

Empowerment Evaluation

Japan

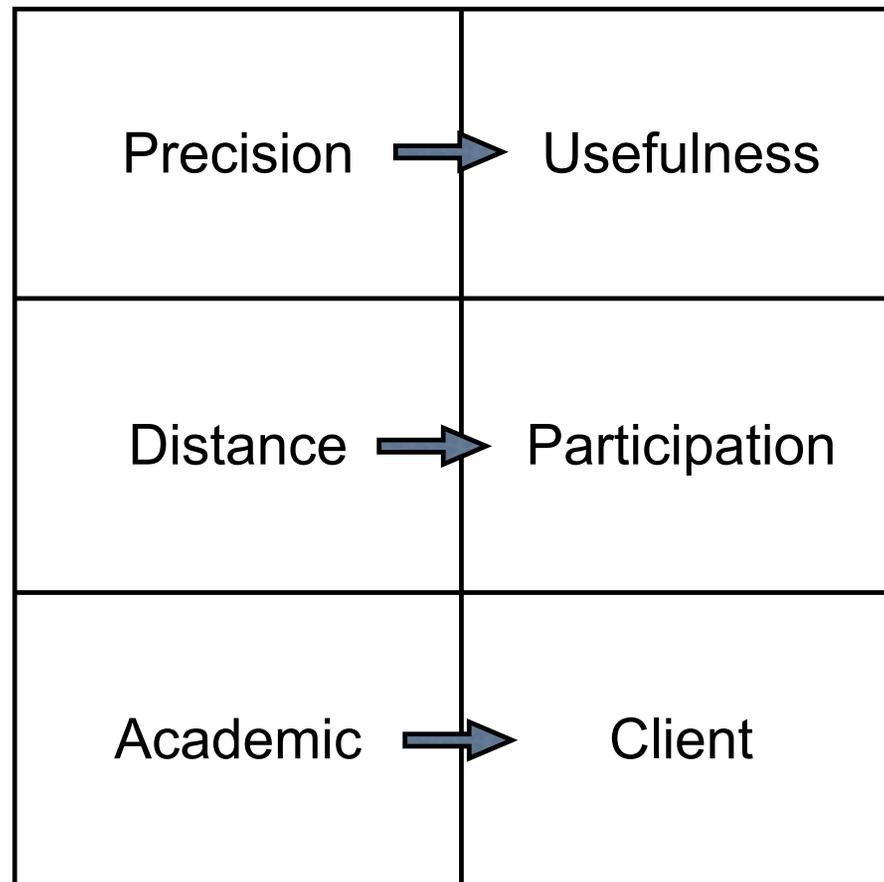
Dr. David M. Fetterman
Stanford University

Empowerment Evaluation Web Page

- Charter members
- Newsletters
- Free software and web links to conduct self-assessment
- Book reviews
- URL
www.stanford.edu/~davidf/empowermentevaluation.html

History of Evaluation Last 25 Years

Trends



Additional Historical Background

- Johnson Administration

 - War on Poverty

 - Social Programs

 - Evaluation

Contrasts & Conflicts

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

Empowerment Evaluation

3 Steps

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

Mission

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

Taking Stock Part I

- List activities
- Prioritize (dots)

Activities	Prioritization with Dots
Communication	
Product Development	
Fundraising	

Taking Stock

Part II

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

Activities	DF	DE	SEC	Average
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	

Planning for the Future

- Goals
- Strategies
- Evidence

Interim Measures

2nd Data Points

- 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
2. Community Ownership
3. Inclusion
4. Democratic Participation
5. Social Justice

