



# Empowerment Evaluation

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Australasian Evaluation Society  
Canberra, Australia

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**School of Medicine**  
**Stanford University**

July 16, 2007

# Planting a Seed

- Using Empowerment Evaluation
  - High, Medium, or Low Levels
- Approximating Empowerment Evaluation
- Apply Elements of Empowerment Evaluation

# Logic of Evaluation

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- Goal or Purpose (specific to the program)
- Baseline - where are things before the intervention
- Program or Intervention
- Measurement (including criteria)
- Process
- Outcomes & Impacts

# Definition

- EE is the use of evaluation concepts, techniques, and findings to foster improvement and self-determination.
- Expanded definition: An evaluation approach that aims to increase the probability of achieving program success by (1) providing program stakeholders with tools for assessing the planning, implementation, and self-evaluation of their program, and (2) mainstreaming evaluation as part of the planning and management of the program/organization.

# Contrasts & Conflicts

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	Traditional	Empowerment
△	External	Internal
△	Expert	Coach or Critical Friend
△	Dependency	Self-determination & Capacity Building
△	Independent Judgment	Collaboration

# American Journal of Evaluation

<http://aje.sagepub.com>



## **Empowerment Evaluation Yesterday, Today, and Tomorrow**

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The online version of this article can be found at:  
<http://aje.sagepub.com/cgi/content/abstract/28/2/179>

# **Empowerment Evaluation: Yesterday, Today, and Tomorrow**

## **Key Issues**

- Empowering Others (Smith)
- Advocacy (Smith, Greene)
- Compatibility (internal/external) (Smith)

# A Traditionalist View

- Devolving some of the responsibility for evaluation is good. A program whose staff are not doing reasonably good evaluation of their own program is incompetently staffed, at some or all levels. Empowerment evaluation is doing something important to reduce that deficit. (Scriven, 2001, p. 174).
- Making empowerment evaluation a clearly defined part of good evaluation, where appropriate (which is often), and with strong controls on bias (e.g., by using consumer representatives and an external evaluator), is a relatively new emphasis which could be highly valuable. If combined with serious (third-party) evaluation of the results of doing this, it could represent a major contribution to the evaluation repertoire. In my judgment, the best future for empowerment evaluation lies in this direction. (Scriven, 2001, p. 174).



# Internal vs External

One should not have to add that external evaluators will sometimes miss deep problems that are obvious to Staff and that they often have less credibility with Staff than the empowerment evaluator, and often for that or other reasons, there is less chance that their recommendations will be implemented. The dilemma of whether to use external or internal evaluation is as false as that between qualitative and quantitative methods. The solution is always to use the best of both, not just one or the other. (Scriven, 1997, p. 12).

# Empowerment



## GLOBAL



**CROSS  
CULTURAL**

Mexico



Nepal



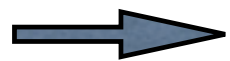
Brazil

Japan



# Key Empowerment Concepts

- Process Use
- Critical Friend
- Cycles of Reflection and Action
- Community of Learners
- Organizational Learning



**Knowledge Utilization**

# Aligning Theories of Action and Use

theory of action

theory of use

espoused

observed behavior



# Empowerment Evaluation

## 3 Steps

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1. Mission
2. Taking Stock
3. Planning for the Future

# Mission

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- Facilitate development of the mission statement
- Group values
- Democratic process
- Making meaning & giving voice

# Taking Stock

## Part I

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- List activities
- Prioritize (dots)

Activities	Prioritization with Dots
Communication	○ ○ ○ ○
Product Development	○ ○ ○ ○ ○ ○ ○
Fundraising	○ ○ ○



# Taking Stock

## Part II

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- Rating 1 (low) – 10 (high)
- Dialogue

Activities	DF	DE	SEC	Averag
Communication	3	6	3	4
Teaching	4	5	9	6
Funding	5	2	1	2.67
Prod. Develop	1	8	4	4.33
Average	3.25	5.25	4.25	<b>4.25</b>

# Planning for the Future

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- Goals
- Strategies
- Evidence

# Interim Measures and 2nd Data Point

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- Taking Stock Represents the Baseline
- Plans for the Future represent Intervention
- Interim Measures - Feedback Loop -  
Midcourse Corrections
- 2nd Taking Stock is a 2nd Data Point -  
Comparing Change Over Time as a Group

# Empowerment Evaluation Principles

1. Improvement	6. Community Knowledge
2. Community Ownership	7. Evidence-based Strategies
3. Inclusion	8. Capacity Building
4. Democratic Participation	9. Organizational Learning
5. Social Justice	10. Accountability

# No. 10 Accountability

- Outcomes or Results
- Arkansas and Hewlett-Packard Examples
  - Reduction in the Number at or Below the 25th percentile
  - Digital Village - largest wireless system in the US (videoconference with Stanford)



