

INTRODUCTION TO UTILIZATION FOCUSED EVALUATION

DREAMIT and ISIF
APRIL , 2010

Facilitator:

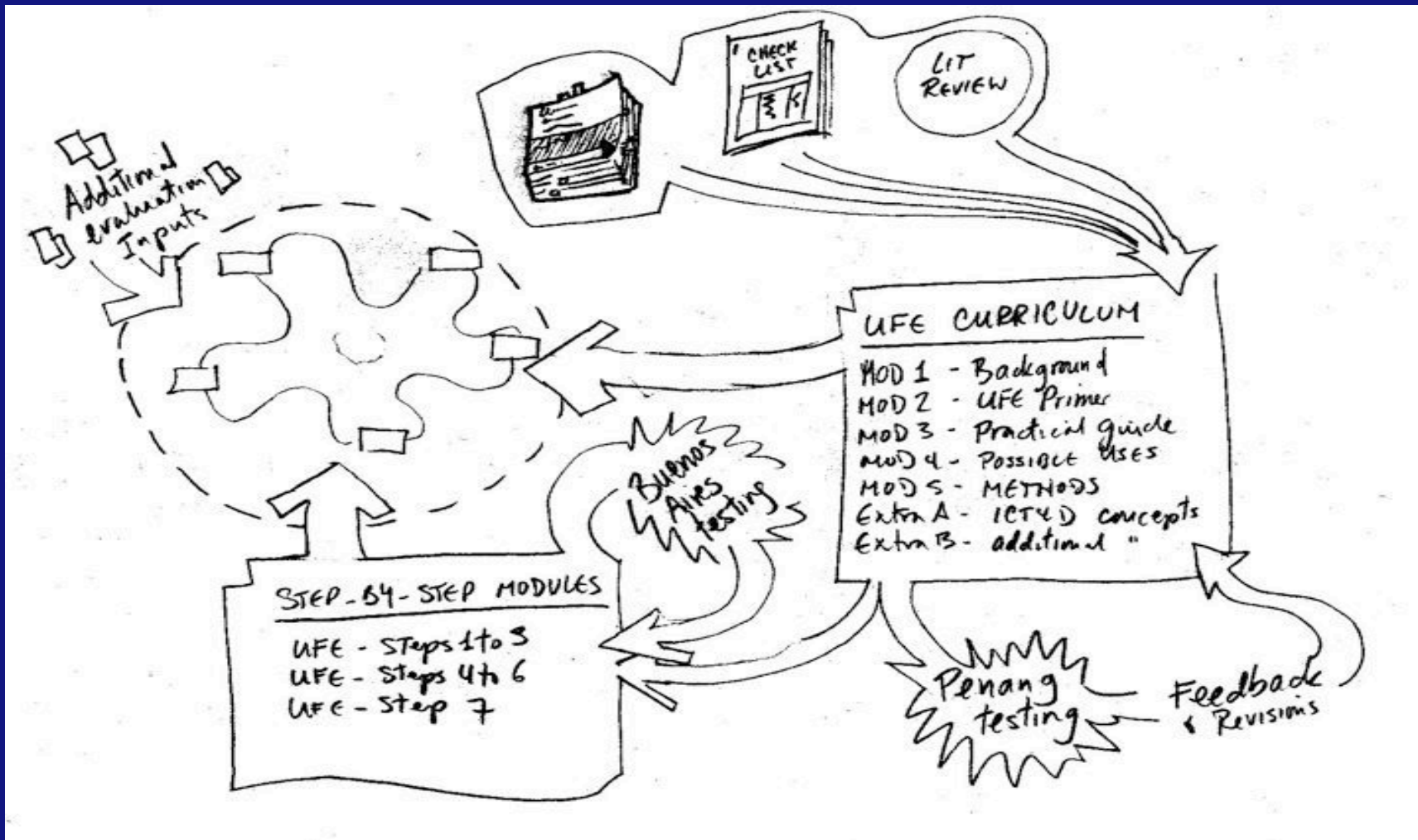
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Agenda

1. Introduction to UFE Curriculum & DECI
2. *UFE* – What is it? How is it different? Why?
3. First steps – practical example
4. Stakeholder identification
5. Roles definition
6. Readiness for UFE?