Empowerment Evaluation Principles

6. Community Knowledge
7. Evidence-based Strategies
8. Capacity Building
9. Organizational Learning
10. Accountability

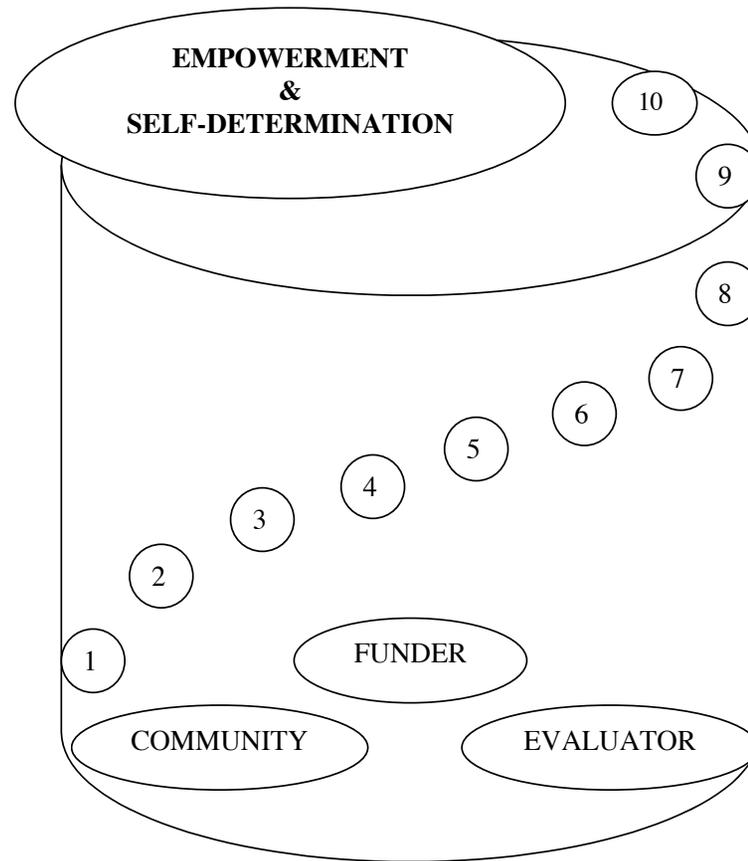
Tripartite Partnership

- Community
- Evaluator
- Donor

Fluid Capacity of EE

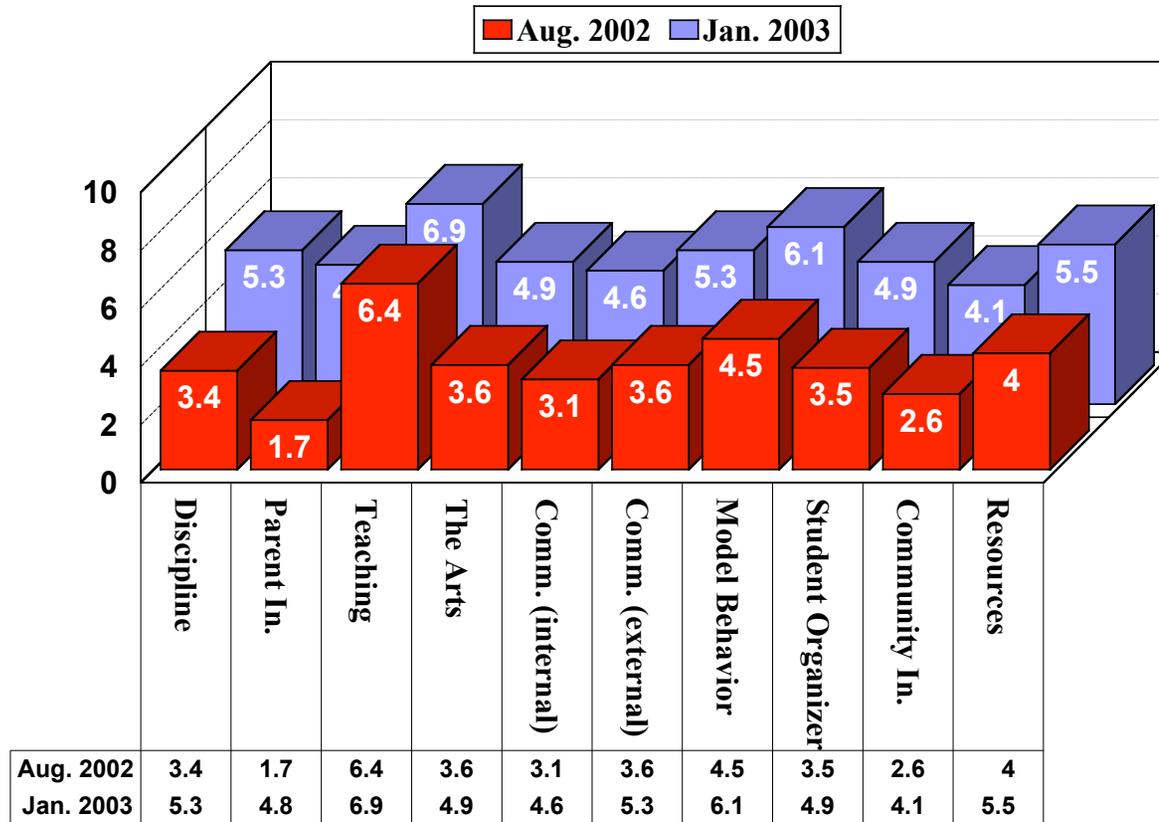
- Visualize the fluid capacity of empowerment evaluation and self-determination in a social container. The community, funder, and evaluator provide structural integrity for the container. The 10 principles guide the collaboration. The interaction between participation and the principles result in a rising level of empowerment and self-determination.