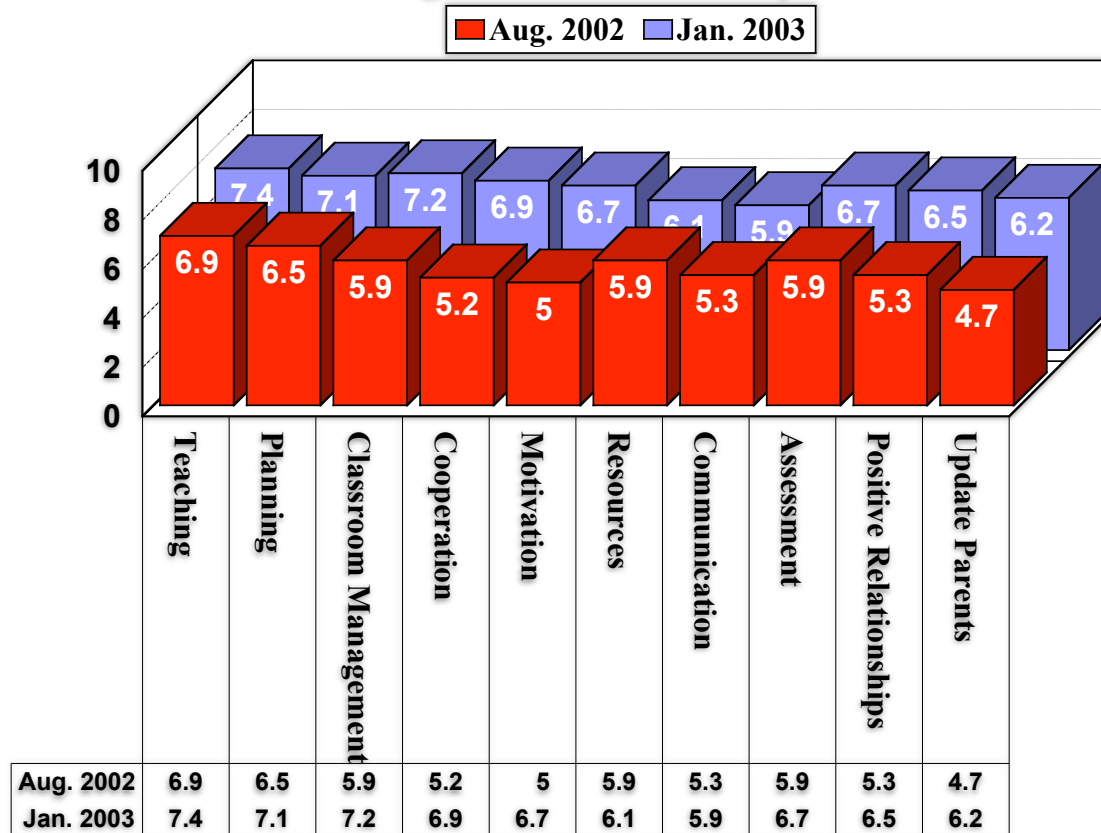
# Arkansas Department of Education

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- Arkansas Department of Education - “Academically Distressed” Delta School Districts (first outcome example)
  - Standards - improved test scores
  - Discipline - reduction of disciplinary incidents
  - Parental involvement - increased participation

# Gains

**Alzheimer Comparison  
August 2002 to January 2003**

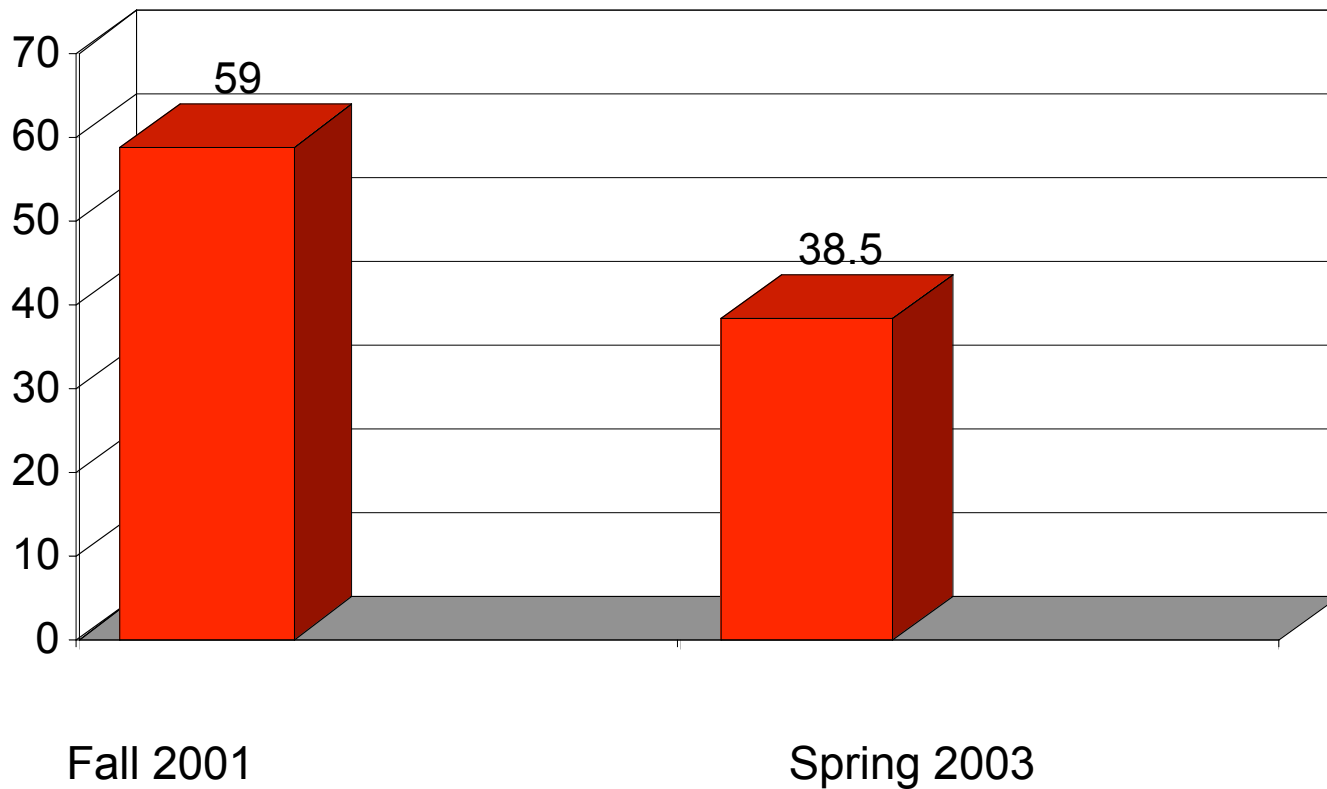




# Test Scores

## Elaine School District

Percent of Students at or below the 25th percentile



# \$15 Million Hewlett-Packard Digital Village

- A second outcome is drawn from a \$15 million **Hewlett-Packard** Digital Village project.
- The outcomes involve building the **largest unlicensed wireless system in the country** (according to the chairman of the FCC)

