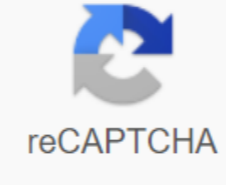




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## Utilization-focused evaluation (ufe) checklist

UFE has two important elements. Firstly, the main planned users of the assessment must be clearly defined and personally involved at the beginning of the evaluation process in order to ensure their initial identification of the intended uses. Secondly, the evaluators must ensure that these proposed uses of the initial proposed user assessment guide all other decisions taken on the evaluation process. Instead of focusing on general and abstract users and uses, UFE focuses on actual and specific users and uses. It is not the evaluator's responsibility to make decisions independently of the intended users, but to facilitate decision-making among those who use the results of the evaluation. Patton argues that evaluation studies show that: Planned users are more likely to use estimates when they understand the evaluation process and results and feel responsible for the evaluation process and findings, and that [t]hey are more likely to understand and feel themselves to be self-responsibilities when they are actively involved. By actively involving the primary intended users, the evaluator prepares the groundwork for use. (Patton, 2008, chapter 3) Ufe can be used for different types of evaluation (formative, summary, process, impact) and it can use different research plans and types of data. The Framework for the Union for the Mediterranean can be used in a number of ways, depending on the context and the needs of the situation. Patton's original framework consisted of a 5-step process, which can be seen in the example below. However, there is also a 12-step framework (see the use-based assessment (U-FE) checklist in the resources below) and the latest update, which is 17 steps. 17 step UFE framework Evaluate and build a program and organizational readiness to use focused assessment Evaluate and increase evaluator readiness and competence to conduct use-focused assessment Identify, organize and involve primary intended users; personal factor Situational analysis conducted with primary planned users Identify and prioritize primary intended uses by identifying priority objectives To consider and build process uses when and, where appropriate, Focus priority assessment issues Check the key areas of the investigation : implementation, results and attribution issues Determine which intervention model or change theory is evaluated By negotiating appropriate methods to generate reliable results that support the intended use by the intended users Make sure that the intended users understand possible methods that are inconsistent with and their effects Simulate the use of the results: assessment equivalent of a dress sample Collect data with continuous attention to use Organize and provide data for interpretation and use by primary intended users : analysis, interpretation, decision-making and Make an evaluation evaluation facilitate the use and dissemination of important findings to extend the impact of follow-up primary designed users to facilitate and enhance the use of Meta-evaluation use: be responsible, learn and improve Example This example uses a 5 step UFE framework. International Bamboo and Rattan Network (INBAR) 2006. Headquartered in Beijing, INBAR's mission is to improve the well-being of bamboo and rattan producers and users, while ensuring the sustainability of the bamboo and rattan resource base. The Dutch State had originally requested and financed the assessment as a request for termination of the aid. Step one. Identify the primary planned users. The first task was to identify the actual objectives and potential users of the evaluation. The process began with a face-to-face meeting with the DIRECTOR OF INBARI and a call to an official from the Dutch Foreign Ministry, which showed that both sides aimed to help strengthen INBARI's programmes and governance. During the initial visit to Inbar headquarters, additional stakeholders were identified, including members of the INBar Board and local partners. Step two. Get commitment to Ufe and focus on evaluation. From the outset, it was clear that the main stakeholders were committed to using the assessment to improve INBARI's work. So the main task was to identify the key issues of INBAR's organizational development. Three options were used: (1) a day-long workshop of participatory staff to review the recent work of INBARI and identify the main strengths, weaknesses and areas for improvement; (2) interviews with managers and employees; and (3) propose a framework for evaluation covering broad areas of strategy, management systems, programmes and results. Step 3: Decide on evaluation options. After early communication with the Dutch Ministry of Foreign Affairs on the competence of the evaluation, most of the interactions with INBARI managers, employees and partners were on foreign sites. It was jointly decided that INBAR would draw up a consolidated report on its recent activities (following the evaluator's plan) and to organise a self-assessment seminar at headquarters. The evaluator would participate in this seminar and make on-site visits to China, Ghana, Ethiopia and India. The INBar regional coordinators proposed timetables for on-the-spot visits, which were then negotiated with the Service Checker. Step 4: Analyse and interpret the conclusions and reach conclusions. At the end of each on-site visit, a survey session was held with local INBARI staff. At the end of the visits on the ground, a half-day interview and debate took place at INBARI headquarters; It was open to all employees. After this meeting, the evaluator met with individual who expressed a desire to receive a more personal contribution to the evaluation process. Later, inbar managers and staff were asked to comment on the draft assessment report and to correct them. Step 5: Disseminate the results of the evaluation. The evaluator met personally with representatives of three INBARI donors to discuss the results of the evaluation, and the final report was made available to INBar donors, employees and the Board of Trustees. A summary of the report was published on the INBARI website. Usefulness of the evaluation. The evaluation process contributed to highlighting a number of issues and exploring ways to strengthen INBar programmes. For example, one conclusion of the assessment was that INBAR should seek to intensify its work in Africa and decentralize project management commitments to the region. There has been gradual movement in this direction as new projects have been developed. INBAR recently opened a Regional East Africa Office in Addis Ababa and places more emphasis on cooperation with regional and national partners. Source: Patton, M.Q. and Horton, D. 2009. Evaluation of the use of agricultural innovation. International Laboratory Accreditation Cooperation (ILAC) Summary No 22. ILAC, Bioversity, Rome. Advice Advice, if you use this approach While basically it is simple, one step-at-a-time logic for the formation of exercise-focused evaluation, in fact, the process is rarely either as simple or linear. For example, the evaluator may find that new