Visualize the Social Container



Elaine - Enabling Features Comparisons

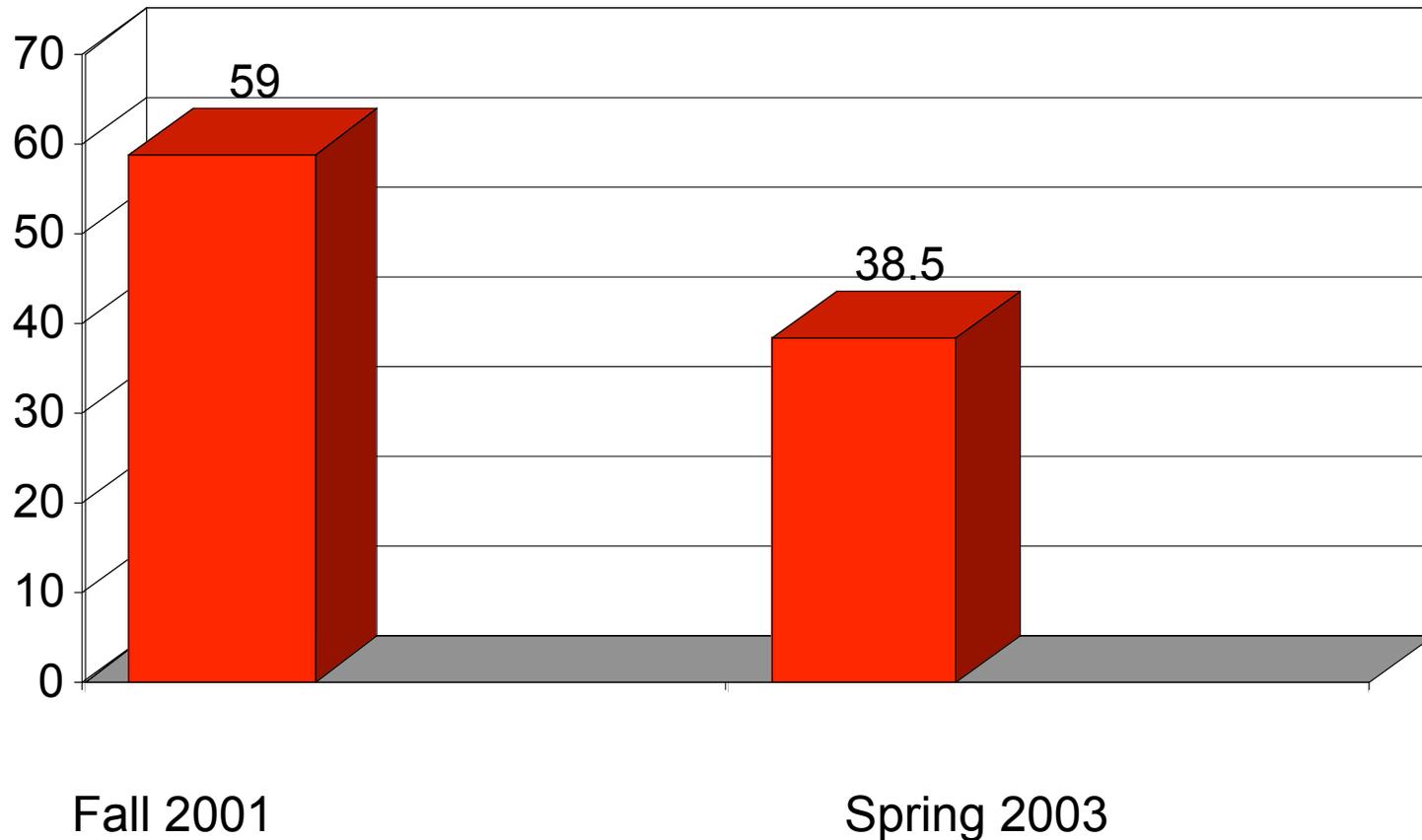
Elaine Comparison
August 2002 to January 2003