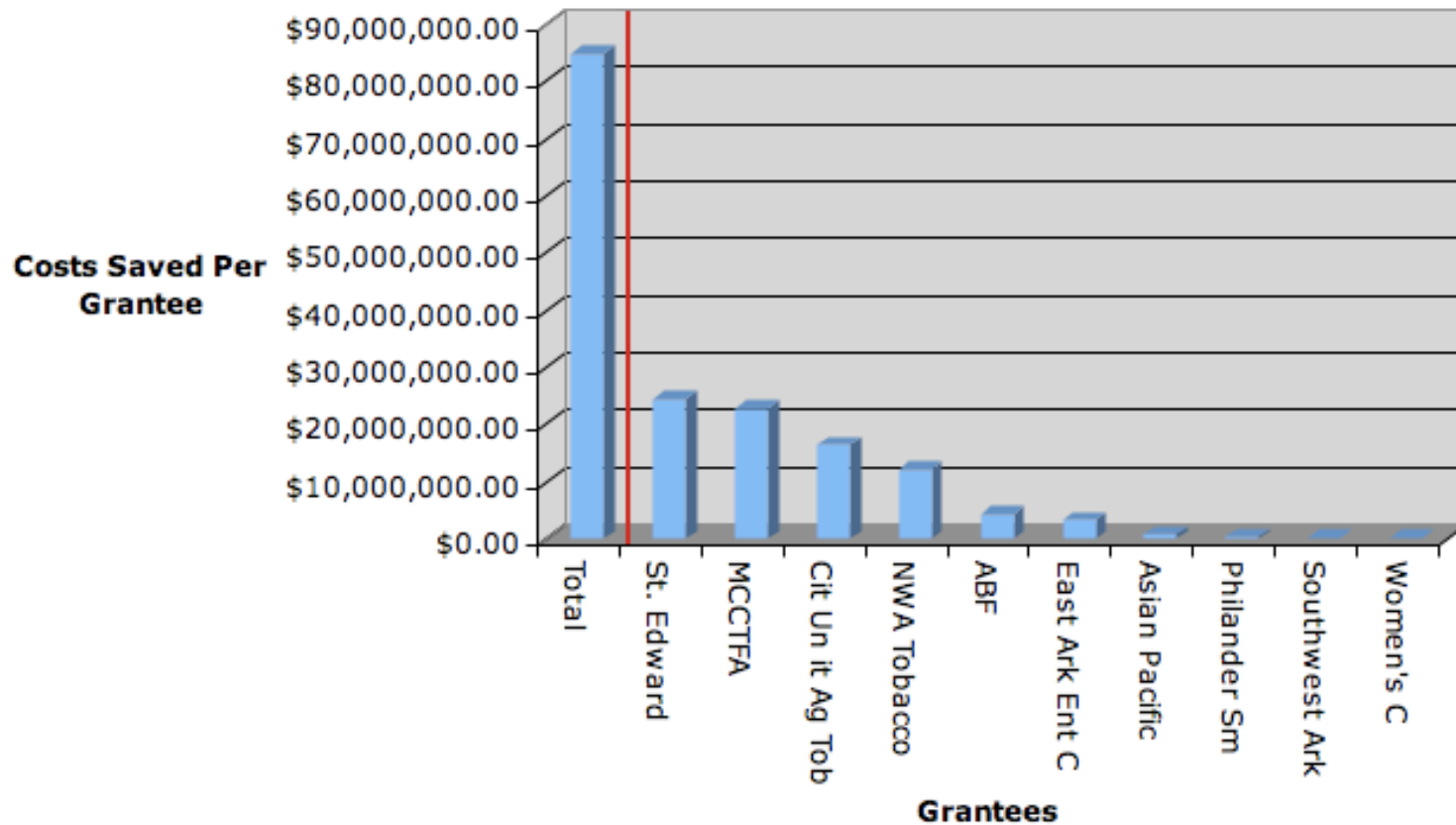


# Arkansas: Tobacco Prevention

- The third outcome involves a reduction in tobacco consumption in the Arkansas Delta. The development of an Evaluation Monitoring System in conjunction with local evaluator training has had an impact on tobacco prevention efforts - **saving the State over \$84 million in excess medical costs.**

# Prevention: ROI

**\$84,756,168 Excess Medical Costs Saved**



# \$84 Million Saved

## Evaluation Monitoring System July 2006

No. Materials	Dist No.	Pledge Quit	Number Quit	Cost Saved PP	Cost Saved	Agency Names
1100000		281	149	153201	22826949	<b>MCCTFA</b>
410		225	107	153000	16371000	<b>Cit Un it Ag Tob</b>
110000		0	79	152683	12061957	<b>NWA Tobacco</b>
2500		11	28	152653	4274284	<b>ABF</b>
12601		322	22	152062	3345364	<b>East Ark Ent C</b>
1700		9	3	152653	457959	<b>Philander Sm</b>
80000		2	1	153000	153000	<b>Southwest Ark</b>
16000		18	5	152653	763265	<b>Asian Pacific</b>
13000		16	1	152653	152653	<b>Women's C</b>
2700		15	0	154759	0	<b>ACE</b>
2000		0	0	152653	0	<b>Lit council</b>
6000		0	0	149600	0	<b>Southeast Ark</b>
19556		238	159	153143	24349737	<b>St. Edward</b>
4827		538	0	152653	0	<b>UAMAS Ark</b>
<b>1371294</b>		<b>1675</b>	<b>554</b>	<b>152669</b>	<b>\$84,756,168.00</b>	
				Average		



