disagreement is high. In contrast, the lowest mean for this accuracy factor occurs in A₂, namely 5.62, with a standard deviation of 0.72, but not the lowest. The lowest standard deviation in this accuracy factor occurs in A₆, 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 U₄ with a value of 5.22 and a standard deviation of 0.83. Nothing remarkable or interesting happens in U₄, because in the highest mean, the standard deviation is neither the highest nor the lowest. The highest

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.

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			

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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Dear Authors

Please find the attachment to get acceptance letter.

Regards
Editorial Team



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21- Acceptance...



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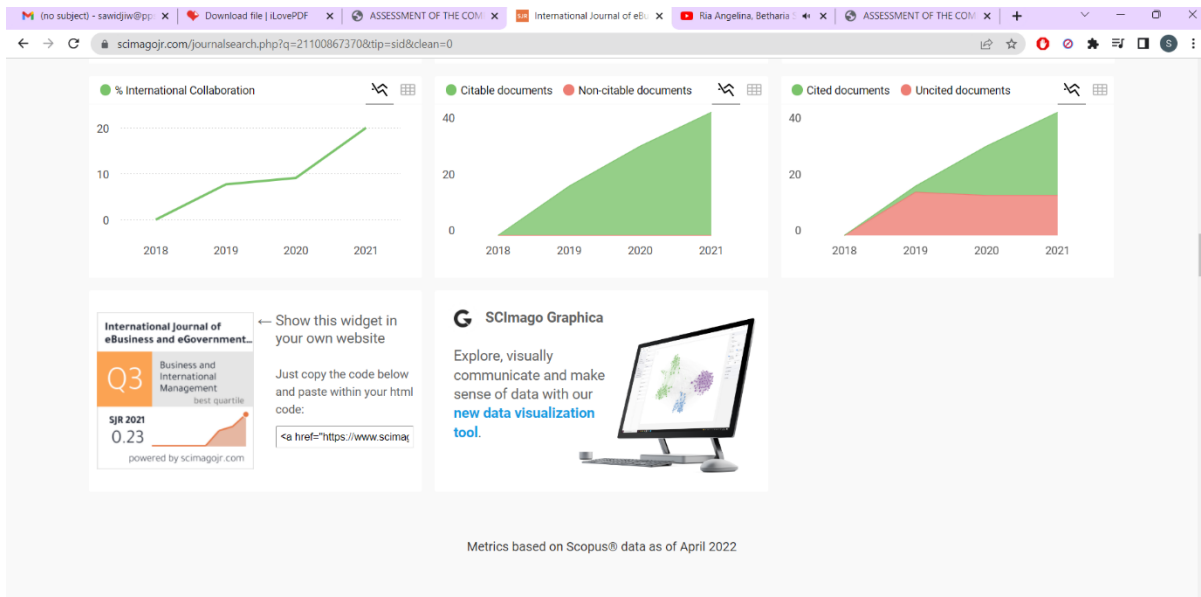
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Editor 2 Jan

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Sawidji Widoatmodjo:

We have reached a decision regarding your submission to International Journal of eBusiness and eGovernment Studies , "THE THE FEASIBILITY TEST TO THE MEFFECTIVENESS EVALUATION OF THE CEFE METHOD ENTREPRENEURSHIP TRAINING IN SOLO RAYA AREA".

Our decision is to: Accept Submission

Your paper will be published in Volume 14 issue 01 (2022)

Regards

Editorial Team

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your response.

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Thank you for
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Social Sciences Bibliography Indexes and Archives Data

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Dear Authors

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Congratulations upon the acceptance of your research paper into our Scopus Indexed Journal.

It is my pleasure to inform you that, after the peer review, your paper, “**THE FEASIBILITY TEST TO ENTREPRENEURSHIP TRAINING EVALUATION MODEL**” has been ACCEPTED to publish with International Journal of eBusiness and eGovernment Studies, ISSN: 2146-0744. It will be published in the 30th December 2021 issue. I believe that our collaboration will help to accelerate the global knowledge creation and sharing one-step further. Please do not hesitate to contact me if you have any further questions. Sincerely,

Managing Editor
Professor. Dr. Danie Meyer
**International Journal of eBusiness and eGovernment
Studies (IJBEG)**
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Cover Letter

1. The title of the study is not clear. Please reconsider it

A FEASIBILITY TEST OF ENTREPRENEURSHIP TRAINING EVALUATION MODEL

2. In the introduction section, please elaborate more about the contextual and theoretical gap along with the significance of the study

As has happened in many countries, in Indonesia entrepreneurship is also expected to solve the problem of job opportunity creation. Therefore, many entrepreneurship promotion initiatives have been carried out, one of which is through entrepreneurship training. The CEFE (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 Solo Raya area, Indonesia.