Arkansas Delta

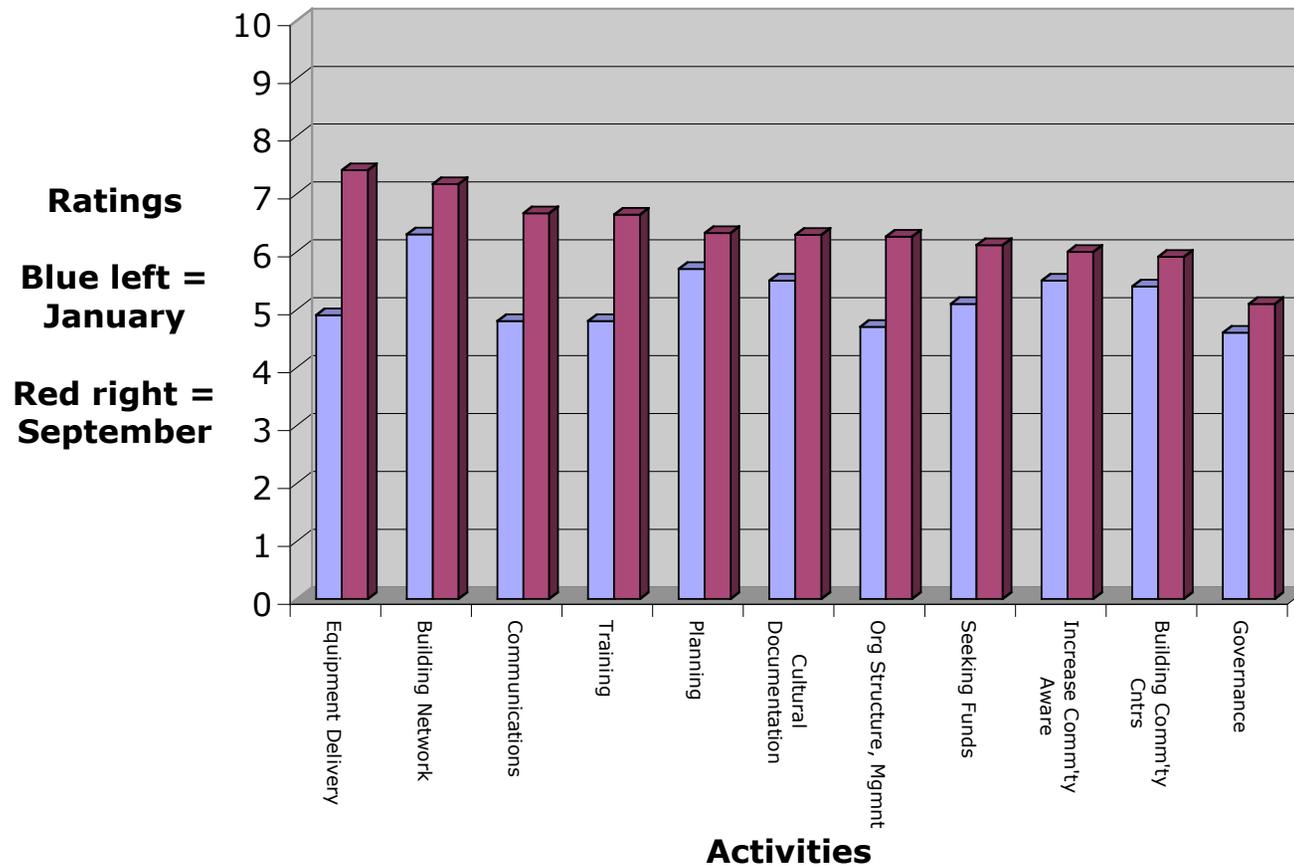
Elaine School District

Percent of Students at or below the 25th percentile



Tribal Digital Village Comparisons

TDV Comparison January/February & September



Hewlett-Packard \$15 Mil Digital Village



Summary

Focus on Improvement

- **Mission**
