MASTER (BLENDED LEARNING) OF EVALUATION (MABLE)

- Introduction to Evaluation
- Conducting and Managing Evaluations
- Evaluation Design
- Data Collection and Analysis Methods
- Economic Evaluation and M&E
- Key Communication Qualifications
- Evaluation of Sustainability and SDGs (Sustainable Development Goals) and More
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WELCOME!

We would like to thank you for your interest in the distance learning programme "Master (Blended Learning) of Evaluation" (MABLE) and present you with this study guide.

Evaluation is of major importance in many countries as well as in the fields of politics, administration and social studies. However, the options for evaluation capacity building are rather limited at most places. This academic programme provides prospective students with new opportunities thanks to the blended learning format. Our participants learn to manage their own learning process by individually completing assignments, as well as designing, implementing, and applying evaluations. Thanks to more than 20 years of experience in evaluation in different policy fields, the Center for Evaluation (CEval) at Saarland University offers the opportunity to gain insight into new theoretical and methodological approaches and into professional evaluation experience.

The aim of this study guide is to answer the most important questions you may have about our distance learning degree programmes. It will provide you with an overview of the organisational processes including, e.g., information on applications, graduation and programme content. In the first sections, you will receive general information about how the academic programmes are organised as well as the relevant formalities and procedures. Then, we will present the necessary examination prerequisites and components, content of the programme and information on the authors of the learning materials.

The final section includes general information on the Technische Universität Kaiserslautern (TUK) and Saarland University. We hope that this guide will provide you with all the necessary information and help you make an informed decision about your future distance learning degree programme.

Prof. Dr. Reinhard Stockmann
Saarland University
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Scientific Head of the Distance Learning Programme “MABLE”

Adj. Prof. PD Dr. Wolfgang Meyer
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Scientific Head of the Distance Learning Programme “MABLE”
Even if you have many commitments both at work and home, a distance learning degree at DISC enables you to make your postgraduate learning goals a reality.

CHARACTERISTICS OF ADVANCED SCIENTIFIC TRAINING

What characterises Advanced Scientific Training?

Advanced Scientific Training

- assumes an ability to study,
- assumes experience in scientific and academic work,
- expects a willingness to discuss other viewpoints,
- uses scientific language that is not always immediately accessible to a lay audience,
- expects a willingness to reflect on and interact with other linguistic forms and ways of thinking.

Do not expect easily “consumable” or “digestible” knowledge. Advanced scientific training imparts scientific theories as well as sound strategies and tools that can be reflected on and applied in your own professional career.

The field of advanced training offers a whole range of different training opportunities. They can be distinguished by, e.g., their different target audiences. Some courses do not require any special educational prerequisites and can be taken by any interested and willing applicant. Other providers of advanced training, however, develop special courses that are aimed at a select group of people.

This limitation is due to the fact that some educational programmes require a certain degree of prior knowledge for successful completion. This also applies to “advanced scientific training”. Even though, in principle, no one should be excluded from insights and knowledge gained through science and research, it is nonetheless impossible to waive certain requirements for participation. In general, this includes a willingness to acquire the language of science. In particular, however, applicants require the basic scientific knowledge of the respective subject to be studied.
The programme is designed for three general target groups:

1. graduates (at least at the bachelor level) of social science degree programmes in particular but also students from other subjects
2. experienced evaluators who want to enhance or deepen their knowledge in specific areas
3. people who commission or conduct evaluations and want to gain new insights into the field of evaluation

OBJECTIVES, ORGANISATION, PROCEDURE

DISTANCE LEARNING PROGRAMMES AT DISC: "INDEPENDENT LEARNING"

Distance learning programmes are basically defined by the fact that students do not physically attend the institution of higher education but, instead, the institution of higher education comes to them. The notion of "independent learning" is fundamental to the design of advanced distance learning programmes at DISC. Our students become experts of their own learning process, which results in a sustainable consolidation and increase of their domain-specific knowledge.

DISC concept is essentially based on self-study phases that are consolidated and enhanced through on-campus phases. Both programme organisation and the didactically prepared learning materials and formats are based on the concept of independent learning. Each academic programme has its own virtual learning environment in the online campus that accompanies students for the duration of their programme and includes the following elements:

Self-study material, specifically developed for this academic programme, includes: substantiated and practice-oriented content, learning and reflection tasks with exemplary solutions, glossaries and tips for further reading. Relevant texts and additional learning materials are available for students online.