However, like in various trainings, such entrepreneurship training is rarely evaluated (da Costa, 2018; Gielnik et al, 2015; Cho & Honorati, 2014; Martin et al, 2013; Coleman & Robb, 2012; Martinez et al, 2010). Empirically, evaluation is rarely carried out because it is expensive, time-consuming, technically complex, can create a political problem (Baker, 2000), and lacks the willingness to implement evaluation recommendations (Hytti and Kuopusjarvi, 2004). Theoretically, evaluating entrepreneurship training is faced with the problem of many existing evaluation models (Galvão et al, 2019; Fayolle & Gailly, 2015; Balthasar, 2011), making it difficult to determine which appropriate model to accept. The results measured and how to measure them also have not received a consensus (Petra et al, 2015; Ho, 2015; Strengthening Nonprofits, 2014; Miller, 2014; OECD, 2009).

Based on this phenomenon, empirical entrepreneurship training using the CEFE method is important to evaluate because the training has never been evaluated. This evaluation is also important because there are plans to replicate it to other clusters and areas. Thus, evaluation results are needed to make recommendation whether replication is feasible.

Theoretically, the large number of evaluation models makes it difficult to obtain widely accepted evaluation results, but this condition also opens the opportunity to create new evaluation models that are suited to the entrepreneurship training model being evaluated (Endres & Kleiner, 1990; Passmore & Velez, 2012). This opportunity was used by this 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 the model is named as Model of Effectiveness Evaluation of the CEFE Method Entrepreneurship Training with Logic Model Approach and Based on Participants' Needs.

Creating an evaluation model is necessary, but that is not enough. An evaluation model is needed to alleviate the problem of infrequent evaluation of entrepreneurship training, where 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 felt necessary and sufficient.

Theoretically, evaluating evaluation models is still relatively new and rarely done. This study just started with the emergence of the term meta-evaluation introduced by Scriven (1969), which he defined as "any evaluation of an evaluation". Then Stufflebeam (2001) complemented it with a more operational definition.

Considering that a bad evaluation model can cause fatal problems, such as wrong decisions, conflicting results, to ethical, financial, and political problems, evaluating an evaluation model is

important. Then from the theoretical side, there are still few studies in this field, compared with the increasing number of entrepreneurship training evaluation models as a response to the increasing promotion of entrepreneurship. This condition has invited this research to take advantage of this gap, by evaluating the Model of Effectiveness Evaluation of the CEFE Method Entrepreneurship Training with Logic Model Approach and Based on Participants' Needs.

This study will implement a meta-evaluation by utilizing the definition of Stufflebeam (2001) 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 writing is continued with a literature review, created models, research methods and data, results, discussions, conclusions, implications, and further research.

3. Please explain the vitality of the evaluation program before explaining its type and process

Entrepreneurship promotion through entrepreneurship training has been accepted by many parties. It is proven that entrepreneurship training in the world is growing exponentially (Zhang, 2018; Sá et al., 2018). The question is whether the 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 creator of job opportunities (Galvão et al, 2019; Martínez et al, 2018). This happens because of the increasingly limited government funds to create job opportunities through projects financed by the state budget (Bandiera et al, 2012). Therefore, investing in entrepreneurship training is wasted if it is not known what kind of result it provides.

Individually, the CEFE method entrepreneurship training in four clusters in the Solo Raya area has not been evaluated. Of course, this entrepreneurship training is expected to provide the expected results. Moreover, the CEFE method of entrepreneurship training is quite widely used in the world, taking the fourth-rank (Loreto et al, 2019; Peters, 2015). So, it can be expected to give good results. This training is also planned to be replicated to other clusters and areas. With a CEFE method entrepreneurship training position like this, evaluation is vital to carry out.

4. Methodology section of the study need significant improvement. The information about adoption/adaptation of scale is missing. Also the sampling technique is not explained. Finally, the data analysis technique was not presented in the methodology section

Each item of the questioner began with the phrase "how high," and responses were measured on a 6-point Likert scale, ranging from "very low" represented by 1 as the answer to "to a very high" represented by 6 as the answer.

Twenty-seven respondents were selected as the sample of this study using the convenience sampling technique. The sample of training participants was taken from all the 112 participants. The determination of sampling to be the training participants was based on the researcher's assessment of

the participants on their ability to fill out the questionnaire. Only participants who were able to fill out the questionnaire were included as samples. Then samples were also taken from other stakeholders, one person was selected as a representative of each stakeholder.