Values and focus
- **Taking Stock**
Baseline
- **Plans for the Future**
Blueprint for action
Monitoring change over time
- **Interim Measures - Feedback Loop**
- **2nd Data Point - Group & Organizational Learning**

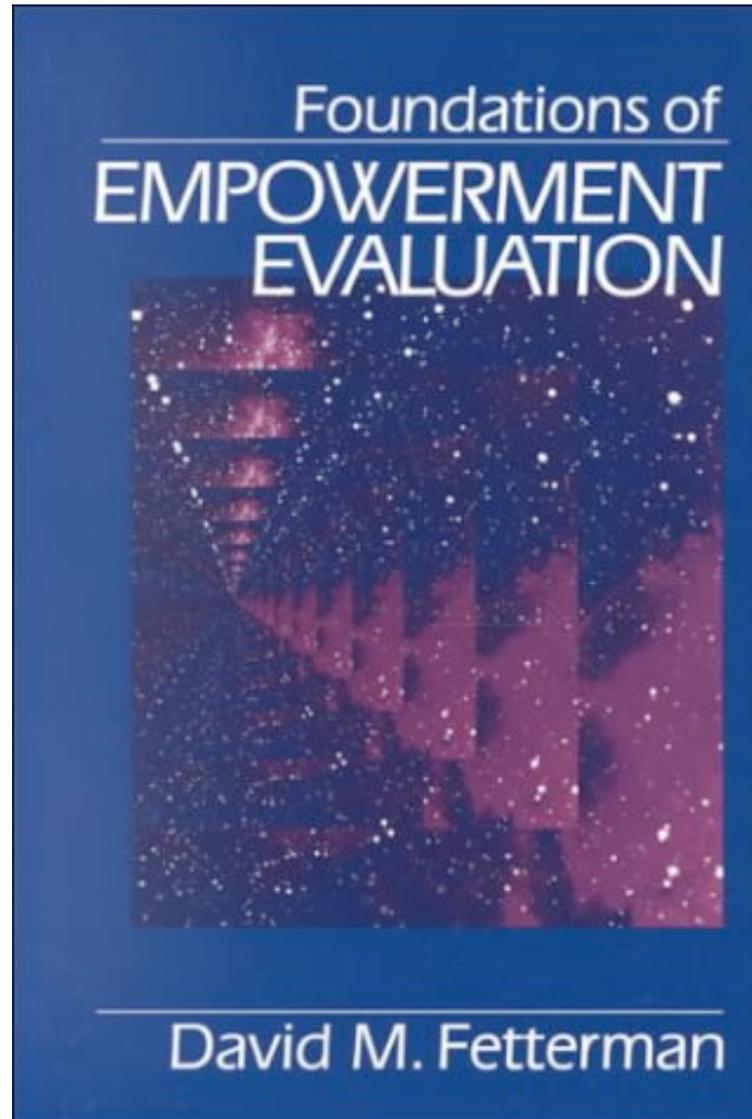
Empowerment Evaluation Working Session Timeframe

