Standards for enhancing meaningful engagement of youth in evaluation

Self reporting assessment sheet for academia

Do not write in this section

Scorecard

Please do not type in the Scorecard section. The values will be added here automatically as you fill out the assessment.

Total rating	**87**	#NAME?
1. Leadership and accountability		14
2. Practice		24
3. Advocacy and capacity development		11
4. Knowledge management and communication		18
5. Human resources		12
6. Financial resources		8

Overall performance of the academic institution based on the total rating
Overall rating 0 to 24 – missing minimum requirement
Overall rating 25 to 48 – approaching minimum requirement
Overall rating from 49 to 72 – meeting minimum requirement
Overall rating from 73 to 96 – exceeding minimum requirement

Start here

Quick links & guidance on how to use the assessment sheet

Youth in Evaluation standards overview

Standards for academia

This assessment sheet is created for you to self-assess your organization's implementation of Youth in Evaluation standards.

Choose the value from the drop down menu in the next section to start your assessment.

Fill out below

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Reporting year	**2025**

1. Leadership and accountability

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Comments
1.1 Academic institution commitment to the youth in evaluation manifesto	1.1.1 Academic institution declares commitment to meaningful engagement of youth in evaluation by signing the Youth in Evaluation manifesto	1.1.2 The academic institution takes action to deliver on the commitment	1.1.3 The academic institution reports the progress on the commitment		TSNUK officially signed the manifesto. The university integrates youth into research projects, organizes trainings on evaluation, and involves students in institutional assessments. Ensuring transparency and showcasing specific initiatives in this year report will strengthen the institution's accountability and leadership in this area
		2		2	

	1.2 Leadership support for the institutional policy on teaching evaluation	1.2.1 Leadership support the development of an institutional policy on teaching evaluation in undergraduate courses irrespective of discipline	1.2.2 Availability of institutional policies on academic development, quality control, and research and training that integrate evaluation	1.2.3 Availability of an action plan led by the leadership at the institutional level to orient students on evaluation, following the policy		Leadership support for teaching evaluation is evident through the long-standing UNIDOS monitoring survey, launched by the Faculty of Sociology in 2009. This initiative integrates student-led evaluation of various aspects of education and student life, showing a clear commitment to assessment practices across disciplines. Institutional policies on academic development, quality assurance, and evaluation are well established. The Regulation on the System of Quality Assurance of Education and the Educational Process (2020, amended 2024) provides a structured framework for monitoring, evaluation, and student involvement. Sections 9 and 10 address continuous and external quality assurance, ensuring a systematic approach to evaluation. A leadership-driven action plan for student orientation on evaluation is embedded within Section 3 (Student-Centred Learning, Teaching, and Assessment) of the regulation. This section explicitly outlines strategies for engaging students in evaluating educational programs and institutional policies, reinforcing TSNUK's commitment to participatory evaluation.
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	1.3 Leadership support for the policy on evaluation courses	1.3.1 Leadership support the policy decision on standalone courses on evaluation offered by the institution	1.3.2 Academic institution takes initiative to develop and offer standalone courses on evaluation	1.3.3 Academic institution incorporates modules on evaluation into existing courses		Leadership support for standalone evaluation courses is evident in the Social Technologies study program, which includes multiple accredited evaluation-focused courses. This reflects an institutional commitment to fostering evaluation expertise. The development and offering of standalone courses on evaluation is actively pursued through courses like Evaluation Research Techniques, Fundamentals of Social Audit, and Sociological Assessment of Human Capital. These courses provide specialized training in evaluation methods. Integration of evaluation modules into existing courses is well established. Evaluation-related content is embedded across multiple programs, including Sociology, Applied Sociology, Sociological Support of Management Processes, and Gender Studies, ensuring that students across disciplines gain exposure to evaluation principles. TSNUK's structured approach to evaluation education, supported by NAQA accreditation, ensures that evaluation skills are systematically incorporated into the curriculum.
		1	2	3	6	
	Total points for leadership and accountability				**14**	