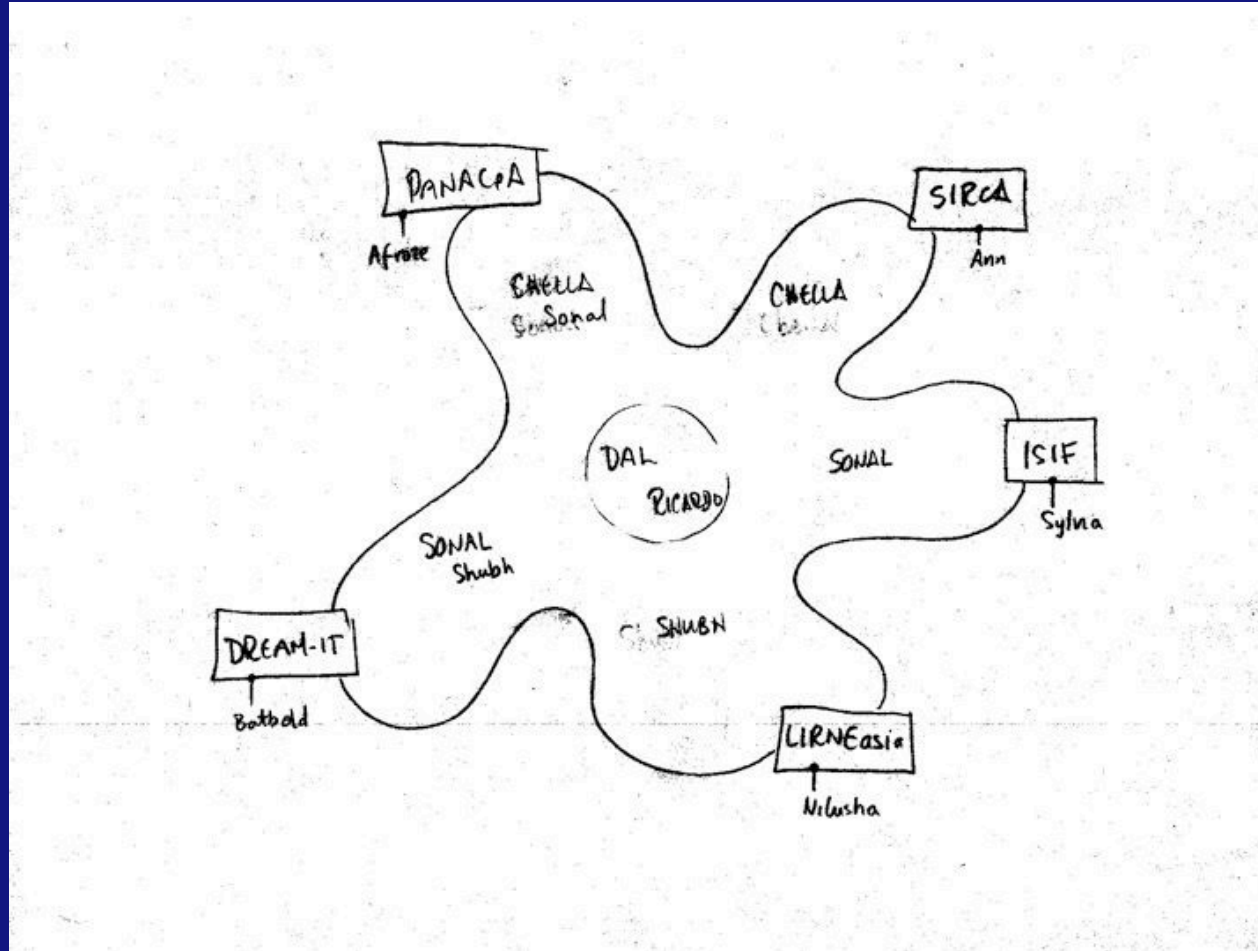
Recess

UFE Curriculum



DECI PROJECTS

Developing evaluation capacity for ICT4D



Utilization focused evaluation is...

A decision-making framework for enhancing the utility and actual use of evaluations. (Patton, 2008a: slide 9)

Evaluation Use – Why is it important?

Many evaluations land on
dusty bookshelves

BUT.....

- Monies have been spent \$\$\$\$\$
- Do not know what is effective or not

SO ...

How do we do evaluations that can be
used?

Reflect

What has been your
experience?

What is evaluation?

What do we want to know?

- What is the worth, value, significance?
- How effective was program?
- Was it implemented as planned?
- Were goals achieved?
- Did participants benefit?
- Any unexpected consequences ?
- What worked? How to improve?
- Do next?

3 Questions for evaluation

WHAT?

What to know?

SO WHAT?

What to act on?