- **Mission**
1 to 2 hours
- **Taking Stock**
2 to 3 hours
- **Plans for the Future**
2 to 3 hours, followed by several meetings
- **Interim Measures - Interviews, Surveys**
- **2nd Data Point - 2nd Taking Stock**

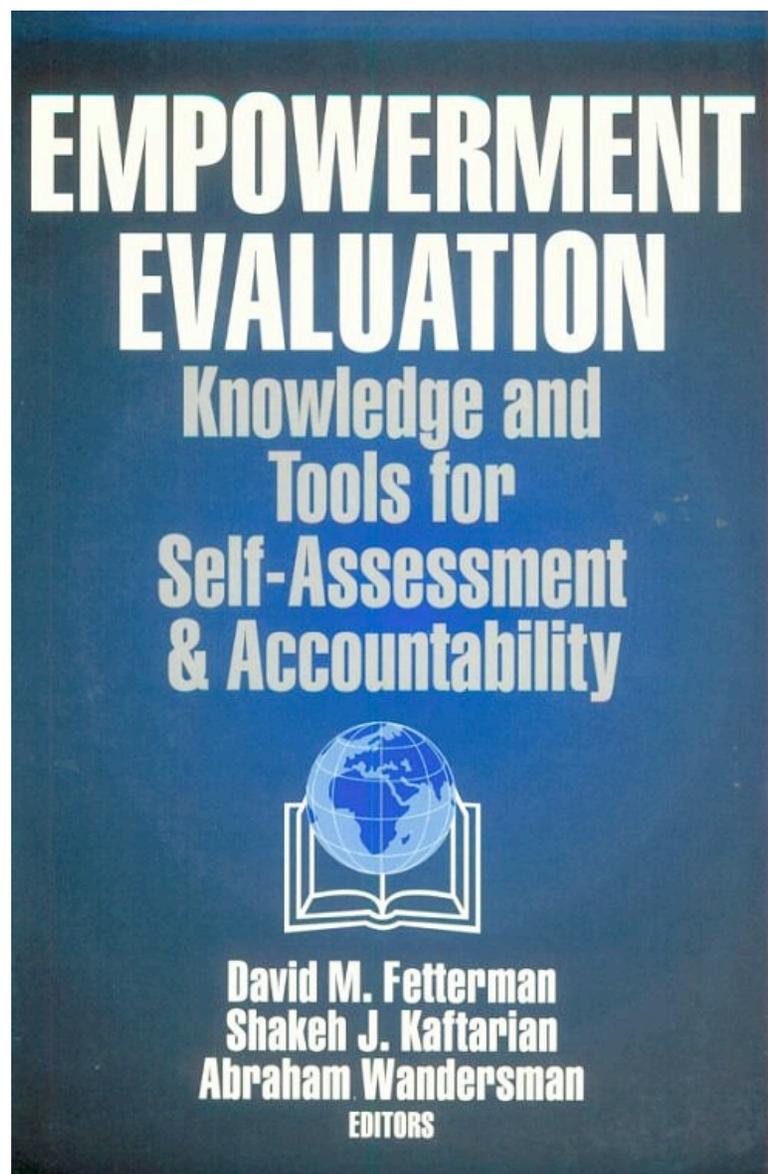
Empowerment Evaluation Implementation Timeframe