2. Practice

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Notes and comments
2.1 Curriculum development on evaluation	2.1.1 Curriculum on evaluation is developed by the institution as (1) a module in existing courses and/or (2) a standalone course	2.1.2 Inclusion of core and elective courses in the curriculum that offer a basic understanding of evaluation, including methods and tools	2.1.3 Teaching faculty is oriented/trained to undertake curriculum on evaluation		Development of evaluation curriculum is evident through both standalone courses (Evaluation Research Techniques, Fundamentals of Social Audit, Sociological Assessment of Human Capital) and embedded M&E modules in Sociology, Applied Sociology, Sociological Support of Management Processes, and Gender Studies programs. Inclusion of core and elective courses ensures students receive a foundational understanding of evaluation, including key methods and tools. The diverse course offerings demonstrate a commitment to equipping students with essential evaluation competencies. Faculty expertise in evaluation is well-established. With several lecturers being members of the Ukrainian Evaluation Association and the Centre for Social Audit, the faculty remains actively engaged in the practical evaluation of social projects and programs in Ukraine. This ensures that teaching is grounded in real-world evaluation practice, enhancing the quality and relevance of instruction.
	1	2	3	6	
2.2 Capacity-building on academic courses	2.2.1 Courses related to development, governance and public policy offer adequate teaching on evaluation in the related fields	2.2.2 Capacity-building workshops are organized by institutions that are beyond the formal curriculum of the academic programmes conducted by the institution	2.2.3 A long-term academic programme is launched to build the capacities of students in evaluation		Courses on development, governance, and public policy include evaluation training. The program learning outcomes emphasize: diagnosing and interpreting social problems, using advanced sociological research methods, producing reports and scientific publications based on evaluation findings. Capacity-building workshops outside formal curricula are provided through: the annual conference on internal quality assurance, which includes workshops on survey methods for institutional decision-making; the three-year international project "Education for Democratic Citizenship," which integrates M&E principles across its modules on governance, civic engagement, and EU policies. This initiative strengthens evaluation capacity-building for students and key stakeholders in the political, public, and civil sectors. A long-term academic program for student capacity-building in evaluation is embedded in the Social Technologies study program, which includes standalone evaluation courses and M&E modules across multiple
	1	2	3	6	

	2.3 Establishment of academic units	2.3.1 Institutions take the initiative to establish academic units for evaluation	2.3.2 Institutions establish academic units for evaluation	2.3.3 Academic units for evaluation offer and manage courses on evaluation		The Department of Education Quality Assurance serves as a central unit for methodological and organizational support of education quality policies, coordinating and monitoring evaluation efforts across the university. The Internal Audit Department functions as an independent unit, ensuring compliance with regulations, assessing internal control systems, and providing recommendations for management improvement and prevention of inefficiencies. The Higher Education Quality Monitoring Sector conducts trainings for experts in higher education quality assurance. Trainers bring practical experience and have completed trainer certification under the project "Formation of a Network of Higher Education Quality Assurance Experts."
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	2.4 Young graduates from diverse groups are considered for learning opportunities on evaluation	2.4.1 Learning opportunities on evaluation incorporate diversity considerations for participation of young graduates	2.4.2 Diverse youth participate in learning opportunities on evaluation	2.4.3 Young graduates from diverse groups get an opportunity to engage in evaluation		TSNUK has a strong institutional commitment to diversity and inclusion in evaluation learning opportunities, as reflected in its Strategy for Ensuring Gender Equality (2023). This strategy explicitly prioritizes egalitarianism, non-discrimination, and accessibility, ensuring that evaluation training and engagement opportunities are open to young graduates from diverse backgrounds. The inclusive and intersectional approach guarantees broad and meaningful participation of students, regardless of gender, background, or identity. The proactive and transparent policies foster an environment where all students, including underrepresented groups, can take part in evaluation training and research. The monitoring and evaluation component of the strategy ensures that participation is not just encouraged but actively tracked and improved, providing real engagement opportunities for graduates.
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	Total points for practice				**24**	