Data analysis technique

The purpose of this study is to determine whether the evaluation model created is feasible to evaluate the effectiveness of the CEFE method entrepreneurship training. As a feasibility indicator, the approach made by Balthasar (2011) is used, which is methodologically sound, practically relevant, and process transparent. Furthermore, the measurement indicators used are the evaluation program standards of the Joint Committee Program Evaluation Standards, with 30 questions. Then for transparency, it is accounted for by involving all stakeholders as respondents, totaling 27 people.

The feasibility of the model will be determined by mean and standard deviation values that come from respondents' answers to the questioner. As stated, the Likert scale used to capture respondents' answers ranges from 1 to 6. The closer to 6 the mean value of respondents' answers, shows that respondents give high scores to measurement indicators. This can be interpreted that the evaluation model created is worthy of being used for evaluation. Furthermore, to see the stability of the feasibility, the standard deviation value is used. The lower the standard deviation value, the more respondents agree on the value. This way explains that the feasibility of the created model can be firmly agreed upon.

Thus, the analytical technique used is to look at the mean and standard deviation of the overall five standard evaluation programs. Furthermore, to find out which standard has the highest eligibility and agreement stability, the mean and standard deviation values of each standard evaluation program will be compared.

5. Does mean and standard deviation is enough for meeting the research question? Please provide the evidence of reliability and validity of scales

The research question is "how high is the feasibility of the evaluation model created for evaluating the CEFE method entrepreneurship training program?"

Research questions can be answered by research results. In general, the five evaluation program standards used as indicators of feasibility measurement get a mean value of 5.07 from 27 respondents, with a standard deviation of 0.14. These results indicate that the evaluation model created has a relatively high feasibility value, although it is not the highest. While the value of the standard deviation is relatively low. These results explain that the stakeholders in the CEFE method entrepreneurship training program gave a high rate for the feasibility of the evaluation model created, and the valuation was also achieved by solid consensus.

6. Discuss research finding in the light of recent literature sources

Results and Discussion

The total 27 people who became respondents were all willing to answer the questionnaire and returned it to the researcher. Thus, the response rate reaches 100%. In table 2, there are 30 questions 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 Logic Model Approach and Based on the Participants' Needs, obtained a mean of 5.07 from 27 respondents, with a standard deviation of 0.14. Viewed from these results, the Model of Effectiveness Evaluation of the CEFE Method Entrepreneurship Training with Logic Model Approach and Based on the Participants' Needs that was created can 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 of the CEFE method gave 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 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 & Siripanich (2018), and Mirzanti et al (2017) denoting that the evaluation model is based more on the needs of the policymaker (government) and organizers, can be mitigated.

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 and Coryn (2014) that accuracy will guarantee that the evaluation is truly able to reveal information from the findings regardless of the differences. This means that stakeholders can accept the evaluation model to be used, and consider its accuracy to be the most important. In this accuracy factor, the highest mean (5.41) occurs in question A₈. Here, the standard deviation (0.84) is also the highest. So, even though question A₈ gives a high mean, the disagreement is high. In contrast, the lowest mean (5.62) of this accuracy factor occurs in A₂ with a standard deviation of 0.72, but it is not the lowest. The lowest standard deviation (0.62) in this accuracy factor occurs in A₆.

Meanwhile, the factor with the lowest contribution is utility, namely by giving mean value 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 mean that the stakeholders do not feel the benefits of the evaluation, although in terms of accuracy the evaluation model gives a high appreciation. This may be what is feared by Scriven (2012) that stakeholders cannot distinguish the term utility from utilization. The highest mean score in this utility is given for question U₄ with a value of 5.22 and a standard deviation of 0.83. Nothing interesting happens in U₄, because in the highest mean, the standard deviation is neither the highest nor the lowest. The highest standard deviation in the utility factor occurs at U₆ and U₈. Although the standard deviation is the same, the mean of 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 U₁, namely 0.68 for the standard deviation and 4.77 for the mean. Thus in U₁, the respondent gave a low mean, but with a low agreement too. So many respondents also gave a high mean.

Then those that contribute to provide the highest standard deviation (0.16) are legal and ethical (propriety) factors. 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 quite many 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 P₁, 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 P₆, 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 (Yarbroug et al, 2011), so it should provide a response that is not different, namely reaching a relatively low agreement, but what happened was the opposite. Facts show that stakeholders have a high concern for accountability, such as accuracy. In this factor, the highest mean occurs in E₁, which is 5.07, with a standard deviation of 0.81 which is the second-highest after the standard deviation at E₃, which reaches 0.83. However, with the highest standard deviation, E₃ provides the lowest mean. Thus, at E₃ 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 occurs in the utility factor. The highest standard deviation occurs in legal and ethical factors, while the lowest occurs in the accountability factor.