Supervised online learning
The self-study phases are supervised in the online learning environment. The following interaction, communication and information channels are available:
- Communication forum for exchanges with peers and supervisors;
- Organisation of programme: information on examination prerequisites and components (e.g. information on writing a Master’s thesis), registration for on-campus sessions, overview of dates and deadlines, submission of examination prerequisites.

Depending on the academic programme and semester, some compact courses, such as online seminars, colloquia or tutorials, may also be held in the online environment. These services are contingent on the requirements of the programme and learning objectives.

The aim of on-campus phases is to consolidate the learned content and, if applicable, take examinations. On-campus phases take place twice during the course of studies.

The aim of this programme is to develop and strengthen the evaluation and monitoring capacities of government, the private sector, and social organisations with a view to improving the performance of state administrations and the delivery of public services. It imparts scientific knowledge and skills in the field of evaluation and monitoring and enables students to design, implement and manage evaluations. The primary learning objective is the ability to apply evaluation theories and methods in different contexts and functions (e.g. as evaluators or evaluation managers).

On the one hand, the practice-oriented programme enables students to formulate scientifically-substantiated evaluation questions, and on the other hand, prepares them for expert procurement-related and advisory careers in the field of evaluation. At the same time, students will learn the core competencies required to complete quality management and organization development tasks that open up a wide field of potential careers.

The distance learning programme is essentially supported by the Center for Evaluation (CEval) at Saarland University, which not only offers decades of evaluation practice, but also promotes the development of theories and methods of evaluation. Furthermore, it is the only blended learning programme of Evaluation in Europe, which combines online learning with face-to-face learning.

TARGET GROUP

The programme is designed for three general target groups:

1. graduates (at least at the bachelor level) of social science degree programmes in particular but also students from other subjects
2. experienced evaluators who want to enhance or deepen their knowledge in specific areas
3. people who commission or conduct evaluations and want to gain new insights into the field of evaluation

PROGRAMME DURATION

The standard period of study in the distance learning programme “MABLE” is four semesters, including examinations. Students require a total of 60 credit points to complete the programme. The programme starts in October every year.
In order to be able to complete the distance learning programme successfully, you are expected to have sufficient computer and Internet skills, as well as access to the necessary technical resources. This means you must be capable of configuring your browser, conducting Internet searches, saving pages and images, writing and sending e-mails, adding attachments to emails, installing programmes, downloading files, etc. Moreover, you should be able to solve minor computer problems yourself. You should also already have a smoothly functioning approach in place for accessing the Internet, including the ability to adjust any existing firewalls to allow you unhindered Internet access. In addition to the technical requirements, you should also be willing to take part in online discussions.

PROOF OF ENGLISH PROFICIENCY

Students require sufficient proof of English proficiency for enrolment in the English-language distance learning Master’s programme “MABLE”. This can be evidenced by an English-language first degree, Common European Framework of Reference for Languages: B1, a Cambridge Certificate of Proficiency (CPE): Grade C, IELTS: 6.0, TOEFL computer: 213, TOEFL Paper: 550, TOEFL Internet: 79-80. If your application was successful, you will receive additional information on the enrolment procedure.

APPLICATION & ENROLMENT

The application period is generally from mid-March to mid-July. The programme starts in October. Current enrolment dates and the application deadlines for upcoming semesters are available from DISC or Saarland University. For more information on enrolment, please go to: https://www.uni-saarland.de/en/master/study-programmes/conversion/mable/requirements.html.

If your application was successful, you will receive additional information on the enrolment procedure.
OBJECTIVES, ORGANISATION, PROCEDURE

INTERRUPTIONS

You can discontinue or interrupt your distance learning programme at the end of each semester. The associated certificates of de-registration or leave of absence will also be issued at the end of the semester. The registration fee and the tuition fee cannot be reimbursed in the case of withdrawal after successful admission to the programme. Many students experience periods in which they need to focus more strongly on their careers or families while enrolled in an academic programme. Experience has shown that it is nonetheless possible to successfully graduate from the programme despite other commitments. Contact the programme officers in time so that they can potentially help you to find an individual solution in order to avoid interrupting or even discontinuing your academic programme.

