Identifying and Measuring Empowerment

Kate Roberts

Roberts Evaluation Pty Ltd

The program

9.30am	Introduction to the day
9.40 – 10.00am	Network exercise
10.00am – 10.30am	Evaluation: planning, approaches and techniques
10.45am – 12md	**6 skills of empowerment and their evaluation** Critical thinking (exercise) Planning Communication Facilitation (exercise) Networking Leadership
12md – 12.30pm	**Indicators of empowerment**

Purpose

The purpose of this workshop is to provide some insight on how to:

Identify the skills needed for empowerment

Measure empowerment
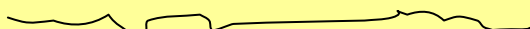
Network Exercise

Work as a whole group.

1. Identify who has a direct connection with someone else in the group
   a. Is it a strong connection often used?
   b. Is it regarded as an important connection?
2. Identify who has a connection with someone in the organisations represented by the participants in this group
   a. Is it a strong connection often used?
   b. Is it regarded as an important connection?
3. Identify those with whom participants in this group would like to have a connection and a connection is possible
4. Identify those others with whom it is difficult to have a connection

Take a piece of butchers' paper and as a group draw your network.

A dark line is for a strong connection ━━━━━━━━

A thin line is for a weak connection ────────

A dotted line is for a wishful connection ─ ─ ─ ─ ─ ─ ─

A jagged line is for a difficult connection ～～～～～

Ask each other if the status quo as represented by the links is good. If not, what can be improved?

Definition of evaluation

*Evaluation is about the **systematic collection and analysis** of processes, outputs and outcomes to allow us to make **statements, judgments, claims and conclusions** which have the potential to impact on **current and future decision-making**.*

Clarifying the evaluation

Wissemann's Steps

1. **Clarify the evaluation request**.

2. **Focus the evaluation**

3. **Identify information needs**

4. **Identify information sources and data collection methods.**

5. **Decide on the methods of data analysis and reporting procedures**

6. **Sequence evaluation activities and produce a written evaluation plan, including timelines and assigned responsibilities (where necessary).**

Evaluation Levels	Project Description	Objectives/ Indicators	Information needed to measure/ monitor	Evaluation methods to capture information
Broader impact	Social economic environmental outcomes			
Direct effects	Practice changes			
	KASA changes			
	Reactions			
	People Involvement			
Internal project factors	Activities process			
	Resources Management			
Outside project control	Context/ Related projects.			

Methods to collect the data needed to answer our questions

❑ **Asking questions**
- Surveys (face to face; mail; internet; phone; fax; e-mail)
- Focus groups
- Structured debriefs/ workshops
- Story-telling (most significant change; narrative approach; drama)

❑ **Observing**
- Structured observation

❑ **Analysing outputs**
- Text/audio/print analysis
- Literature/report reviews
- Photos/videos/drawings

Impact Evaluation

There are two key areas of impact for projects operating under the Group Facilitation/Empowerment model:

- Impact on empowerment as an end in itself

- Expected resulting impact on broader economic, environmental and social objectives

Some background Terms

Capacity building	is defined by the Cooperative Venture for Capacity Building as…*externally or internally initiated processes designed to help individuals and groups associated with rural Australia to appreciate and manage their changing circumstances, with the objective of improving the stock of human, social, financial, physical and natural capital in an ethically defensible way*
Natural capital	renewable and non-renewable resources found in nature; useful and required for human existence
Human capital	knowledge, health, skills and general ability of individuals to contribute to their own and others' satisfaction
Produced capital	goods and services produced through human effort including both physical and financial knowledge
Social capital	the glue holding communities together, a product of interactions and can be characterised in terms of structure (eg. formal, informal) and its qualities (eg. norms of trust and reciprocity)

Evaluation toolbox

- Likert scales
- Checklist
- Continuum
- Sociogram
- Story/narratives/Most significant change

Likert scale

How would you rate yourself in the following areas on a scale of 1-10, where 1 = very low, and 10 = very high (Please tick the box ☑).