NOW WHAT?

How to use findings?

Challenge is not getting information, it is USING it! What should I know and keep? What should I let go? Example

Utilization focused evaluation is...

A decision-making framework for enhancing the utility and actual use of evaluations. (Patton, 2008a: slide 9)

Premises of UFE

1. Evaluations should be **JUDGED** by their utility and **ACTUAL USE**.
2. No evaluation should go forward unless and until there are **primary intended users** who will use the information that can be produced.
3. Primary intended users are **involved in the process - commitment**.
4. Evaluation is part of **initial program/evaluation design**. The primary intended users want information to help answer a question or questions.
5. **Evaluator's role is to help intended users clarify their purpose and objectives**.
6. **Implications for use are part of every decision** throughout the evaluation – it is the driving force of the evaluation process. (Patton, 2008a)

Engaging users contributes to

Personal **LEARNING** among them.

More **CONFIDENCE** and direct **APPLICATION** of evaluation findings to program practices.

A reduced **POWER DIFFERENTIAL** between evaluators and program practitioners.

More **NEGOTIATED DECISION MAKING** and learning.

Utilization focused evaluation is...

A **PROCESS** for helping primary intended users select the most appropriate content, model, methods, theory, and uses for their particular situation. Use any evaluation content, model, method or theory.

Evaluation done for and with specific, intended primary **USERS** for specific, intended **USES**.

“**USES**” refers to the way real people in the real world **APPLY** evaluation findings and experience the evaluation **PROCESS**. (Patton, 2008: 37 - Ch.2)

REFLECT

- How have you done evaluations in the past – were they like this?
- If you had thought like this – do you think it would have made a difference? HOW?

Comments / Questions



Group Work

In my project, I would very much like to know

Individually, think of 5 questions you want to know

In a group discuss and agree to 5 to 10 questions

Write on a flipchart

BREAK



PARTICIPATION

¿Who are the stakeholders that are or need to be involved in this project?



ROLES (1 of 3)

EVALUATOR: Person or organization responsible for facilitating / leading the design, the implementation and the utilization of the evaluation. Tasks: organizational development agent, educator, coach/mentor, strategic planner, etc.

ROLES (2 of 3)

PRIMARY USER: People who will use and apply the findings of the evaluation. Patton (2008) suggests the following profiler:

1. Interested.
2. Knowledgeable.
3. Open minded.
4. Represents an important interest group.
5. Has credibility.
6. Teachable.
7. Available for ongoing interaction throughout the evaluation process.

ROLES (3 of 3)

AUDIENCE INTERESTED IN THE REPORT: Actors interested in the unfolding and findings of the evaluation.

¿From the stakeholders that were identified, who plays what role?

Identified stakeholders (from discussion)

Group	Stakeholder	Assigned role
Stakeholder Group 1	Stakeholder 1	
	Stakeholder 2	
	Stakeholder 3	
Stakeholder Group 2	Stakeholder 4	
	Stakeholder 5	
	Stakeholder 6	
Stakeholder Group 3	Stakeholder 7	Primary intended user
	Stakeholder 8	

¿Who is missing?



**We don't want to end up in this situation,
so...**

UFE traps or temptations (1 of 2)

- **Evaluators make themselves the primary decision makers.**
- **Identify vague, passive audiences as users.**
- **Targeting organizations as users.**
- **Focusing on decisions instead of decision makers.**
- **Assuming the evaluation's funder is the primary stakeholder.**

UFE traps or temptations (2 of 2)

- **Waiting until the findings** are in to identify intended users and intended uses.
- Taking a stance of **standing above the messiness** of people and politics.
- **Being co-opted** by powerful stakeholders.
- Identifying primary intended users but **not involving them** meaningfully.

(Patton, 2008, adapted from p. 90 - Ch.3)

¿How well prepared do we feel we are for adopting UFE as the methodology to evaluate this project?

What resources do we require in order to implement a UFE plan ?

Are all involved parties supportive of adopting a UFE approach?

What could the main challenges of this evaluation initiative be?

UFE in 12 steps

1. Project / network readiness assessment.
2. Evaluator readiness and capability assessment.
3. Identification of primary intended users.
4. Situational analysis.
5. Identification of primary intended uses.
6. Focusing on evaluation.
7. Evaluation design.
8. Simulation of use.
9. Data collection.
10. Data analysis.
11. Facilitate use.
12. Meta-evaluation.

Conclusions and next steps

BREAK



NON PARTICIPATION