COSTS

The current tuition fee for the advanced distance learning Master's programme "MABLE" is 1,500 Euro per semester (plus the registration fee of currently 108 Euro per semester). In accordance with the applicable DISC fee structure, tuition fees are reduced to 30 percent as of the third semester exceeding the standard period of study. This does not apply to the fee for the Master's thesis. This covers, among other things, the costs for online learning materials, on-campus phases and administrative fees. Additional costs that are not included in the tuition fee may be incurred due to the on-campus phases (bed, board, transport, etc.). Tuition fees are charged every semester, depending on your enrollment or re-registration status. If you are enrolling for the first time, it is very important that you do not transfer the tuition fee until you have received your letter of admission. We try to ensure that our study guide is always up-to-date. Despite regular revisions, information on costs and programme content may deviate due to short-term amendments. We therefore kindly ask that you visit our website for information on the current programme conditions prior to submitting your application.

FINANCIAL SUPPORT

The state offers individual tax incentives in Germany for advanced training measures. Depending on your personal income and job situation, you may be able to offset the costs of your distance learning programme as advertising expenses or special expenses and receive a partial or full refund. For more information, please contact an independent expert or your local tax authority. Unfortunately, financial support cannot be granted in accordance with the Sozialgesetzbuch - Drittes Buch (SGB III) (Social Security Code - Book Three) or the Bundesausbildungsförderungsgesetz (Bafög) (Federal Training Assistance Act). Further information on support measures can be accessed at www.zfuw.de/sponsorship as well as in the DGWF brochure "Fördermöglichkeiten in der Weiterbildung" (Support measures for advanced training), which is available in the download area (in German only). Please also consult with relevant authorities in your home country or international organisation for information on additional support measures.

DISADVANTAGE COMPENSATION

Students with disabilities or severe disabilities can receive disadvantage compensation to counterbalance disability-related disadvantages. Disadvantage compensation is normally only granted once students submit proof of a severe disability as well as further conditions (marks).

FAMILY SUPPORT

Many students are also parents and want to combine their family life with their academic programme or career. TUK is dedicated to improving the conditions for reconciliation of academic programme/ science and family life. Our services include, among other things, an appealing family room that can be used by parents who study or work at TUK as well as by students in distance learning programmes during the on-campus phases. Furthermore, we offer free online courses such as e.g. "Work-Life-Learn-Balance". For more information, please contact the programme manager. Saarland University's audit "familiengerechte hochschule" (family-friendly university) offers short-term and holiday care for students with children. In addition, the campus in Saarbrücken also has numerous nursing, changing and relaxation rooms.

WORKLOAD

It is estimated that the academic programme requires approximately 15 hours of study time per week. This amount of time will be particularly crucial at the start of the programme since, as a rule, it will take more time to identify your personal working and learning style, and to get used to the course contents and online learning environment. The actual study time required depends on a number of factors: your individual study habits, your personal and professional situation, and your prior knowledge. You will also be required to participate in two on-campus sessions. It is clearly highly unlikely that you will be able to continue your previous activities and hobbies in the same manner if you intend to properly complete the required course work. We strongly advise realistically assessing your working capacity, your interests and existing time commitments before applying for this programme.
ON-CAMPUS PHASES

In addition to the online learning phases, the programme “MABLE” also includes two one-week on-campus phases in the first year. On the one hand, the aim of these phases is to foster personal contacts and relationships between the participants. An important aspect of the academic programme is to unite students from different cultures and countries and enable them to discuss the various interpretations and features of evaluation.

A further important aspect of the on-campus phases is to provide students with an interactive introduction to the particularities of evaluation practice, as these can ultimately not all be imparted online. Evaluators have to deal with many different stakeholders and often collaborate in intercultural spaces. This characteristic will be imparted and trained with the help of a variety of teaching methods.

Finally, the two on-campus phases are also intended as a transition between the programme’s online learning phases. The first on-campus phase is primarily aimed at helping students transition from the general theoretical and practical introduction to the special application of research methods in case study analysis. This special application is presented during the contact session and examined in greater detail with regard to the methodological challenges.

 Conversely, the aim of the second on-campus phase is to provide students with an introduction and exercises concerning data analysis and economic evaluation. This second phase is also an opportunity to prepare the Master’s thesis, which is to be written in the fourth semester on the basis of the findings collected during the academic programme.

