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Editor

Bruce B. Frey
University of Kansas

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2455 Teller Road
Thousand Oaks, California 91320
E-mail: order@sagepub.com

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1 Oliver's Yard
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SAGE Publications Asia-Pacific Pte. Ltd.
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investment. These business-related ideas and terms are becoming part of the field of evaluation, affecting how some frame criteria for program success. As other fields affect evaluation, evaluation professionals are reaching out to other professional groups for collective learning and collaboration.

Dominica McBride

See also American Evaluation Association; Culturally Responsive Evaluation; Data; Data-Driven Decision Making; Educational Research, History of; Evaluation; Great Society Programs; Testing, History of

Further Readings

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EVALUATION CAPACITY BUILDING

Evaluation capacity building (ECB) is an approach for helping people learn how to conduct an

evaluation and think evaluatively in the process. ECB is designed to help people acquire evaluation knowledge, skills, and attitudes and apply them appropriately in practice. According to Donald Compton, Michael Baizerman, and Stacey Hueftle Stockdill, ECB involves efforts to develop and sustain practices within organizations and make the use of evaluation processes and practices routine. The goal of ECB is to increase evaluation capacity in order to increase the probability staff members will assess and document the implementation and impact of their programs.

ECB is being used by community-based organizations, religious institutions, government agencies, foundations, and private industry. It represents a group or institutional understanding of the value of evaluation to improve performance. There are many contextual factors that influence the effectiveness of ECB professional learning and development. For example, access, expense, motivation, incentive, and degree of difficulty influence the type of ECB training selected and/or needed. A culture of inquiry and supportive leadership enhances the quality of ECB.

The approaches used in ECB training vary from providing templates and information sources to complete immersion and control of an evaluation. Experienced evaluators may only need a tip in a blog posting to enhance their capacity. However, an individual new to the field may enroll in a workshop or course for a more extensive introduction to evaluation. The remainder of this entry discusses resources for ECB training and different approaches to involving stakeholders in conducting an evaluation.

Training Resources

Professional Associations

Professional associations offer ECB training, including the American Educational Research Association, American Public Health Association, Australasian Evaluation Society, Canadian Evaluation Society, Southeast Evaluation Association, and the American Psychological Association. For example, the American Evaluation Association has numerous ECB training resources, including its AEA365 blog; its 20-minute AEA Coffee Break

webinars; its longer, more in-depth eStudy webinars; and workshops at its conferences.

Coursework

Formal coursework in ECB is offered in both face-to-face and online programs, including those at Claremont Graduate University, Western Michigan University, University of Minnesota, University of Connecticut, Syracuse University, University of Illinois Urbana-Champaign, University of California, Los Angeles, University of Cape Town, and University of Wisconsin-Stout.

Additional Organizations Providing Evaluation Training

Government agencies and private organizations, including the U.S. Government Accountability Office, the National Science Foundation, and the RAND Corporation, provide both online and printed evaluation training materials, including the U.S. Government Accountability Office and the National Science Foundation. One of the most widely used evaluation capacity building training documents is *Getting to Outcomes 2004*, a publication authored by Matthew Chinman, Pamela Imm, and Abraham Wandersman and published by RAND. It provides a 10-step approach to conducting a self-assessment.

Extensive materials are also available from the Centers for Disease Control and Prevention. Its Program Performance and Evaluation Office provides an extensive list of useful ECB resources. Program-specific evaluation training materials include "Introduction to Program Evaluation for Comprehensive Tobacco Control Programs," "Framework for Program Evaluation," and "Key Outcome Indicators for Evaluating Comprehensive Tobacco Control Programs." The Republic of South Africa distributes "Basic Concepts in Monitoring and Evaluation." Foundations provide evaluation training materials, such as the W. K. Kellogg Foundation, Annie E. Casey Foundation, the Robert Wood Johnson Foundation, the United Way, Amherst H. Wilder Foundation, and the Northwest Connecticut Community Foundation.

There are extensive online resources for ECB; some of these are listed in the suggested readings and websites at the end of this entry.