# Building Evaluation Capacity

## The Arkansas Evaluation Center



State of Arkansas  
86th General Assembly  
Regular Session, 2007

## A Bill

SENATE BILL 951

By: Senator Wilkins  
By: Representatives E. Brown, Flowers

### For An Act To Be Entitled

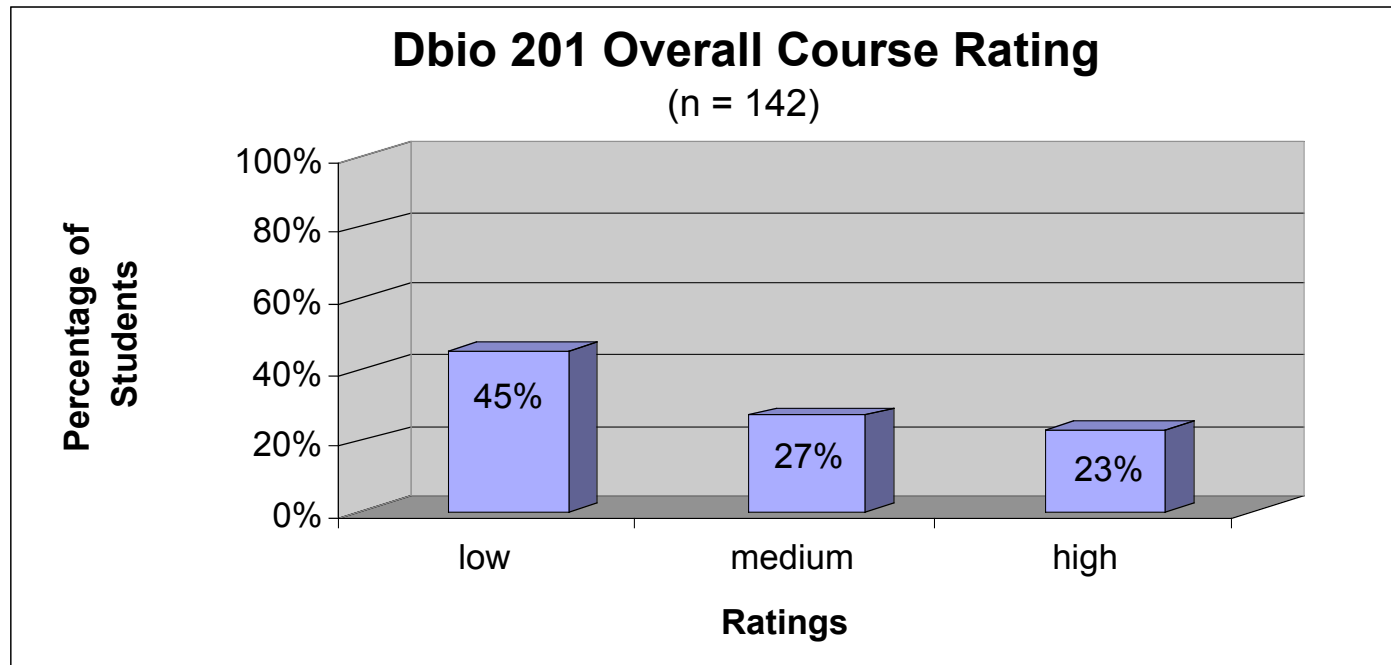
AN ACT TO CREATE THE ARKANSAS EVALUATION CENTER;  
AND FOR OTHER PURPOSES.

# School of Medicine Stanford University

- a fourth outcome example  
focuses on curricular  
transformations
- discovering governance issues  
that were impeding their  
progress
  - the “elephant in the room”