ONLINE LEARNING ENVIRONMENT & LEARNING MATERIALS

The online learning environment is a central component of the distance learning programme and provides, e.g., information on important semester dates and organisation of the distance learning programme as well as examinations, access to materials, and an opportunity to connect with other students. All learning materials are uploaded to the online environment and students can register for the on-campus contact sessions here as well. You also have the possibility to discuss and connect with other students here.

The written learning materials were developed specifically for the distance learning programme and constitute a key component of independent self-study. For this reason, the documents have a self-explanatory structure. The materials include significant factual information on the topic and have been didactically and formally designed in such a way as to enable independent and autonomous knowledge acquisition.

Enrolled students can access the material online via the password-protected learning platform OpenOLAT.

STRUCTURE OF THE LEARNING MATERIALS

Most of the learning material is provided via so-called ”SCORM packages”. This mixture of different learning formats (like videos, images, interactive components) in one virtual environment makes the acquisition of knowledge diversified and the learning effect sustainable. The modules normally start with an introduction (defined learning objectives), followed by the material for study. Subsequent to a summary there is a part “Self-Assessment and Exercises” that help monitoring the learning success. In addition to the SCORM packages, students get recommendations for further reading.

GRADUATION

Once you have completed all the requirements for the “MABLE” programme, you will be awarded a “Master of Arts” (M.A.) diploma.

THE SUCCESSFUL COMPLETION OF THE MASTER’S PROGRAMME “MABLE” IS CERTIFIED BY THREE DOCUMENTS:

1. Transcript of grades
2. Certificate of the award of the academic degree “Master of Arts” (M.A.) with the overall grade
3. Diploma Supplement in English

A Diploma Supplement is issued by most universities in the European Union to provide an overview of the university and grading structure within each country along with explanatory information about each specific university’s course requirements and grading methods.
OVERVIEW OF MODULES

The learning programme consists of four components:
(i) a coursework component that includes self-directed learning and mandatory reading of the SCORM package and additional materials (books, papers, etc.), tutored and non-tutored online learning, and face-to-face-learning in two on-campus phases (one week each),
(ii) a case study component for increasing practical knowledge and gaining evaluation experience,
(iii) an examination component, and, finally,
(iv) a Master’s thesis.

The “MABLE” programme requires at least 1,500 work hours of which the weekly average is approximately 15 hours. However, due to the blended learning format, the study programme offers flexibility and the opportunity for managing the learning process more individually than in regular study courses. The Master’s programme accumulates to 60 ECTS credits and includes eight modules, one case study, and a Master’s thesis over a period of four semesters.
### OVERVIEW OF MODULES

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*ungraded
The quality of an evaluation does not only depend on its scientific and professional standards, but also on the use of its results.

PROF. DR. REINHARD STOCKMANN
SCIENTIFIC HEAD AND DIRECTOR OF CEVAL
PROGRAMME CONTENT

MODULE 1: INTRODUCTION TO EVALUATION
Author: Prof. Dr. Reinhard Stockmann

- Introduction: What is evaluation? What are evaluation objectives, purposes, and tasks? What are the assessment criteria for evaluations? How are they conducted, and by whom?
- The historical development and role of evaluation in society. Why did evaluation become so important? How did evaluation develop in the USA, Europe, and Africa? What is its role in the present day?
- Evaluation approaches: What are the different approaches to conducting evaluations? What are the uses of these approaches? Where are their strengths and weaknesses?
- Classifications of evaluation approaches: How can evaluation approaches be structured? Which criteria are used for the classifications? The use and quality of evaluations: How should the use of evaluations be addressed? What are quality criteria for evaluations?