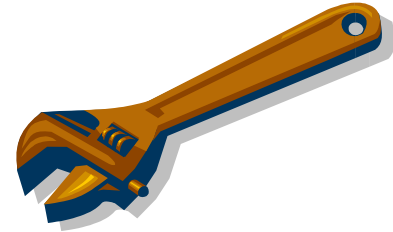*Ability to <u>identify</u> specific issues that are affecting you*

❏ 1 ❏ 2 ❏ 3 ❏ 4 ❏ 5 ❏ 6 ❏ 7 ❏ 8 ❏ 9 ❏ 10

Ability to <u>trial</u> ways to address the issues affecting you

❏ 1 ❏ 2 ❏ 3 ❏ 4 ❏ 5 ❏ 6 ❏ 7 ❏ 8 ❏ 9 ❏ 10

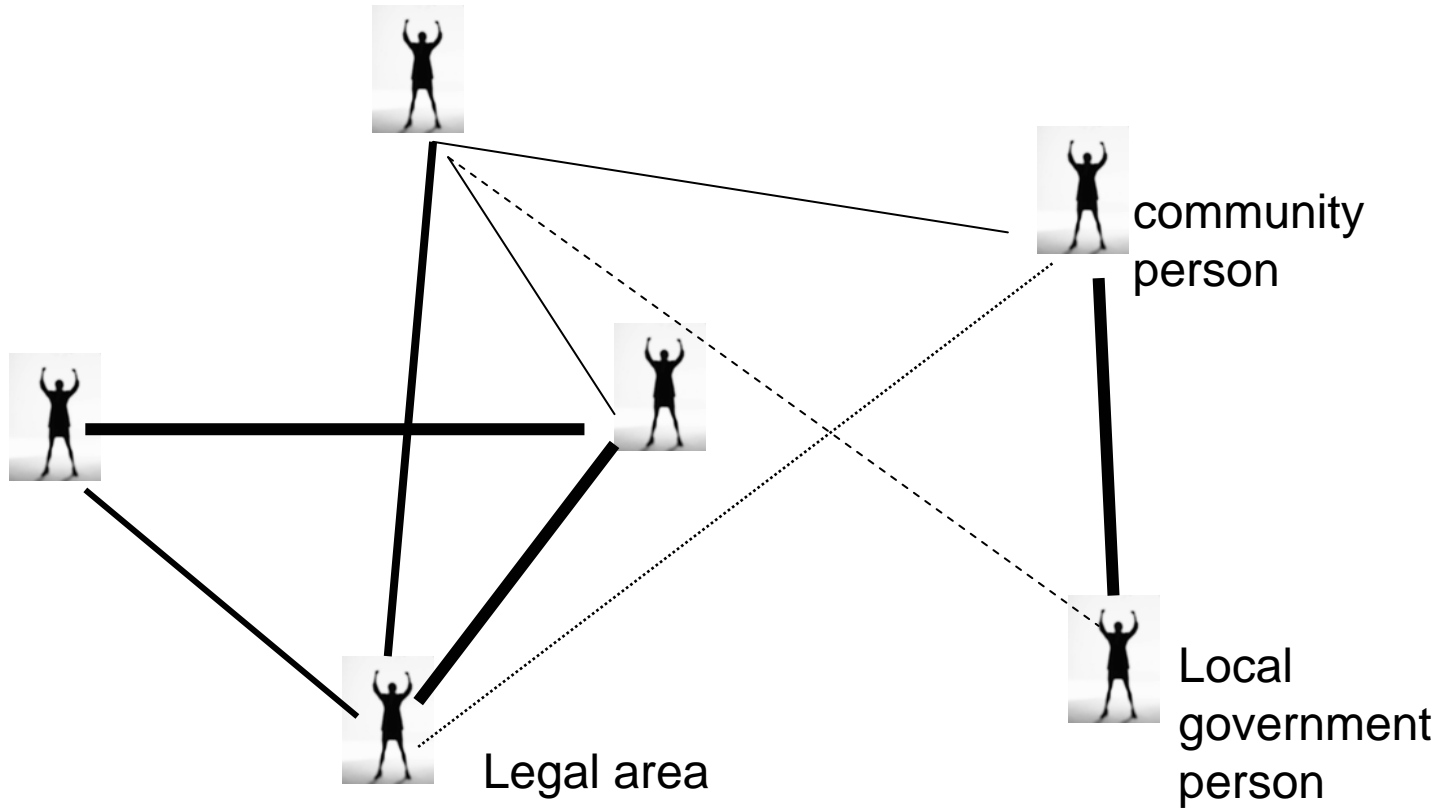*Ability to <u>consider</u> the <u>implications</u> of trial results for you*

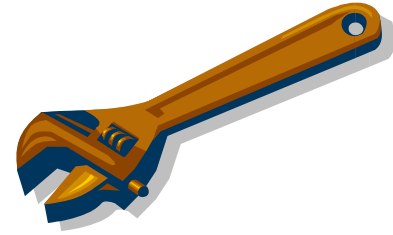❏ 1 ❏ 2 ❏ 3 ❏ 4 ❏ 5 ❏ 6 ❏ 7 ❏ 8 ❏ 9 ❏ 10

Checklist

- ❑ Displays XXXX skills
- ❑ Demonstrates the ability to XXXX
- ❑ Uses XXXX skills
- ❑ Applies XXXX skills
- ❑ Displays XXXX role
- ❑ Able to XXXX
- ❑ Reflects XXXX