7. Please provide research implications and direction for the future research in separate section

Implication

The theoretical implication of this research is that the evaluation of an evaluation model that is still new and that only few studies exist, will encourage a study of existing theories or a combination of the existing theories, or even open an opportunity to launch new theories. The meta-evaluation defined by Stufflebeam (2001), 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, meta-evaluation can use other standards or a combination of other standards. This is what this research does, namely combining the feasibility standards proposed by Balthasar (2011) with the Joint Committee Program Evaluation Standards. Of course, this has theoretical implications giving the possibility of better evaluation results than if only using one standard.

Empirical implications can be conveyed by the findings of this research showing that the evaluation model created has high feasibility, then the use of this evaluation model to evaluate entrepreneurship training with the CEFÉ method in four clusters in the Solo Raya area has strong legitimacy. This legitimacy is important because the training will be replicated to other clusters and other areas. If later the evaluation model created that is used to evaluate the CEFÉ method entrepreneurship training in four clusters show effective results, then training replication to other clusters or areas can be carried out.

Further Research

There are quite a lot of opportunities for further research. First, departing from the uniqueness of each entrepreneurship training method, this opens the opportunity for aresearch to create an evaluation model that is 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 has been created, the evaluation model should first be evaluated for its quality. This is where meta-evaluation research is born. Meta-evaluation research can use standards outside the Joint Committee Program Evaluation Standards. The analytical techniques used can also give birth to new research. If 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 few researches in the field of evaluation of evaluation model, opening up great opportunities for the birth of subsequent studies in the future.

[IJEBEG] Editor Decision

Kotak Masuk



Editor 28 Des 2021

kepada saya ▾



Sawidji Widodoatmodjo:

We have reached a decision regarding your submission to International Journal of eBusiness and eGovernment Studies , "THE THE FEASIBILITY TEST TO THE MEFFECTIVENESS EVALUATION OF THE CEFE METHOD ENTREPRENEURSHIP TRAINING IN SOLO RAYA AREA".

Our decision is: Revisions Required

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Reviewer A and B:

- The title of the study is not clear. Please reconsider it.
- In the introduction section, please elaborate more about the contextual and theoretical GAP along with the significance of the study.
- Please explain the vitality of evaluation program before explaining its types and process.
- Methodology section of the study needs significant improvements. The information about adoption/adaption of scales is missing. Also, the sampling technique is not explained. Finally, the data analysis technique was not presented in the methodology section.

- Does mean and standard deviation is enough for meeting the research questions? Please provide the evidence of reliability and validity of the scales.
- Discuss the research findings in the light of recent literature sources.
- Please provide research implications, limitations and directions for future research in separate sections.

Recommendation: Revisions Required

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[International Journal of eBusiness and eGovernment Studies](#)



Professor. Dr. Danie Me... 18 Des 2021



kepada saya ▾

Sawidji Widodoatmodjo:

Thank you for submitting the manuscript, "THE THE FEASIBILITY TEST TO THE MEFFECTIVENESS EVALUATION OF THE CEFE METHOD ENTREPRENEURSHIP TRAINING IN SOLO RAYA AREA" to International Journal of eBusiness and eGovernment Studies . With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Submission URL: <https://sobiad.info/index.php/ijebeg/authorDashboard/submission/752>

Username: sawidji

If you have any questions, please contact me.
Thank you for considering this journal as a venue for your work.

Professor. Dr. Danie Meyer

[International Journal of eBusiness and eGovernment Studies](#)

Thank you for
your mail.

Thank you for
your response.

Thanks a lot.

↩ Balas

➡ Teruskan

THE FEASIBILITY TEST TO ENTREPRENEURSHIP TRAINING EVALUATION MODEL

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Abstract

As a result of the increasing frequency of economic crises, the Indonesian government has found funding difficulty in creating job opportunities. The solution taken has been that people are expected to create 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 by looking at general distributions in the form of mean and standard deviation. As for the eligibility criteria is to follow Balthasar (2011), namely methodological soundness, practical relevance, and process transparency. The results show that the model created, methodological soundness, practical relevance, and process transparency makes it feasible to evaluate the entrepreneurship training of the CEFE Method in the Solo Raya Area.

Keywords: evaluation, effectiveness, training, entrepreneurship.

Introduction

As has happened in many countries, in Indonesia entrepreneurship is also expected to solve the problem of job opportunity creation. Therefore, many entrepreneurship promotion initiatives have been carried out, one of which is through entrepreneurship training. The CEFE (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 Solo Raya area, Indonesia.