MODULE 2: CONDUCTING AND MANAGING EVALUATIONS
Authors: Dr. Freya Gassmann, Dr. Vera Hennefeld

- Overview of the evaluation process: How is the evaluation process structured? What are the required steps to conduct and manage evaluations successfully?
- Planning phase: What different awarding procedures exist? What official documents are related to the planning phase? What do 'call for tender' and 'terms of reference' mean? What are the formal criteria of a proposal? What meetings are crucial to the planning phase? How to draw up a time schedule and cost calculation? What is an inception report, and what is an analysis grid? How can we ensure the quality of evaluations?
- Implementation phase: How can we identify important stakeholders? How important are coordination and the flow of information? What challenges does an evaluator face regarding communication with the different stakeholders? What are essential components of the evaluation report? Which aspects should the evaluator pay attention to when writing an evaluation report?
- Utilisation phase: How can we include the different stakeholders in the process of writing the report? What is the report’s target group? Will the report be published? How will it be made available? How can we get a good management response?
MODULE 3: EVALUATION DESIGN
Author: Adj. Prof. PD Dr. Wolfgang Meyer

- Introduction to evaluation design: What are the differences between research, investigations, surveys, and evaluation designs? What are the general tasks for designing an evaluation? Which factors influence an evaluation design? What different types of evaluations exist? What kinds of interventions can be evaluated?
- Practical examples of evaluation designs: How do evaluation experts and practitioners design evaluations?
- Evaluation types: Which key aspects and specifics are associated with baseline studies, ex-ante evaluations, monitoring, ongoing evaluations, ex-post evaluations, comparative studies, and meta-evaluations?
- Requirements, challenges, and needs: What do assessment criteria, target values, causality assumptions, coverage expectations, and evaluation tasks have to do with evaluation design? What is the problem with the interpretation of results? How can you measure the non-measurable? What role does participation play in evaluations?

MODULE 4: DATA COLLECTION METHODS IN THE FIELD OF EVALUATION
Authors: Prof. Dr. Dieter Filsinger, PD Dr. Christoph Müller

- Introduction to qualitative, quantitative, and mixed method approaches: What is the role of social research in evaluation? What different approaches can be applied in evaluation? What is the logic of qualitative, quantitative, and mixed methods approaches?
- Investigation designs: What is the role of investigation design in evaluations? What different investigation designs exist? What are the specifics of investigation designs for qualitative, quantitative, and mixed method approaches?
- Collecting information: What different data collection methods can be used in evaluation? What are their strengths and weaknesses, their advantages and limitations?
- Sampling: Why and when is sampling necessary in evaluation? What are strategies for sampling? What is the logic of different sampling strategies?
- Organising and managing data collection: What tasks are necessary to prepare and manage data collection in evaluation? What challenges are involved in this? What are the steps of a data collection process?
MODULE 5: ECONOMIC EVALUATION AND M&E IN CONTEXT OF ORGANISATIONS
Authors: Prof. Dr. Petra Riemer-Hommel, Adj. Prof. PD Dr. Wolfgang Meyer

- Basics of the theory of organisation, organisational psychology, organisational development and organisational consulting
- The ways organisations and networks function (formal and informal structures, processes etc.)
- Introduction to legal systems, governance structures and structures of public administration which affect evaluations
- Introduction to New Public Management
- Difference between auditing and evaluation
- Aim of economic evaluation
- Models of economic evaluation (cost analysis; cost-effectiveness analysis; cost-utility analysis and cost-benefit analysis; value-for-money approach)

MODULE 6: KEY COMMUNICATION QUALIFICATIONS IN THE FIELD OF EVALUATION
Author: Dipl.-Päd. Wolfgang Vogt

- Theoretical basics of communication: Specific aspects of communication, some key models and how they can be used to adjust and improve communication in professional settings.
- Reading, writing and presenting: Learn about some specific techniques to improve presentation skills. What can be done to read more efficiently and effectively? How to present to have a greater impact on the audience.
- Facilitating: Facilitating means supporting groups in reaching their self-defined goals by using communication tools. This unit will present typical tools for facilitation.
- Reporting as a communication strategy: Reporting influences how evaluation findings are used throughout the evaluation process. A model for creating a reporting plan is presented here.
- Negotiating: An increasing number of stakeholders want to participate actively in the evaluation process and have an influence on decision making, so evaluators need to negotiate and find solutions that can be accepted by all participants.
- Mediation and conflict resolution: Conflicts are necessary and useful for the promotion of change processes. The six-step model of mediation that is presented in this unit provides a general approach to dealing with conflicts in a productive way.
MODULE 7: DATA ANALYSIS METHODS
IN THE FIELD OF EVALUATION