Sociogram

community person

Legal area

Local government person

Stakeholder	Strength of contact 0 - 5	Importance to your business 0 - 5	Notes
Neighbours/ other producers			
Agribusiness/ Resellers			
Banks			
Consultants (eg. RCS)			
Burdekin Dry Tropics Natural Resource Management field staff			
MLA			
DPI&F Extension			
DPI&F Researchers			
DPI&F Economists			
AgForce			
Other? (please list)			

Narrative Pro Forma

Structured narratives are ways of capturing impact as they occur. They are short stories following a set structure and provide a link between the project activities and desired outcomes. These provide both an illustration of impact as well as start to quantify what is happening on the 'ground' when there are enough narratives systematically collected, collated and analysed.

1. Date
2. Contributed by
3. The issue are that is captured in the narrative
4. The situation of the producer/stakeholder.
5. The specific activities/processes etc which triggered a change
6. The change (new understanding, attitudes, practice etc) that occurred
7. The observed/expected impact of that change
8. Other comments/observations

Skills associated with empowerment – long list

- Critical thinking;
- Conceptual knowledge
- Planning
- Communication
- Effectiveness/ "sense of efficacy"
- Social Intelligence/emotional intelligence
- Time management
- Facilitation
- Conflict resolution/ negotiation
- Problem solving
- Community cooperation/ networks
- Leadership
- Access to institutions and resources (political, legal, economic, social)
- Financial independence (cf. welfare dependence)

Skills associated with empowerment

1. Critical thinking (to include problem solving)
2. Planning
3. Communication (to include, social intelligence, emotional intelligence, conflict resolution/ negotiation)
4. Facilitation
5. Community cooperation/ networks
6. Leadership

1. Critical thinking

- Dispositions of critical thinkers :
  - Being habitually inquisitive
  - Engaging problems and making decisions
  - Caring that their beliefs are true and that the decisions be justified
  - Representing a position honestly and clearly (theirs as well as others)
  - Caring about the dignity and worth of every person.

- Abilities of critical thinkers
  - Reflect
  - Clarify
  - Judge
  - Make suppositions
  - Use auxiliary critical thinking abilities.

Lost at Sea Exercise

· You and your team of X people have chartered a yacht.

· None of you have any previous sailing experience, and you have hired an experienced skipper and two-person crew.

· As you sail through the Southern Pacific Ocean a fire breaks out and much of the yacht and its contents are destroyed.

· The yacht is slowly sinking.

· Your location is unclear because vital navigational and radio equipment has been damaged.

· The yacht skipper and crew have been lost whilst trying to fight the fire.

· Your best guess is that you are approximately 1000 ks South West of the nearest landfall.

· You and your friends have managed to save the following 15 items, undamaged and intact after the fire.

What you have

1. A sextant	9. A small transistor radio
2. A shaving mirror	10. 20 square feet of Opaque plastic sheeting
3. A quantity of mosquito netting	11. Shark repellent
4. A 20L can of water	12. 1L of 100% proof rum
5. A case of army rations	13. 4m nylon rope
6. Maps of the Pacific Ocean	14. 2 boxes of chocolate bars
7. A floating seat cushion	15. A fishing kit
8. A 2L can of oil/petrol mixture	

• In addition to the above, you have salvaged a (X-2) person rubber life craft.

• The total contents of your combined pocket's amounts to a packet of cigarettes, three boxes of matches and three $10 notes.

• The items are scattered all over the yacht and you won't have enough time to gather them all before the yacht sinks.

What are you going to do?

Your chances of survival will depend upon your ability to rank priorities in their relative order of importance.

2. Planning

- Planning processes
- Program logic

Inputs	→	Activities	→	Outputs	→	Outcomes	→	Impact

3. Communication

Included social intelligence,
emotional intelligence, conflict
resolution/ negotiation

– The ability to communicate
with others
– Listening skills
– Transferring information –
the ability to create a
message
– Conflict management skills
– Negotiation skills
– Advocacy
– Motivational skills
– Knowledge of self

4. Networks

The attributes of networks:

- Who is in them, who is not, who falls through
- What they can be used for

The value of a network can be measured:

- Usefulness in economic and social terms
- Reach and diversity
- Contribution to change

5. Facilitation

Associated with facilitation are tools and techniques and an attitude of guiding rather than leading, of helping rather than taking control.