3. Advocacy and capacity development

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Notes and comments

	3.1 Create opportunities for evaluation experience	3.1.1 Design an academic–industry/policy/market/ government interface mechanism through which students can be exposed to the real-world evaluation experience	3.1.2 Engage students with evaluation stakeholders through formal and informal interactions in the form of events, workshops and lecture series	3.1.3 Students get internships in the industry/development sector/government on evaluation assignments to gain hands-on experience		TSNUK has developed a strong academic–industry/policy/government interface for exposing students to real-world evaluation experiences through research collaborations, external evaluations, and internships. TSNUK ensures that students gain hands-on experience in evaluation by engaging them in large-scale, high-impact studies supported by international organizations, NGOs, and government agencies. Participation in external evaluations of humanitarian, social, and development programs equips students with practical skills in impact assessment, policy evaluation, and grant monitoring. Students collaborate with stakeholders such as the Swiss Agency for Development and Cooperation (SDC), UNICEF, the European Union, USAID, and various NGOs. Their involvement in M&E projects across various sectors ensures direct interaction with policymakers, social impact professionals, and evaluation experts. TSNUK students actively participate in internships and research assignments focused on real-world evaluation projects in social services, governance, economic resilience, education, and decentralization.
			2	3	5	
	3.2 Advocacy for academic courses on evaluation	3.2.1 Institutions advocate with the university regulatory body (e.g. University Grants Commission) to promote academic courses on evaluation	3.2.2 University regulatory body approves academic courses on evaluation	3.2.3 Academic courses on evaluation are initiated		TSNUK has successfully integrated evaluation-focused courses into its academic structure through a rigorous accreditation process. Rather than direct university-level approval, TSNUK follows a structured regulatory framework where expert groups develop educational programs and their components, ensuring that evaluation courses meet academic and industry standards. The university's long-standing commitment to M&E education is reflected in the continuous inclusion of M&E components in accredited programs. All programs containing M&E components have been accredited by the National Agency for Quality Assurance in Education (NAQA), meeting national higher education standards. The Social Technologies study program, which includes dedicated M&E courses, has been accredited since 2013, demonstrating its long-term institutional commitment to evaluation education. TSNUK has consistently offered evaluation-related courses across multiple disciplines, with M&E modules embedded in Sociology, Applied Sociology, and Social Technologies programs.
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	Total points for advocacy and capacity development				**11**	

4. Knowledge management and communication

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Notes and comments
4.1 Stakeholder engagement for knowledge management	4.1.1 Institutions engage with stakeholders in the evaluation ecosystem to produce knowledge on evaluation, including on meaningful youth engagement in evaluation	4.1.2 Knowledge on evaluation that is produced, including on meaningful youth engagement in evaluation, is widely disseminated to provide broad access to all stakeholders	4.1.3 The evaluation community, including youth and YEEs, utilizes the knowledge on evaluation, including on meaningful youth engagement in evaluation		TSNUK collaborates with international organizations, NGOs, government agencies, and academic institutions to conduct applied research, external evaluations, and policy assessments. The university's participation in projects such as UNICEF's social services assessment, the EU-funded "Public for Democratization" evaluation, and the Economic Resilience Program of Ukraine (ERP) showcase active stakeholder engagement in producing evaluation-related knowledge. Faculty members are part of the Ukrainian Evaluation Association and the Centre for Social Audit, reinforcing TSNUK's role as a key knowledge hub for evaluation research in Ukraine. The university shares its findings through academic conferences, workshops, and reports. TSNUK students and YEEs are directly involved in evaluation projects, applying knowledge gained through coursework and fieldwork in real-world impact assessments. Students and alumni contribute to policy evaluations, social impact assessments, and monitoring frameworks, ensuring that evaluation knowledge is actively applied
	1	2	3	6	

	4.2 Encourage research on topics related to evaluation	4.2.1 Institutions encourage research on evaluation topics through academic programmes including undergraduate/ masters/PhD programmes conducted by the faculty	4.2.2 Institutions encourage supervision of research on evaluation topics through academic programmes including undergraduate/ masters/PhD programmes conducted by the faculty	4.2.3 Institutions publish research on evaluation		TSNUK's Social Technologies study program, as well as its Sociology and Applied Sociology programs, offer students opportunities to engage in evaluation-focused research as part of their coursework and internships. Undergraduate and graduate students are encouraged to explore evaluation methodologies, social research techniques, and policy assessments through both individual and group research projects. Faculty members at TSNUK, many of whom are active members of the Ukrainian Evaluation Association and the Centre for Social Audit, provide supervision and mentorship to students conducting research on evaluation and M&E topics. TSNUK publishes research on evaluation through academic journals, reports, and conference proceedings. The university has a strong tradition of publishing findings from evaluation studies, such as the Social Impact Study of DYVOHRA's grant project and the external evaluations of the "Living on Equal" program. These publications contribute to the dissemination of knowledge in the academic and professional communities.
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	4.3 Communication and advocacy on topics related to youth in evaluation	4.3.1 Speeches on evaluation and youth engagement in evaluation are made at events held at the university	4.3.2 Speeches on evaluation and youth engagement in evaluation are made at external events	4.3.3 The academic institution hosts evaluation conferences focused on the theme of youth in evaluation		TSNUK regularly organizes events where evaluation topics are addressed, with a focus on youth engagement in evaluation. The Faculty of Sociology hosts an International Conference "Issues for Development of Sociological Theory", which includes a roundtable on Monitoring and Evaluation. This roundtable, which has gained significance in recent years, particularly addresses evaluation in the context of war - an area in which students have played an active role. Each year, 10-15 students participate in this roundtable, where they discuss and share experiences related to evaluating projects and programs, including topics on youth involvement in evaluation. TSNUK faculty members and students actively present their research and findings at external conferences and workshops on evaluation. These external presentations not only showcase the university's research but also provide students with opportunities to network and share their insights on evaluation practices.
		1	2	3	6	
	Total points for knowledge management and communication				**18**	