Authors: Prof. Dr. Dieter Filsinger, PD Dr. Christoph Müller

- Editing both numeric and non-numeric data
- Application of statistical data analysis methods
- Analysing qualitative data
- Categorizing, hermeneutic and linguistic procedures of interpretation
- How to use software to support qualitative data analysis
- How to present and visualise results and findings of the data analysis
- How to interpret results and findings
- How to merge results of qualitative and quantitative data analysis to achieve conclusive argumentation
- How to present and visualise results and findings
- How to interpret results and findings
- How to merge results of qualitative and quantitative data analysis to achieve conclusive argumentation

MODULE 8: EVALUATION OF SUSTAINABILITY AND SDGS (SUSTAINABLE DEVELOPMENT GOALS)

- Review of the pre-history and history of the SDGs
- Review of the Reporting-system of the Agenda 2030
- Policy of the evaluation of the SDGs of international organisations
- Development and application of useful and required skills and competences for the evaluation of the SDGs

MODULE P: EVALUATION CASE STUDY

- This is a practical application of the content of all eight modules, which will be used to develop a case study. The students will plan the evaluation case, develop its design, the instruments for data collection, collect the data, and analyse it. In the term paper the students then reflect the process of developing their case study and the results.

MODULE MT: MASTER’S THESIS

Students work on a self-selected topic over a period of three months.
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CEval is a research, consulting and educational institution, unique in Germany. Since 2002, we have been conducting evaluations in various different fields of civil society and state action, advising public and private organisations on the development of monitoring systems and evaluation concepts, and providing academic and non-academic education and training programmes in the field of monitoring and evaluation (M&E).

The results of our work are regularly utilised in pure research and ploughed back into the academic and scientific discourse, for example by publishing specialist publications and textbooks, or hosting international conferences. We thus contribute both to the further development of evaluation research in conceptual and methodological terms and to keeping a wide public audience informed.

DISTANCE AND INDEPENDENT STUDIES CENTER

DISC was founded as the Zentrum für Fernstudien und Universitäts Weiterbildung in 1992 and is a key scientific department of TUK. DISC incorporates the three areas: Zentrum für Fernstudien und Universitäts Weiterbildung (ZFUW, Center for Distance Studies and Advanced University Training), eTeaching Service Center (eTSC) and Selbstlernzentrum (SLZ, self-directed study center) that each addresses the overarching range of DISC tasks in various fields: distance learning, e-teaching support and self-study skills.

The range of measures that are offered in cooperation with the individual subjects and departments at TUK include postgraduate distance learning programmes of varying duration and with different degrees. All distance learning programmes can be taken as dual study programmes. More than 4,300 students from Germany, Europe and the rest of the world are currently enrolled in the following academic programmes:

“HUMAN RESOURCES” DEPARTMENT
- Adult Education (Master of Arts)
- Human Resources Development (Master of Arts)
- Organizational Development (Master of Arts)
- School Management (Master of Arts)
- Social Sciences: Organisation and Communication (Master of Arts)
- Systemic Consulting (Master of Arts)
- Systemic Management (Certificate)

“MANAGEMENT & LAW” DEPARTMENT
- Commercial Law for Business Practice (Master of Laws)
- Economy and Management (Master of Arts)
- Management of Cultural and Non-Profit Organisations (Master of Arts)
- Management of Health and Social Institutions (Master of Arts)
- Master of Evaluation (Master of Arts)
- Sustainable Development Cooperation (Master of Arts)
- Tax Law for Business Operations (Master of Laws)

“SCIENCE & ENGINEERING” DEPARTMENT
- Financial Engineering (Master of Science)
- Fire Protection Planning (Master of Engineering)
- Medical Physics (Master of Science)
- Medical Physics and Engineering (Certificate)
- Nanobiotechnology (Certificate)
- Nanotechnology (Master of Science)
- Psychology of Developmental and Learning Disorders in Children (Master of Science)
- Software Engineering for Embedded Systems (Master of Engineering)

Additional to the above mentioned academic programmes DISC offers certificate courses. We are constantly increasing our range of offered programmes. Further information is available at www.zfuw.de.
TECHNISCHE UNIVERSITÄT
KAISERSLAUTERN

As a campus university with around 14,700 students, TUK offers approx. 100 future-oriented degree programmes in twelve departments. The manageable size of the university also guarantees students close contact to professors and outstanding support. TUK has a lot to offer its students, including a multitude of attractive degree programmes such as biophysics, biological or chemical engineering, food chemistry and engineering mathematics. Most degree programmes are interdisciplinary in nature and therefore unite various disciplines. A degree in a STEM subject opens interesting and diverse career prospects.