However, like in various trainings, such entrepreneurship training is rarely evaluated (da Costa, 2018; Gielnik et al, 2015; Cho & Honorati, 2014; Martin et al, 2013; Coleman & Robb, 2012; Martinez et al, 2010). Empirically, evaluation is rarely carried out because it is expensive, time-consuming, technically complex, can create a political problem (Baker, 2000), and lacks the willingness to implement evaluation recommendations (Hytti and Kuopusjarvi, 2004). Theoretically, evaluating entrepreneurship training is faced with the problem of many existing evaluation models (Galvão et al, 2019; Fayolle & Gailly, 2015; Balthasar, 2011), making it difficult to determine which appropriate model to accept. The results measured and how to measure them also have not received a consensus (Petra et al, 2015; Ho, 2015; Strengthening Nonprofits, 2014; Miller, 2014; OECD, 2009).

Based on this phenomenon, empirical entrepreneurship training using the CEFE method is important to evaluate because the training has never been evaluated. This evaluation is also important because there are plans to replicate it to other clusters and areas. Thus, evaluation results are needed to make recommendation whether replication is feasible.

Theoretically, the large number of evaluation models makes it difficult to obtain widely accepted evaluation results, but this condition also opens the opportunity to create new evaluation models that are suited to the entrepreneurship training model being evaluated (Endres & Kleiner, 1990; Passmore & Velez, 2012). This opportunity was used by this 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 the model is named as Model of Effectiveness Evaluation of the CEFE Method Entrepreneurship Training with Logic Model Approach and Based on Participants' Needs.

Creating an evaluation model is necessary, but that is not enough. An evaluation model is needed to alleviate the problem of infrequent evaluation of entrepreneurship training, where 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 felt necessary and sufficient.

Theoretically, evaluating evaluation models is still relatively new and rarely done. This study just started with the emergence of the term meta-evaluation introduced by Scriven (1969), which he defined as "any evaluation of an evaluation". Then Stufflebeam (2001) complemented it with a more operational definition.

Considering that a bad evaluation model can cause fatal problems, such as wrong decisions, conflicting results, to ethical, financial, and political problems, evaluating an evaluation model is important. Then from the theoretical side, there are still few studies in this field, compared with the increasing number of entrepreneurship training evaluation models as a response to the increasing promotion of entrepreneurship. This condition has invited this research to take advantage of this gap, by evaluating the Model of Effectiveness Evaluation of the CEFE Method Entrepreneurship Training with Logic Model Approach and Based on Participants' Needs.

This study will implement a meta-evaluation by utilizing the definition of Stufflebeam (2001) 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 writing is continued with a literature review, created models, research methods and data, results, discussions, conclusions, implications, and further research.

Literature Review

Meta-evaluation can be used to determine the feasibility of a training evaluation model. Because meta-evaluation is an evaluation of evaluations (Engholm, 2016). Meta-evaluation can detect the

capability and effectiveness of training. Also, meta-evaluation can bridge the gap between evaluation research and practice.

As is well known, the training has received great attention and investment from various institutions. But 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, namely there is no agreement in terms of evaluation models and measurements (Petra et al, 2015; Ho, 2015; Strengthening Nonprofits, 2014; Miller, 2014; OECD, 2009).

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 caused by several things, 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 a relevant academic research (Kraiger et al, 2004; Moller and Mallin, 1996; Learning and Development Roundtable, 2009; Swanson, 2005). Third, evaluation is only considered important (after thinking that evaluation can be done) if the resources required are small. Fourth, there is only 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 Michael Scriven in 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. But can the model used for evaluation be accounted for? This is where it comes to evaluating that evaluation model, and the meta-evaluation that will do it.

Stufflebeam (2001), defines Meta-evaluation as a process of professional responsibility from evaluators. Operationally, Stufflebeam provides a more specific definition as the process of delineating, obtaining, and applying descriptive information and judgmental information—about the utility, feasibility, propriety, and accuracy of an evaluation and its systematic nature, competent conduct, integrity/honesty, respectfulness, and social responsibility — to guide the evaluation and/or report of its strengths and weaknesses.

Stufflebeam and Coryn (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 (Sanders, 1994) and Maher (2000). 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 (Yarbroug et al, 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 defines these four factors into 30 questions (Yarbroug et al, 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 respects to the interests of both parties, namely the participating individuals and other stakeholders who are affected by the evaluation results. To use it, seven questions are asked (P₁-P₇). The fourth factor, accuracy, relates to the standards that can guarantee that the evaluation will reveal and communicate information that is maintained, conclusions are justified and convey the findings of an impartial report. This factor also provide eight questions (A₁-A₈).

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 (E₁-E₃).