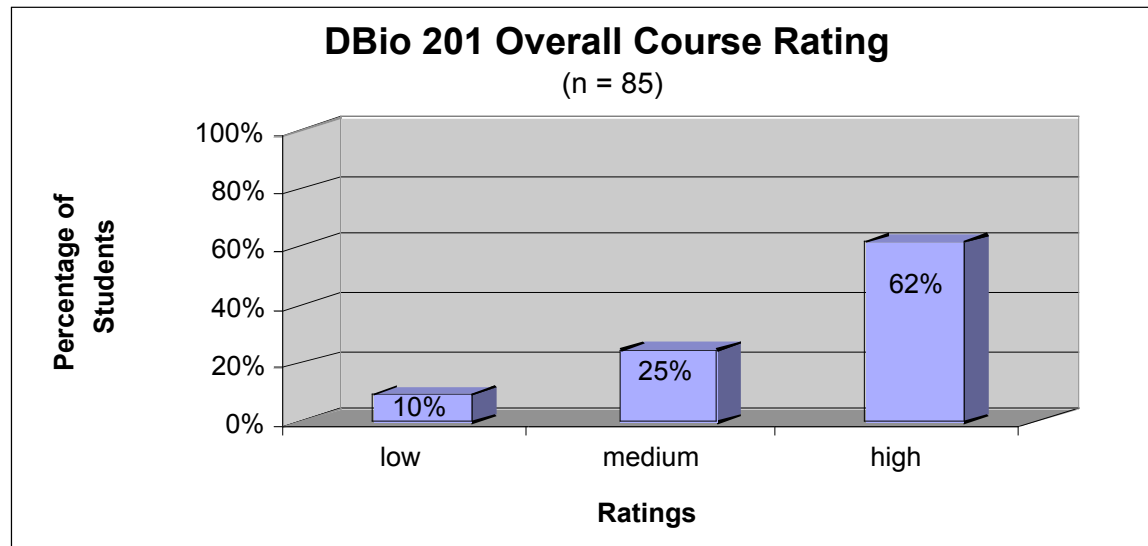


# Before Evaluation Feedback



**45% low and 23% high**

# After Processing Evaluation Feedback



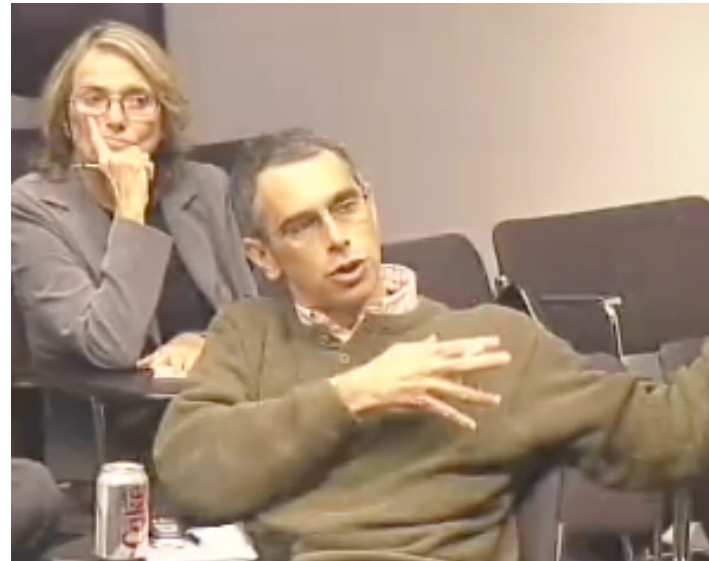
**10% low and 62% high**

# Dialogue



Sustainability  
Requirements  
Communication  
“Dean’s Letter”

“Elephant in the Room”  
Governance



# Tools Convey Values and Attitudes

- egalitarian atmosphere
- cooperation
- respect
- equity
- open communication & transparency
- new frontiers to bridge the digital divide

# Align Tools with the Principles of Empowerment Evaluation

Tech Tools	Features	Contributions
Skype	Free/Inexpensive	Facilitates Communication
Blog	User-friendly	Documents & Shares Achievements
Online Survey	Rigorous & Rapid	Contributes to a Culture of Evidence & Accountability
Google Docs-Excel	Shared Space	Facilitates Collaboration
Digital Pictures	Transparency & Immediacy	Gives Voice, Motivates & Engenders Trust
Picasa & Quicktime	Shared Experience	Celebrates & Extends the Community

# Technological Tools of the Trade: A Metaphor

**ZAPSurvey**

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**Page 1. Topic Survey - Priority Setting**

1. Rate how important it is to cover each topic this fall (August to December 2007).

	High	Medium	Low	Number of Respondents
Submitting papers to professional associations	80% (4)	20% (1)	0% (0)	5
Preparing to present a paper at a professional association meeting	80% (4)	20% (1)	0% (0)	5
Publishing in MedEdPortal (and other online forums)	80% (4)	20% (1)	0% (0)	5
Publishing in traditional academic publications	60% (3)	40% (2)	0% (0)	5
Inviting guest speakers	0% (0)	100% (5)	0% (0)	5
Reviving the Journal Club	60% (3)	20% (1)	20% (1)	5
Presenting tech tools for research and evaluation	60% (3)	20% (1)	20% (1)	5
	Number of Respondents			5
	Number or respondents who skipped this question			0

2. Does the Medical Education Research & Evaluation Group provide you with an opportunity to explore your ideas with colleagues?

	Yes	No	% of Respondents	Number of Respondents
	100.00%	0.00%		5
	Number of respondents			5
	Number or respondents who skipped this question			0

3. Do you feel you are learning new things from your participation in the Medical Education Research & Evaluation Group?

	Yes	No	% of Respondents	Number of Respondents
	100.00%	0.00%		5
	Number of respondents			5
	Number or respondents who skipped this question			0

4. Do you plan on presenting something about your work or a related medical education topic within the next 6 months?

	Yes	No	% of Respondents	Number of Respondents
	100.00%	0.00%		5
	Number of respondents			5
	Number or respondents who skipped this question			0

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**Edit a Question** CANCEL CONTINUE

CHECK SPELLING

Choose a question type

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Rating Scale - One Answer (Horizontal)

- Choice - Multiple Answers (Bullets)
- Choice - One Answer (Bullets)
- Choice - One Answer (Drop Down)
- Date and Time
- Heading
- Image
- Name and Address (General)
- Name and Address (U.S)
- Open Ended - Comments Box
- Open Ended - One Line
- Open Ended - One or More Lines with Prompt
- Rating Scale - One Answer (Horizontal)
- Rating Scale - Matrix
- Ranking Question
- Yes or No

1 Extremely Unsatisfied

2 Unsatisfied

3 Satisfied

4 Extremely Satisfied

Zoomerang



The whole world can talk for free.

**Skype**  
Call for Free  
On the Net



Picasa Web Albums Uploader

**Picasa**  
Share Pictures on  
the Web

**Do View**  
Beta  
Duignan

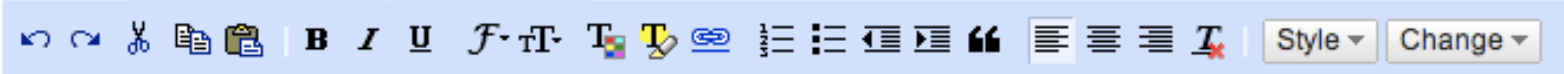


**Quicktime**  
Video on  
the Web

# Google Docs & Spreadsheets

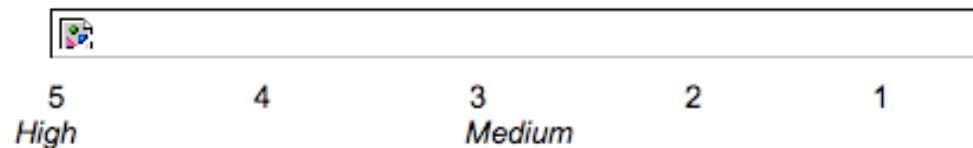
**Baseline Survey** edited on July 4, 2007 8:09 AM by Fetterman and Associates