users become important if the evaluation continues, or that new questions arise amid choice decisions. Nor is there necessarily a clear and clean distinction between the process of focusing on evaluation issues and decision-making processes; methodological preferences may raise questions. U-FE requires active and qualified guidance and facilitation from the assessment operator. The time resources available for the evaluation must be clearly agreed, built up from the outset and deleted from the outset. The main cooperation in the U-Fi evaluation is the need for time and active participation at every stage of the process from those who use the evaluation results. Additional resources may be needed if new uses or users are added after the evaluation has begun. The financial resources available for the evaluation must be clearly identified. They must include funds in addition to mere analysis and reporting. Resources to facilitate use must be available. When carrying out the U-F assessment, the evaluator must carefully consider how everything that is done, from start to finish, will affect use. Resources Guides Tools Utilization-Focused Evaluation (U-FE) Checklist: Designed by Michael Quinn Patton in 2002, this is a comprehensive checklist assessment. It draws attention to the necessary tasks and related problems related to the implementation of the use-focused assessment. Examples of Sources Patton, M.Q. (2008). Use-oriented assessment, fourth edition. Thousand oaks, CA: Common. Patton, M.Q. and Horton, D. (2009). Evaluation of the use of agricultural innovation. Institute of Learning and Conversion (ILAC) A brief summary No 22. ILAC, Bioversity, Rome. Approaches (on this site) refer to an integrated options package (methods or processes). For example, a combination of options, random sampling, control group and standardised indicators and indicators are used in randomized controlled trials. A strong approach aimed at supporting continuous learning and adaptation by identifying and researching foreign examples of good practice and ways of increasing their frequency. Click on the left approach to move to this approach, which focuses on assessing the value of intervention, as (planned) beneficiaries perceive it, thus seeking to express their priorities and concerns. Click the approach on the left to move to a research design that focuses on understanding an item (person, site, or project) in the context that can use a combination of qualitative and quantitative data. Click on the approach on the left to navigate to this approach, which is designed to support continuous learning and adaptation, which defines the processes needed to achieve the desired results, and then observes whether these processes take place and how. Click on the left approach to move on to the Impact Assessment approach, based on an analysis of the results, adding expert review processes and a community review of evidence and conclusions. Click on the approach on the left to move to the Impact Assessment approach, which sequences available evidence against the theory of change, and then identifies and addresses causation problems. Click on the approach on the left to move to the approach that is used to display, refine, and critically consider the options and consequences of border decisions, i.e. the ways in which people/groups decide what is relevant to the assessment. Click the approach on the left to navigate different ways of scoring in a way that supports democratic decision-making, accountability and/or capacity. Click on the left approach to navigate to it Approach, which aims to support continuous learning and adaptation through iterative and built-in evaluation. Click on the approach on the left to navigate the stakeholder engagement approach, which aims to provide groups with the tools and knowledge they need to monitor and evaluate their results; Achieve. Click on the approach on the left to move to a specific type of case study, which will be used to develop a commonly agreed narrative on how to including key contributors and processes to inform future innovation efforts. Click on the left approach to move to it Five jointly develop an agreed narrative of how innovation was developed, including key supporters and processes, to inform future innovation efforts. Click on the approach on the left to navigate this specific type of case study used to create a narrative of how institutional organization has evolved over time and created and contributed to more effective ways to achieve the objectives of the project or programme. Click on the left approach to move to this approach, the main objective of which is to explain the differences between stakeholders by collectively collecting and analysing changes. Click on the approach on the left to move to this impact assessment approach, which is suitable for identifying retrospective effects by gathering evidence of what has changed, and then working backwards to determine if and how intervention has contributed to these changes. Click on the left approach to move to this approach, which packs out the theory of change in the initiative, provides a framework for data collection for immediate and fundamental changes that lead to longer and more volatile changes, and allows a credible assessment of the initiative's contribution to results through border partners. Click on the approach on the left to navigate to it A wide range of approaches involving stakeholders (in particular the proposed beneficiaries) in the evaluation and/or evaluation. Click on the left approach to move to a participatory approach that allows farmers to analyse their situation and develop a common perspective on natural resource management and agriculture at village level. Click on the approach on the left to move to a Strength-based approach to learning and improvement, which involves planned rating users identifying outliers - exceptionally good results - and understanding how they have achieved them. Click on the approach on the left to move to this impact assessment approach without a control group that uses narrative causation statements that are provoked directly from the beneficiaries of the project. Click the approach on the left to move to the impact assessment approach, which compares the results between a randomly assigned control group and the test group or groups to assess the average net effect of intervention. Click on the approach on the left to move to the approach to the impact assessment, which examines what works, for which the circumstances are causation mechanisms, including changes reasoning and resources. Click on the left approach to move to a participatory approach to assessing price and quality identify the various social outcomes, and not only the direct results of the intended beneficiaries of the intervention. Click on the left approach to navigate this click approach on the left to navigate this Approach decision-making assessment, which includes identifying the primary proposed user and usage assessment and then making all decisions regarding the evaluation plan and plan by referring to them. Click the approach on the left to navigate to it

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