Stakeholder Involvement Approaches to Building Capacity

One of the most effective and sustainable forms of ECB involves direct stakeholder involvement in conducting an evaluation. The primary stakeholder involvement approaches to evaluation, with a focus on capacity building, include collaborative, participatory, and empowerment evaluation. A brief comparison of these approaches, focusing on the role of the evaluator, can help evaluators select the most appropriate approach for the task at hand, given their local context. Elements to consider when selecting an approach include the purpose of evaluation, time, resources, existing community, staff members and leadership, program participants, evaluator capacity, organizational and/or community culture, and commitment to capacity building.

Collaborative evaluators are in charge of the evaluation, but they create an ongoing engagement between evaluators and stakeholders. This can contribute to a stronger evaluation design, enhanced data collection and analysis, and results stakeholders understand and use. *Participatory* evaluators jointly share control of the evaluation. Participatory evaluations range from having program staff members and participants participate in an evaluator's vision of the evaluation to having an evaluation that is jointly designed and implemented by the evaluator and program staff members. Participants are encouraged to become involved in defining the evaluation, developing instruments, collecting and analyzing data, and reporting and disseminating results.

Empowerment evaluators view program staff members, program participants, and community members as in control of the evaluation. However, the empowerment evaluators do not abdicate their responsibility and leave the community to conduct the evaluation solely by itself. They serve as critical friends or coaches to help keep the process on track, rigorous, responsive, and relevant. Empowerment evaluations are not conducted in a vacuum. They are conducted within the conventional constraints and requirements of any organization. However, participants determine how best to meet those external requirements and goals.

The type and level of ECB is determined by the type of stakeholder approach selected. For

example, collaborative evaluation capacity training will enhance skills associated with evaluation design, data collection, and analysis. However, collaborative evaluation capacity training does not prepare stakeholders to lead an evaluation in the future, in part because the evaluator remains in charge and there is little provision or opportunity for staff or participants to take responsibility for the evaluation. Similarly, participatory evaluation may provide evaluative capacity building in the areas of evaluation design, data collection, analysis, and reporting. It may also provide development in the area of shared decision making. However, evaluative capacity building in a participatory approach may only partially prepare people to conduct an evaluation in the future because decision making is not completely handed over to staff and/or community members.

Empowerment ECB training enhances evaluation design, data collection and analysis, and reporting. It is also expected to prepare staff and participants to implement their own evaluations in the future in part because staff and participants are placed in charge of the evaluation. Empowerment ECB training also contributes to self-determination for programs and stakeholders.

David Fetterman and Jason Ravitz

See also American Educational Research Association; American Evaluation Association; American Psychological Association; Empowerment Evaluation; Evaluation, History of; Evaluation Versus Research

Further Readings

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Websites

- American Evaluation Association Collaborative, Participatory, and Empowerment (CP&E) Evaluation Topical Interest Group (TIG): comm.eval.org/cpetig/home
- American Evaluation Association STEM Education and Training Topical Interest Group: comm.eval.org/stemeducationandtraining/home
- Better Evaluation: betterevaluation.org
- Community Tool Box: ctb.ku.edu/en/table-of-contents
- EvalPartners: evalpartners.org
- Foundation Center's Tools and Resources for Assessing Social Impact: trasi.foundationcenter.org/
- Free Resources for Program Evaluation and Social Research Methods: gsociology.icaap.org/methods/
- Online Evaluation Resource Library: oerl.sri.com
- University of Wisconsin Cooperative Extension, Program Development and Evaluation (PD&E): fyi.uwex.edu/programdevelopment/

EVALUATION CONSULTANTS

Evaluation consultants provide their expertise in evaluation and applied research on a temporary basis to a wide range of organizations. They assess program effectiveness and efficiency, answer policy questions, provide advice, and support organizational change. They design and implement tools to collect relevant information; review, analyze, and synthesize that information; and make judgments, report findings, and provide recommendations to improve organizational performance. As contractors, not employees, they have no authority to implement the changes they recommend.