File Edit Insert Revisions Edit HTML



8) Financial aid information

N/A



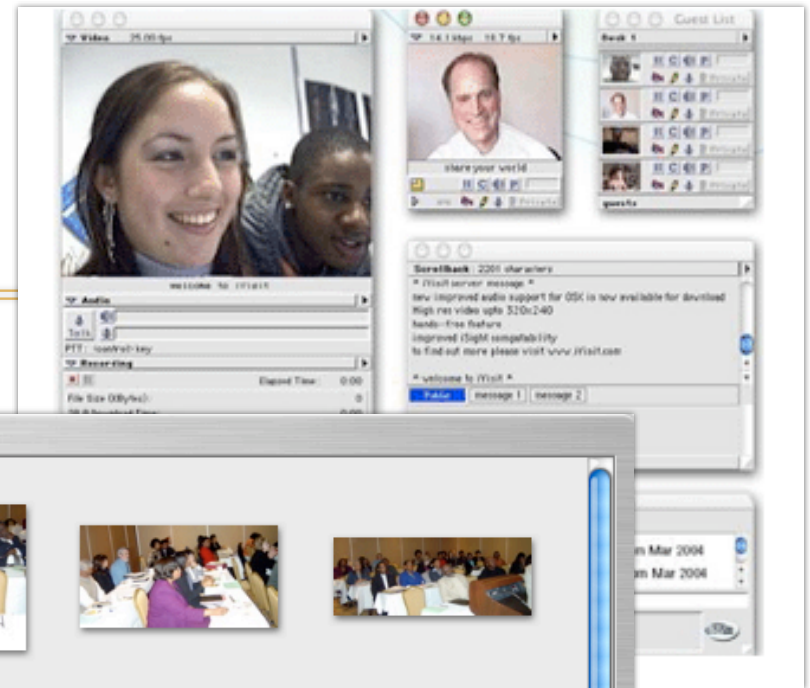
7. Have you applied to medical schools or other health professional schools? (Yes or No)

- a. Which schools did you apply to? (Type)
- Medical school (allopathic, M.D.)
  - Medical school (osteopathic, D.O.)
  - Dental school
  - PA school
  - PT school
  - Nursing school
  - Pharmacy school
  - Other (Please specify: \_\_\_\_\_)



# Videoconferencing

## Digital Photography



# Masterton New Zealand

## Empowerment Evaluation Workshop



# Blog & Web Page

Google:

Empowerment Evaluation or David Fetterman

## Empowerment Evaluation

Welcome to the Empowerment Evaluation Blog. This is a place for exchanges and discussions about empowerment evaluation practice, theory, and current debates in the literature. You are encouraged to participate and engage in dialogue. Select the "Blog This!" phrase on the menu at the top of the screen to your messages. Please contact Dr. David Fetterman, Director of Evaluation in the School of Medicine at Stanford University, if you have any questions or concerns at [profdavidf@yahoo.com](mailto:profdavidf@yahoo.com).

<b>Free Empowerment Evaluation Tools</b>	<b>Skype Free Telephone</b>	<b>Jajah Free Telephone</b>	<b>iVisit Videoconference</b>	<b>Writely Collaborative Writing</b>	<b>Google Spreadsheet contact Dr. Fetterman</b>
					

## Guerrero - Mexico - Empowerment Evaluation



Guerrero - Mexico. [Professor Oscar Figueroa](#), Colegio de Postgraduados, Campus Montecillo, is working in the southern state of Guerrero. He is facilitating an empowerment evaluation with marginalized indigenous communities. He has posted a few photographs of community members engaged in the empowerment evaluation process.



[Dr. Fetterman](#), Stanford University, is a Collaborating Professor at the Colegio de Postgraduados, working with Dr. Figueroa.

## Iran/Tehran - National Research Project



**Iran/Tehran.** Mohamad Hasan Mohaqeqmoein has conducted extensive empowerment evaluation work in Iran. According to Moein, "Arzehyaby tavanmand saz" is the synonym of "empowerment evaluation" in Farsi.

He is an instructor in a higher vocational education center in Tehran. He is working on a national research project focused on the "evaluation and effectiveness of courses in higher vocational education" in Iran.

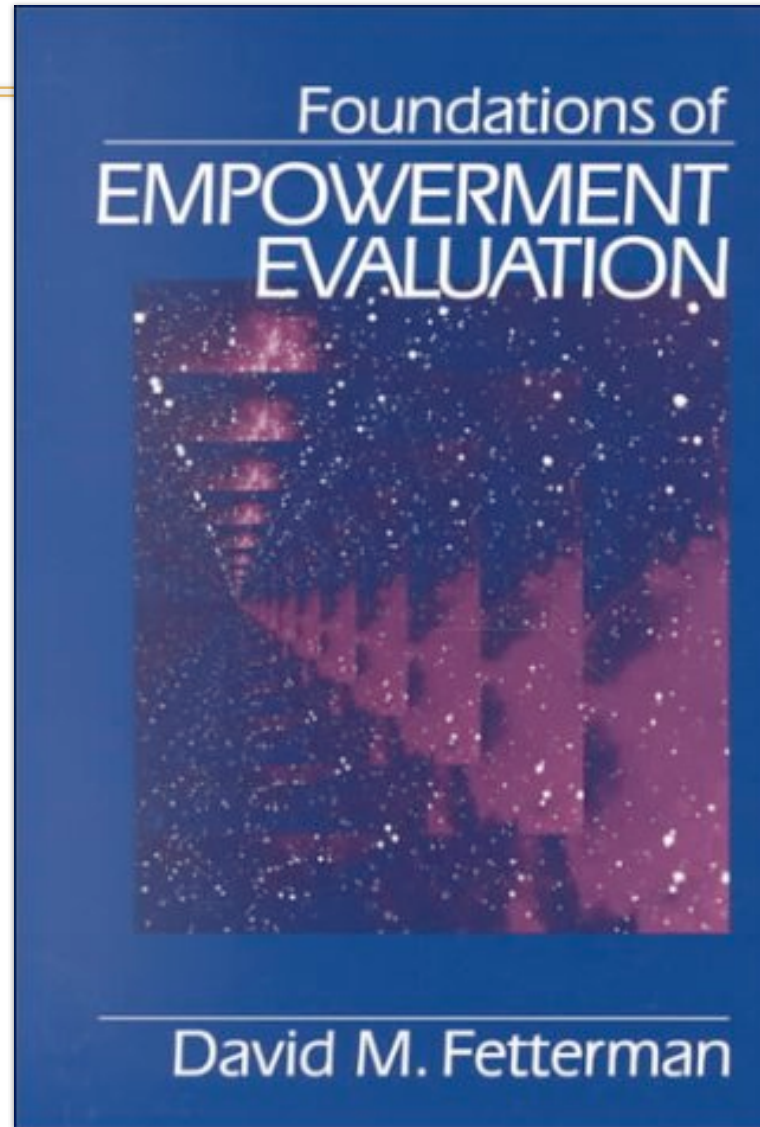
Moein's has conducted additional work on the national level, including efforts centered around the primary school evaluation reform project.



