

## 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	77	Exceeding Minimum Requirement
1. Leadership and accountability	12	
2. Practice	24	
3. Advocacy and capacity development	12	
4. Knowledge management and communication	12	
5. Human resources	10	
6. Financial resources	7	

#### 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.

If you have any questions reach out to [contact@eval4action.org](mailto:contact@eval4action.org).

*Fill out below*

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**Reporting year**

#### 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		CEval is did not sign the Youth in Evaluation manifesto (ref. <a href="https://www.eval4action.org/youth-in-evaluation">https://www.eval4action.org/youth-in-evaluation</a> )
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References:

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		CEval has a strategy on academic development in evaluation, quality control and ethics; As well as it as annual academic planning following the strategy. The key role played MABLE program in evaluation, support of IPDET, M&E coordinator program.	<a href="https://ceval.de/">https://ceval.de/</a>
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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		CEval's leadership has actively endorsed the creation and implementation of standalone evaluation courses. This is evident through their collaboration with academic institutions to establish comprehensive programs dedicated to evaluation studies. 1) In partnership with the Distance and Independent Studies Center (DISC) at the RPTU Kaiserslautern-Landau, CEval offers the "Master (Blended Learning) of Evaluation"	<a href="https://femstudium.rptu.de/en/distance-learning-programmes/management-finance-and-law/master-blended-learning-of-evaluation-mable?utm_source=chatgpt.com">https://femstudium.rptu.de/en/distance-learning-programmes/management-finance-and-law/master-blended-learning-of-evaluation-mable?utm_source=chatgpt.com</a>
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Total points for leadership and accountability				12		

## 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		Master (Blended Learning) of Evaluation (MABLE): This unique program provides in-depth knowledge and skills necessary for professional evaluation across various sectors. It combines theoretical foundations with practical applications, preparing students to design and	ceval.de
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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		2.2.1: Master (Blended Learning) of Evaluation (MABLE); Coordinator in Monitoring & Evaluation (M&E) – Online training program; 2.2.2: International Program for Development Evaluation Training (IPDET); Meta-Evaluation Training with the Australian Evaluation Society (September 2024); 2.2.3: Master (Blended	ceval.de
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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		CEVAL within Saarland University, has been instrumental in developing academic programs that emphasize evaluation methodologies and practices; MABLE program on evaluation	
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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		Blended form of MABLE program makes it more accessible for young professionals from around the world. Participants of MABLE program are from all around the world; The MABLE program is very practically oriented and actively engage students into evaluation practice	ceval.de; also based on opinion of 2 graduates - one from Ukraine and one from Tajikistan
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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		While there is no formal system of internship within MABLE program, throughout the program students became well connected to evaluation professionals, and there are evident cases when they start the evaluation career during the program participation because of gained skills and connections; Up to 2024 CEVAL co-managed
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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		Ceval has supported the establishment of a consortium of institutions in the Asia-Pacific region focused on M&E education. This consortium serves as an advocacy group, working with governments and relevant ministries to promote the integration of M&E into undergraduate and master's programs. The
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Total points for advocacy and capacity development				12	

ceval.de; opinion of MABLE graduates

#### 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		While there is not particular emphasize on youth participation in evaluation, Ceval has demonstrated a commitment to stakeholder engagement and knowledge dissemination within the evaluation ecosystem. For example, in 2024, CEval released the "Handbook on Evaluation," a comprehensive guide authored by
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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		4.2.1: Master (Blended Learning) of Evaluation (MABLE) in English; Continuing Education Master's Degree Program (M.A.) in German; 4.2.2: CEval's faculty members actively supervise research at various academic levels; 4.2.3: Ceval has many publication on evaluation, among recent are: Handbook on Evaluation (2024) authored by Professor Reinhard
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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		While Ceval faculty participated in different conferences and co-organised events, there were not particular focus on meaningful youth participation in evaluation
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Total points for knowledge management and communication				12	

#### 5. Human resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Notes and comments
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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		5.1.1: CEval collaborates with a network of organizations involved in M&E to enhance employment opportunities for its graduates. Through its educational programs, such as the Master (Blended Learning) of Evaluation (MABLE), CEval prepares students for professional roles in evaluation across various
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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		CEval faculty consist of professional evaluators and professors in evaluation. CEval
Click on the cells and select drop-down >	1	2	3	6	
Total points for human resources				10	

## 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		Deutschlandstipendium is available for the MABLE students, in some cases CEval mobilised resources to support students in need, while this practice did not benachome in the annual budget
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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		CEval has two programs in Evaluation on the regular basis: Master (Blended Learning) of Evaluation (MABLE) in English; Continuing Education Master's Degree Program (M.A.) in German;
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Total points for financial resources				7	