TUK enjoys an excellent international reputation in research and teaching. Students and (junior) scientists benefit from the numerous internationally renowned research institutions that cooperate closely with TUK in the field of applied research. These include, amongst others, two Fraunhofer institutes, one Max Planck institute, the German Research Centre for Artificial Intelligence, and the Institute for Composite Materials.

KAISERSLAUTERN, AS A CENTRE FOR SCIENCE, IS ONE OF THE MOST SIGNIFICANT IT CLUSTERS IN EUROPE

TUK is a member in the group "Universität der Großregion - UniGr" (University of the Greater Region). The other members are the universities in Lorraine, Liège, Luxembourg, Saarbrücken, and Trier. This means that TUK students can also benefit from, e.g., the range of courses offered at the partner universities. Further information: www.uni-kl.de/uni-gr

Students will also benefit from an appealing housing situation: There are more than 2,000 student rooms available in close proximity to the campus. All rooms naturally come with free Internet. The Department of International Affairs (UISG) offers international students and scientists a broad range of support services to help them get settled at TUK as quickly as possible. Junior scientists (e.g., doctoral candidates) are supported in their personal and professional development by the TU-Nachwuchsring (network for support of young scientists).

THE CAMPUS OF THE TUK ALSO HAS A LOT TO OFFER IN ADDITION TO PROFESSIONAL TRAINING

Thanks to the broad range of different sports and the variety of attractive excursions, the university’s sports programme has become a key component of recreational activities at TUK. In the evening, students can attend concerts, the theatre, our cinema and various exhibitions on-campus. Furthermore, there are numerous student-led groups dedicated to most hobbies. TUK’s event calendar also includes a variety of festivities, such as the summer ball or the summer party.

www.uni-kl.de

SAARLAND UNIVERSITY

Defined by the shared borders between Germany, France and Luxembourg. An international perspective has been a defining feature of Saarland University ever since it was established in cooperation with France in 1948. Today, over 16,000 young people study in Saarbrücken and Homburg (faculty of medicine), over 19 per cent of whom are international students. Located in a pleasant woodland setting, the university campus offers students and researchers a broad range of sporting and cultural activities, which together with the numerous cafes and restaurants make the campus an ideal place to relax between lectures or after work. And thanks to the high-speed ICE train link it takes only two hours to travel from Saarbrücken to Paris.

Saarland University offers more than one hundred different degree programmes. The range of courses available includes the traditionally popular academic disciplines such as business economics, law, medicine and teacher training programmes, and the more recent interdisciplinary degree programmes such as bioinformatics, microfabrication and nanostructures or computer linguistics. These newer disciplines operate at the interface of multiple academic and scientific fields and the research work in these areas often yields new and innovative findings. In the social sciences and humanities, interdisciplinary degree programmes such as ‘Historically Oriented Cultural Studies’ or ‘Intercultural Communication’ attract students from across Germany to study in Saarbrücken.

The eight faculties within Saarland University offer students a very broad range of academic subjects. There are 52 Bachelor’s degree programmes, 54 Master’s programmes and six post-graduate training programmes. A total of 22 are international degree programmes in which graduates can obtain a double-degree qualification.

Many of the departments at Saarland University collaborate closely with one another in both teaching and research. University academic staff also cooperate actively with the research teams at the numerous research institutions located in the vicinity of the university. All of the major German scientific organisations are represented on campus, which is home to two institutes of the Max Planck Society, two institutes within the Leibniz Association, two Fraunhofer institutes of applied research and a Helmholtz research centre.

Compared to other mid-sized universities, Saarland University receives above-average levels of third-party funding from sources such as the German Research Foundation (DFG), the German Government and the European Union.

In 2012, Saarland University was one of the first universities in Germany to achieve Quality Assurance Accreditation. QA accreditation means that the quality of the courses and teaching across all faculties and departments is so high that the entire range of academic programmes offered by Saarland University has been officially recognized through the award of a quality mark.
DO YOU HAVE ANY QUESTIONS?

CONTACT US. WE ARE HERE TO HELP.

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For more information on the distance learning programme "MABLE", please go to: www.zfuw.de

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