5. Human resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Notes and comments
5.1 Placement of students in evaluation jobs	5.1.1 Institutions include organizations that work on monitoring and evaluation (M&E) and hire M&E professionals in their placements database and invite them to hire fresh graduates	5.1.2 Evaluation-focused organizations/firms participate in the placements process	5.1.3 Evaluation-focused organizations/firms recruit the graduates for M&E-related roles		TSNUK actively maintains strong connections with evaluation-focused organizations and firms that hire professionals for M&E roles. Additionally, these organizations are invited to participate in job fairs, recruitment events, and networking sessions, where students and graduates can interact directly with potential employers in the M&E sector. Evaluation-focused organizations regularly participate in TSNUK's placement process, either through internship programs, joint research initiatives, or partnerships. Many M&E-focused organizations actively recruit TSNUK graduates for roles related to monitoring and evaluation. While not all graduates are directly employed in academic positions, many secure positions in M&E-related roles such as research analysts, project evaluators, or M&E specialists within NGOs, government agencies, and international organizations.
	1	2	3	6	
5.2 Teaching faculty with capacity in evaluation	5.2.1 Institutions decide to hire faculty staff with experience in teaching evaluation	5.2.2 Institutions hire faculty staff with experience in teaching evaluation	5.2.3 Capacity-building for faculty staff provided by institutions		TSNUK prioritizes hiring faculty members with experience in teaching evaluation to ensure that evaluation methodologies are effectively integrated into the academic programs. This commitment is reflected in the recruitment of faculty members who have a background in sociology, social sciences, and evaluation research, with a particular emphasis on those who have practical experience in conducting and teaching M&E techniques. TSNUK has successfully hired faculty members who have hands-on experience in teaching evaluation. Several lecturers at the Faculty of Sociology are members of the Ukrainian Evaluation Association, and they bring this expertise to the classroom. Additionally, faculty members are involved in practical evaluation work and serve as mentors for students engaged in evaluation research projects, enhancing the overall academic experience. The university's Department of Education Quality Assurance and the Higher Education Quality Monitoring Sector organize training sessions and workshops focused on evaluation best practices, quality assurance, and the latest trends in evaluation research.
	1	2	3	6	
Total points for human resources				**12**	

6.Financial resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Notes and comments
6.1 Financial support for academic research	6.1.1 Provisions for financial support for students who undertake innovative work/internships/research in the evaluation domain	6.1.2 Financial support for students becomes part of the annual budgetary exercise/allocations of the institution	6.1.3 The institution rewards those students who undertake evaluation-related work/internships/research		While there is no direct financial remuneration for general educational or industrial practice according to the university's Regulations on Research, students engaged in research projects funded through external programs (such as Erasmus+ or Horizon) may receive financial support in the form of a bonus. Additionally, students who are part of evaluation teams commissioned by third-party organizations are compensated through fees for their work on the project. Although financial support for students working in the evaluation field is not currently part of TSNUK's standard annual budget allocations, the university is involved in funded external projects where students can receive compensation for their contributions to evaluation work. Recognition for students involved in evaluation research or internships is often provided through academic acknowledgments or certificates, but monetary rewards are generally dependent on the involvement in specific, external research initiatives or the roles they play within evaluation teams commissioned by third parties.
		2		2	
6.2 Resource allocation for academic courses	6.2.1 Institutions include allocations for academic courses on evaluation in annual budgets	6.2.2 Academic courses on evaluation are sufficiently resourced	6.2.3 Academic courses on evaluation have resources on a regular basis		While TSNUK does not have a separate, dedicated budget specifically for evaluation courses, the resources for academic courses on evaluation are sufficiently provided for through existing academic budgets and the active involvement of faculty members in the evaluation field. The courses are well-resourced in terms of teaching materials, expertise, and real-world case studies, ensuring that students have access to valuable learning experiences. Students have access to real-world case studies and external collaborations that help enrich the academic content. The evaluation courses are consistently supported by academic staff who actively contribute to evaluation research, which helps maintain the relevance and quality of the teaching resources available to students.
	1	2	3	6	
Total points for financial resources				**8**	