The Evaluation Model Created

Entrepreneurship promotion through entrepreneurship training has been accepted by many parties. It is proven that entrepreneurship training in the world is growing exponentially (Zhang, 2018; Sá et al., 2018). The question is whether the 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 creator of job opportunities (Galvão et al, 2019; Martínez et al, 2018). This happens because of the increasingly limited government funds to create job opportunities through projects financed by the state budget (Bandiera et al, 2012). Therefore, investing in entrepreneurship training is wasted if it is not known what kind of result it provides.

Individually, the CEFE method entrepreneurship training in four clusters in the Solo Raya area has not been evaluated. Of course, this entrepreneurship training is expected to provide the expected results. Moreover, the CEFE method of entrepreneurship training is quite widely used in the world, taking the fourth-rank (Loreto et al, 2019; Peters, 2015). So, it can be expected to give good results. This training is also planned to be replicated to other clusters and areas. 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 Tranees. The logic model approach is used following the suggestions of Balthasar (2011) and Griffin (2010). According to Balthasar, every evaluation should start with questions that are scientifically relevant and appropriate. Meanwhile, Griffin suggested that the evaluation model prioritizes a systematic and logical approach, and can be used practically. To do this, it is helpful to use a logic model approach as proposed by Chen & Rossi (1987) and Rossi et al, (1999). 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 Valerio (2015), Aziz et al (2018), Utakrit & Siripanich (2018), and Mirzanti et al (2017). Valerio (2015) shows that not all domains and measurement indicators are considered important by entrepreneurship trainees from entrepreneurship practitioners, so not all of them are relevant to be used to assess the success of entrepreneurship training with the CEFE method. Based on these findings, there is an opportunity to create an entrepreneurship training evaluation model with measurement indicators that are needed by training participants. Aziz et al (2018), Utakrit &

Siripanich (2018), and Mirzanti et al (2017) 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, 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 by the 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 (McMullan et al, 2001: 38). This term is also used by Fayolle et al (2006), Vesper & Gartner (1997), Fleming (1996), Barrow & Brown (1996), Garavan & O'Connell (1994: 5), and Storey (2008). To determine the effectiveness, effectiveness indicators were made by confirming the domains required by the CEFE Method entrepreneurship training participants. The confirmation was done by asking intensively 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.

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, 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. General distributions used are mean and standard deviation. The answers of the respondents will determine whether the model for evaluating the effectiveness of the CEFE method entrepreneurship training has met the feasibility of the model suggested by Balthasar (2011), namely methodological soundness, practical relevance, and process transparency.

Methodological soundness and practical relevance can be accounted for using the evaluation program standards of the Joint Committee Program Evaluation Standards, with 30 questions. Then for 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 was taken from all the 112 participants. The determination of sampling to be the training participants was based on the researcher's assessment of the participants on their ability to fill out the questionnaire. Only participants who were able to fill out the questionnaire were included as samples. Then samples were also taken from other stakeholders, one person was selected as a representative of each stakeholder.

Data was collected by distributing questionnaires, whose questions were 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 U₁ "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 (table 1 only displays questions on the utility factor, all 30 questions complete as shown in table 2).

Each item of the questioner began with the phrase "how high," and responses were measured on a 6-point Likert scale, ranging from "very low" represented by 1 as the answer to "to a very high" represented by 6 as the answer. Respondents are left to fill out the questionnaire independently, as long as there are no difficulties. If there are difficulties, the respondent is allowed to ask the researcher.

Data analysis technique

The purpose of this study is to determine whether the evaluation model created is feasible to evaluate the effectiveness of the CEFE method entrepreneurship training. As a feasibility indicator, the approach made by Balthasar (2011) is used, which is methodologically sound, practically relevant, and process transparent. Furthermore, the measurement indicators used are the evaluation program standards of the Joint Committee Program Evaluation Standards, with 30 questions. Then for transparency, it is accounted for by involving all stakeholders as respondents, totaling 27 people.

The feasibility of the model will be determined by mean and standard deviation values that come from respondents' answers to the questioner. As stated, the Likert scale used to capture respondents' answers ranges from 1 to 6. The closer to 6 the mean value of respondents' answers, shows that respondents give high scores to measurement indicators. This can be interpreted that the evaluation

model created is worthy of being used for evaluation. Furthermore, to see the stability of the feasibility, the standard deviation value is used. The lower the standard deviation value, the more respondents agree on the value. This way explains that the feasibility of the created model can be firmly agreed upon.

Thus, the analytical technique used is to look at the mean and standard deviation of the overall five standard evaluation programs. Furthermore, to find out which standard has the highest eligibility and agreement stability, the mean and standard deviation values of each standard evaluation program will be compared.