- Mission
Workshop, consensus time, revisit as needed
- Taking Stock
Workshop, consensus & discussion time, revisit
- Plans for the Future
Workshop, additional meetings, integrate into normal meetings, revisit on an ongoing basis (internalize and institutionalize)
- Interim Measures - Interviews, Surveys, etc.
- 2nd Data Point - 2nd Taking Stock Session

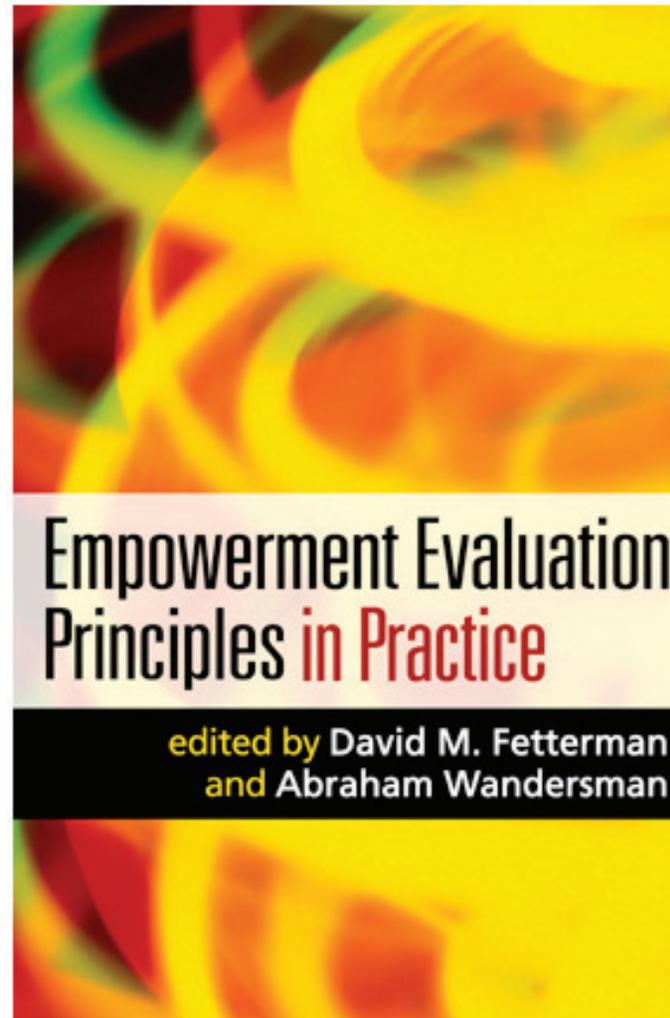
Empowerment References



Empowerment References



Empowerment References



Empowerment Evaluation References

- Fetterman, D.M. & Wandersman, A. (2004). *Empowerment Evaluation Principles in Practice*. New York: Guilford Publications.
- Fetterman, D.M. (2001). *Foundations of Empowerment Evaluation*. Thousand Oaks, CA: Sage.
- Fetterman, D.M., Kaftarian, S., and Wandersman, A. (1996). *Empowerment Evaluation: Knowledge and Tools for Self-assessment and Accountability*. Thousand Oaks, CA: Sage.

Empowerment Evaluation Ministry of Education in Japan



**EMPOWERMENT EVALUATION
IN JAPAN**

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David M. Fetterman is a member of the faculty and the Director of Evaluation, Career Development, and Alumni Relations in the School of Education at Stanford University. He is also a member of the Medical School at Stanford University. For the last decade he was the Director of the MA Policy Analysis and Evaluation Program in the School of Education. He was formerly 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.

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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 three year 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.

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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*. The center is in operation and Fetterman is a member of the Center's Consultant Bank, currently advising the National Research Center on the Gifted and Talented. Fetterman is also a member of the Board of Trustees for The Nueva School (a progressive school for gifted and talented children).

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Dr. Fetterman has taught online for over 7 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 recently 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* (2nd 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*.