# Questions

- Credibility
- Sustainability
- Cultural Sensitivity

## Empowerment References



## Empowerment References

# EMPOWERMENT EVALUATION

Knowledge and  
Tools for  
Self-Assessment  
& Accountability

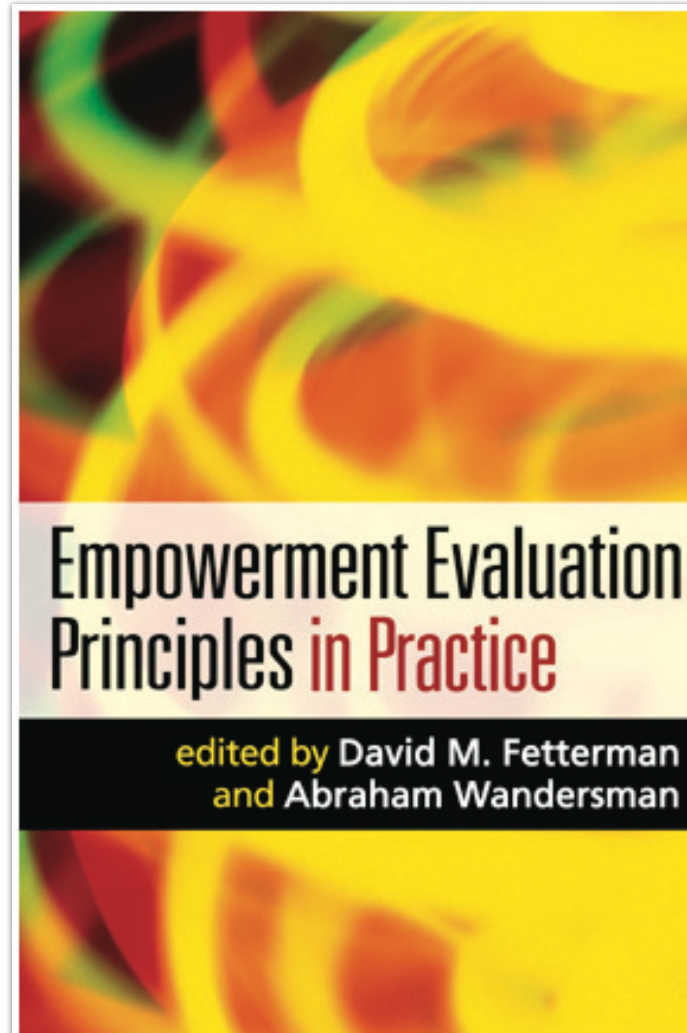


David M. Fetterman  
Shakeh J. Kaftarian  
Abraham Wandersman  
EDITORS



# Empowerment References

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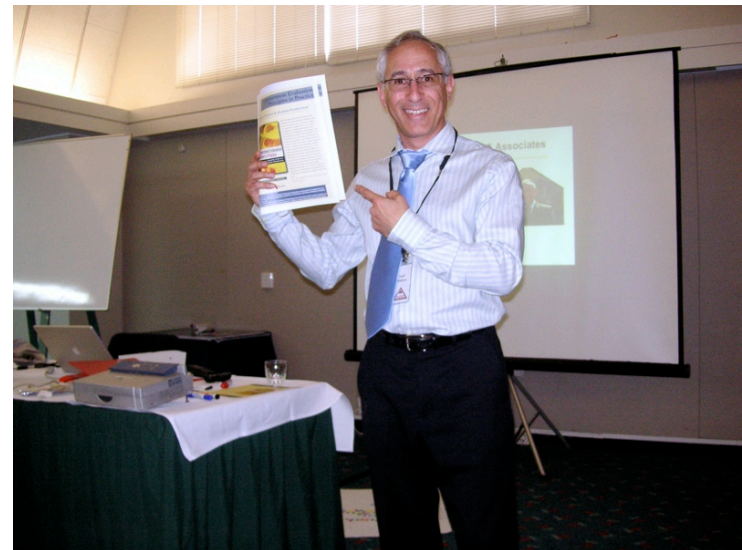


# Fetterman & Associates

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*Stanford University Medical Center*

**Dr. David M. Fetterman**  
**School of Medicine & School of Education**  
**Stanford University**

David M. Fetterman is the Director of Evaluation in the School of Medicine, a Distinguished Visiting Professor of Anthropology at San Jose State University, and Collaborating Professor at Colegio de Postgraduados, in Mexico. Formerly, he was the Director of Evaluation, Career Development, and Alumni Relations in the School of Education at Stanford University. For a decade he was the Director of the MA Policy Analysis and Evaluation Program in the School of Education. He was a Professor and Research Director at the California Institute of Integral Studies; Principal Research Scientist at the American Institutes for Research; and a Senior Associate and Project Director at RMC Research Corporation. He received his Ph.D. from Stanford University in educational and medical anthropology. He has conducted fieldwork in both Israel (including living on a kibbutz) and the United States (primarily in inner-cities across the country). David works in the fields of educational evaluation, ethnography, policy analysis, educational technology, and focuses on programs for dropouts and gifted and talented education.