Results and Discussion

The total 27 people who became respondents were all willing to answer the questionnaire and returned it to the researcher. Thus, the response rate reaches 100%. In table 2, there are 30 questions 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 Logic Model Approach and Based on the Participants' Needs, obtained a mean of 5.07 from 27 respondents, with a standard deviation of 0.14. Viewed from these results, the Model of Effectiveness Evaluation of the CEFE Method Entrepreneurship Training with Logic Model Approach and Based on the Participants' Needs that was created can 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 of the CEFE method gave 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 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 & Siripanich (2018), and Mirzanti et al (2017) denoting that the evaluation model is based more on the needs of the policymaker (government) and organizers, can be mitigated.

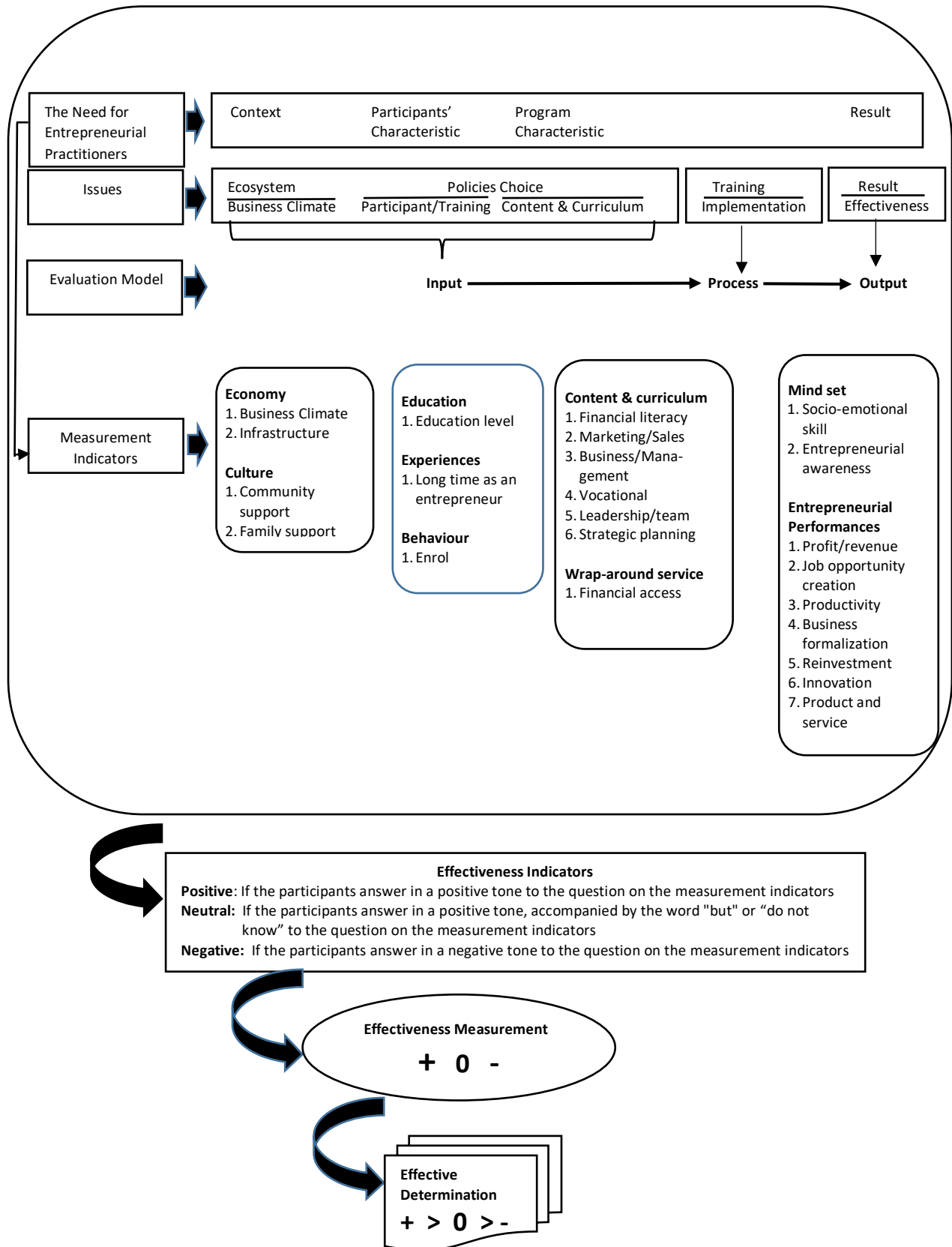


Figure 1: The Model of Effectiveness Evaluation of The CEFE Method Entrepreneurship Training

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 and Coryn (2014) that accuracy will guarantee that the evaluation is truly able to reveal information from the findings regardless of the differences. This means that stakeholders can accept the evaluation model to be used, and consider its accuracy to be the most important. In this accuracy factor, the highest mean (5.41) occurs in question A₈. Here, the standard deviation (0.84) is also the highest. So, even though question A₈ gives a high mean, the disagreement is high. In contrast, the lowest mean (5.62) of this accuracy factor occurs in A₂ with a standard deviation of 0.72, but it is not the lowest. The lowest standard deviation (0.62) in this accuracy factor occurs in A₆.