- Indicators to look for when assessing an individual's facilitation skills might include:
    - How the facilitator organises the group of individuals to create interaction
    - What tools they use to solve particular issues
    - How they resolve difficult situations such as conflict and stalemates
    - How much control the group has over the material, the process and the final outcome.
    - "Individual"/group participants using facilitation skills as part of group activities/discussions

Exercise

- Create a logo that represents this group
- Use the materials provided to you

6. Leadership

- Understanding and managing change
- Leadership styles
- Understanding and valuing personality differences
- Working in a group
- Building high performance teams
- Decision making process
- Taking your organisation into the future

Exercise: Methods for Skills

Now that we have discussed the skills associated with empowerment, which methods of data collection do you think best suit the skills?

	Critical thinking	Planning	Commun-ication	Facilitation	Networks	Leader-ship
Likert						
Checklist						
Sociogram						
Continuum						
Narrative						

When has empowerment been achieved?

Indicators of empowerment

- Have faith in one's own capabilities and approach difficult tasks as a challenge rather than a threat
- Have knowledge of self
- Recover after failure
- Have a commitment to truth
- Are collaborative and open in communication
- Respect others
- Have the capacity to make choices and to transform those into desired actions and outcomes
- Have access to institutions and resources (political, legal, economic, social)
- Have financial independence (cf. welfare dependence)
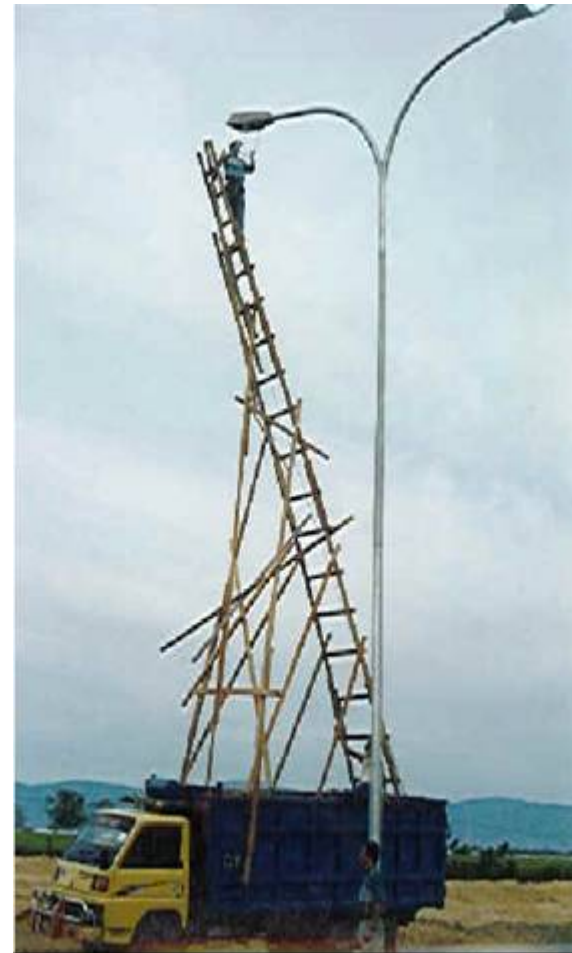
How empowered are you?

Exercise 5. How empowered are you?

Think about your workplace, in terms of feeling empowered how would you rate yourself out of 10 for each of the indicators?

See manual © Roberts Evaluation Pty Ltd

Exercise. How empowered are you?

Think about your workplace, in terms of feeling empowered how would you rate yourself out of 10 for each of the indicators? If you score is very high, think of a situation where you would like to feel more empowered and score yourself again.

Have faith in own capabilities and approach difficult tasks as a challenge rather than a threat	/10
Have knowledge of self	/10
Recover after failure	/10
Have a commitment to truth	/10
Are collaborative and open in communication	/10
Respect others	/10
Have the capacity to make choices and to transform those into desired actions and outcomes	/10
TOTAL	

Now look at each of the skills below and their indicators. Indicate with a tick (✓) which skills would you work on to improve your score?

SKILLS NEEDED FOR EMPOWERMENT	INDICATORS Ability to:
Critical thinking	☐ Analyse and reflect, to think 'outside the square'. ☐ Synthesise and provide examples of how problems/ issues can be addressed. ☐ Evaluate and make judgements about situations.
Planning skills	☐ Understand the planning process. ☐ Take oneself or a group through a planning process and cycle.
Communication skills	☐ Listen ☐ Be assertive ☐ Manage conflict ☐ Communicate with others – institutions, community, government etc ☐ Transferring information. ☐ Level of comfort/ confidence/ competence interacting with others
Networking skills	☐ Contact with others – individuals and groups. ☐ Have a diversity of the contacts
Facilitation skills	☐ Understand the principles and processes of facilitation ☐ Taking a lead in facilitating family/ group/ industry/ community processes
Leadership	Understand and implement of leadership principles

Summing up

- What are the key messages for you that have come out of today's workshop?

- What will you be able to use?