David is a past-president of the American Evaluation Association and the American Anthropological Association's Council on Anthropology and Education. He has also served as the program chair for each of these organizations.

(continued)

He has conducted extensive multisite evaluation research on local, state, and national levels. David's multisite work has been primarily in urban settings. He conducted a national evaluation of dropout programs for the Department of Education. He has also conducted research on migrant, bilingual, and individuals with disabilities-oriented education programs. David has conducted evaluations for the University of San Francisco and the University of California, Berkeley. He has also provided Stanford's Board of Trustees with a variety of evaluations including: Stanford's Linear Accelerator Center, Stanford University Hospital departments, School of Medicine, the library, and various academic and administrative departments. He also evaluated Stanford's Teacher Education Program for the President of the University.

He has taught in an inner -city high school, two Hebrew schools, and in various university settings. He also served as the Director of an Anti-poverty Program. Although he is recognized for his contributions to the development of ethnography and ethnographic evaluation, his most recent efforts have focused on developing empowerment evaluation -- to help people help themselves. He has used this approach throughout the United States and in South Africa. Empowerment evaluations have been conducted with the Marin Community Foundation's coordinated health access project, Hewlett Foundations \$5 million One East Palo Alto community revitalization project, The Illinois Office of Alcoholism and Substance Abuse and the Office of Mental Health of the Illinois Department of Human Services, Lucille Packard's Children's Hospital, Native American tribal group initiatives, including the Intertribal Council of Michigan, Cambridge College, the California Institute of Integral Studies accreditation, and the \$15 million Hewlett Packard Philanthropy Digital Villages.

(continued)

David was elected a fellow of the American Anthropological Association and the Society for Applied Anthropology. He received both the Paul Lazarsfeld Award for Outstanding Contributions to Evaluation Theory and the Myrdal Award for Cumulative Contributions to Evaluation Practice - the American Evaluation Association's highest honors. David also received the George and Louise Spindler Award for outstanding contributions to educational anthropology as a scholar and practitioner, and the Ethnographic Evaluation Award from the Council on Anthropology and Education.

He received the President's Award from the Evaluation Research Society for contributions to ethnographic educational evaluation. He was also awarded the Washington Association of Practicing Anthropologists' Praxis Publication Award for translating knowledge into action.

David has also worked on the state, national, and international level in the field of gifted and talented education. He created and organized the first and second Gifted and Talented Education Conference at Stanford University.

David received one of the 1990 Mensa Education and Research Foundation Awards for Excellence. Mensa Education and Research Foundation encourages research into the nature, characteristics, and uses of intelligence. The award was made for Fetterman's book *Excellence and Equality: A Qualitatively Different Perspective on Gifted and Talented Education* and articles on gifted and talented education in *Educational Evaluation and Policy Analysis* and *Gifted Education International*.

Fetterman was appointed by the U.S. Department of Education to serve on a panel to select a national center for the gifted and talented. He was selected in part because of his recommendation to create a national center in his book *Excellence and Equality*. Fetterman was a member of the Center's Consultant Bank, advising the National Research Center on the Gifted and Talented. Fetterman was also a member of the Board of Trustees for The Nueva School (a progressive school for gifted and talented children).

(continued)

Dr. Fetterman has taught online for over 10 years in an online Ph.D. program and in classrooms at Stanford University, complementing face-to-face instruction. Dr. Fetterman writes about teaching online and videoconferencing on the Internet in journals ranging from, *Educational Researcher* to *Practicing Anthropology*. He maintains an American Evaluation Association division listserv for collaborative, participatory, and empowerment evaluation. Dr. Fetterman was appointed to the American Educational Research Association's Telecommunications Committee, advising the association in this area.

He has consulted for a variety of federal agencies, foundations, corporations, and academic institutions, including the: U.S. Department of Education, National Institute of Mental Health, Centers for Disease Control, U.S. Department of Agriculture, W.K. Kellogg Foundation, Rockefeller Foundation, Walter S. Johnson Foundation, Annie E. Casey Foundation, Marin Community Foundation, Hewlett Foundation, Hewlett Packard Philanthropy, Knight Foundation, Arkansas Department of Education, Syntex, the Independent Development Trust in South Africa, Early Childhood Research Institute on Full Inclusion, and universities throughout the United States and Europe. He has also consulted for various foreign agencies and ministries such as the Ministry of Education in Japan.

Fetterman is the General Editor for Garland/Taylor and Francis Publication's Studies in Education and Culture series. He has contributed to a variety of encyclopedias including the *International Encyclopedia of Education*, the *Encyclopedia of Human Intelligence*, and the Encyclopedia of Social Science Research Methods. He is also the author of *Empowerment Evaluation Principles in Practice*, *Foundations of Empowerment Evaluation*, *Empowerment Evaluation: Knowledge and Tools for Self-assessment and Accountability*; *Speaking the Language of Power: Communication, Collaboration, and Advocacy*; *Ethnography: Step by Step (2<sup>nd</sup> edition)*; *Qualitative Approaches to Evaluation in Education: The Silent Scientific Revolution*; *Excellence and Equality: A Qualitatively Different Perspective on Gifted and Talented Education*; *Educational Evaluation: Ethnography in Theory, Practice, and Politics*; and *Ethnography in Educational Evaluation*.