Meanwhile, the factor with the lowest contribution is utility, namely by giving mean value 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 mean that the stakeholders do not feel the benefits of the evaluation, although in terms of accuracy the evaluation model gives a high appreciation. This may be what is feared by Scriven (2012) that stakeholders cannot distinguish the term utility from utilization. The highest mean score in this utility is given for question U₄ with a value of 5.22 and a standard deviation of 0.83. Nothing interesting happens in U₄, because in the highest mean, the standard deviation is neither the highest nor the lowest. The highest standard deviation in the utility factor occurs at U₆ and U₈. Although the standard deviation is the same, the mean of 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 U₁, namely 0.68 for the standard deviation and 4.77 for the mean. Thus in U₁, the respondent gave a low mean, but with a low agreement too. So many respondents also gave a high mean.

Table 1: Example Questioner for Feasibility Test of the Model on the Utility Factors

Symbol	Questions	Answer					
		1	2	3	4	5	6
		Very Low	Low Enough	Low	High Enough	High	Very High
	Utility Standards						
U ₁	How high can the evaluation carried out by that person be trusted?						
U ₂	How high does the evaluation pay attention to the party who is affected ?						
U ₃	How high does the evaluation discuss the needs of stakeholders?						
U ₄	How high is the evaluation according to the individual value and culture?						
U ₅	How high does the evaluation meet stakeholders' urgent needs?						
U ₆	How high does the evaluation encourage participants to change their understanding and behavior?						
U ₇	How high does the evaluation provide information required by various parties?						
U ₈	How high does the evaluation promote responsibility and prevent negative consequences?						

Then those that contribute to provide the highest standard deviation (0.16) are legal and ethical (propriety) factors. 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 quite many 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 P₁, 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 P₆, 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 (Yarbroug et al, 2011), so it should provide a response that is not different, namely reaching a relatively low agreement, but what happened was the opposite. Facts show that stakeholders have a high concern for accountability, such as accuracy. In this factor, the highest mean occurs in E₁, which is 5.07, with a standard deviation of 0.81 which is the second-highest after the standard deviation at E₃, which reaches 0.83. However, with the highest standard deviation, E₃ provides the lowest mean. Thus, at E₃ 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 occurs in the utility factor. The highest standard deviation occurs in legal and ethical factors, while the lowest occurs in the accountability factor.

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 give recognition that the model created is methodologically sound, practically relevant, and process-transparent. A low standard deviation indicates that the stakeholders show high 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.

Implication

The theoretical implication of this research is that the evaluation of an evaluation model that is still new and that only few studies exist, will encourage a study of existing theories or a combination of the existing theories, or even open an opportunity to launch new theories. The meta-evaluation defined by Stufflebeam (2001), 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, meta-evaluation can use other standards or a combination of other standards. This is what this research does, namely combining the feasibility standards proposed by

Balthasar (2011) with the Joint Committee Program Evaluation Standards. Of course, this has theoretical implications giving the possibility of better evaluation results than if only using one standard.

Empirical implications can be conveyed by the findings of this research showing that the evaluation model created has high feasibility, then the use of this evaluation model to evaluate entrepreneurship training with the CEFE method in four clusters in the Solo Raya area has strong legitimacy. This legitimacy is important because the training will be replicated to other clusters and other areas. If later the evaluation model created that is used to evaluate the CEFE method entrepreneurship training in four clusters show effective results, then training replication to other clusters or areas can be carried out.

Further Research

There are quite a lot of opportunities for further research. First, departing from the uniqueness of each entrepreneurship training method, this opens the opportunity for aresearch to create an evaluation model that is 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 has been created, the evaluation model should first be evaluated for its quality. This is where meta-evaluation research is born. Meta-evaluation research can use standards outside the Joint Committee Program Evaluation Standards. The analytical techniques used can also give birth to new research. If 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 few researches in the field of evaluation of evaluation model, opening up great opportunities for the birth of subsequent studies in the future.

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Table 2: 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
	Utility Standards	5.00	0.14	27
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
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

Continuation

Symbol	Questions	Mean	SD	N
	Property Standards	4.97	0.16	27
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
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 systematical	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
	Accountability Standards	5.02	0.05	27
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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