Module I: Evaluation-Basics, Theory of change and logic of intervention, Research methods

Objectives:
- Gain insight on the basic evaluation concepts, purpose and standards, introduces the terminology, critical issues and current debates in the field of evaluation.
- Gain practical experience through a series of exercises involving the design of a conceptual framework and the theory of change
- Explore and learn qualitative and quantitative research skills for project planning, monitoring and evaluation activities.

The program content:
- **Evaluation-Basics**: Definition of Evaluation, Why is Evaluation important, Terminology, Evaluation and the project cycle management, Type of evaluations, differences and similarities between evaluation and other organizational functions: audit, monitoring, reviews, social research, knowledge management systems
- **Theory of change and logic of intervention**: Causal chain, Logical framework, Theory of change, Developing a theory of change, Components: Activities, outputs, outcomes, impacts;
- **Research methods**: Data Collection and Analysis- Quantitative data; Methods for collecting quantitative data; Challenges and limitations of quantitative methods; Qualitative data; Methods for collecting qualitative data; Challenges and limitations of quantitative methods; Analysis;

Literature:
*Reference literature*: Reading materials include textbook chapters and current literature. Assignments will be posted on the course website

Module II: Process of evaluation, planning evaluations, managing evaluations

Objectives:

- To gain an understanding of evaluation process and the important elements that makes up the design of an evaluation process, methods and techniques to achieve this successfully, learn how to apply them;
- To develop successfully and deliver a planning evaluation with all tools and techniques as the first step of evaluation process;
- To understand the concept of effective managing evaluation and develop awareness of how to manage evaluation

The program content:

- **Process of Evaluation**: Determine the purpose and users, planning of evaluation, develop measurable objectives, develop evaluation questions, collect credible evidence, analyze information and develop conclusions, report finding – draft and final report, use and follow up: management response, dissemination of the evaluation products, and follow up to the implementation of the management response.
- **Planning evaluations**: what is an evaluation plan and important consideration, why it is needed and what does it include, who is required to develop it, when should the evaluation plan be undertaken and carried out, can the evaluation plans be amended? It also provides step-by-step guidance on how to develop an evaluation plan and provides tools for evaluation planning.
- **Managing evaluations**: Evaluation management overview, logistic management, calendar, budget management, organizing the evaluation’s human resources, role, responsibilities and management of stakeholders, risk management, quality management, resistance and conflict,

Reference literature: Reading materials include textbook chapters and current literature. Assignments will be posted on the course website


- Word Bank - Ray C. RIST and Jody Zall Kusek “Ten Steps Ten Steps to a Results Based Monitoring and Evaluation System” (2004) Electronic version of this publication is available at: [https://www.oecd.org/dac/peer-reviews/World%20bank%202004%20Steps%20to%20a%20Results%20Based%20ME%20System.pdf](https://www.oecd.org/dac/peer-reviews/World%20bank%202004%20Steps%20to%20a%20Results%20Based%20ME%20System.pdf)
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### Course Program: Module III: Cost-Benefit Analysis Method

(developed in the study program: the MP-Evaluation)

**Lecturer:** TO BE DECIDED  
**Course:** Cost-Benefit Analysis Method – a tool to assess Investment projects  
**Semester:** I  
**Hours load (3 lectures / seminars 2)**  
**Number of credits:** 5  
**Objectives:**

- To increase understanding of theoretical foundations in economics for analysis of costs and benefits,
- To develop skills to apply these economic principles towards an improved understanding of how to assess all relevant costs and benefits of a project, action, policy or program.

**The program content:**

- Introduction to the course. Introduction to cost-benefit analysis. Aim of cost-benefit analysis. Importance to policy-makers and link to Impact Assessment. *Ex ante* and *ex post* cost-benefit analysis. Guidance documents
- Basic issues in cost-benefit analysis. Defining the baseline. Rationale for Cost Benefits Analysis. Identification of project for funding. Description of various EU funding schemes. Discussion of Projection objectives and relevance for funding. Project Identification. Option Analysis. Common Errors in CBAs regarding these points


Literature:

*Literature: Lecture prepared by the teacher*

*Reference literature:*

- Reading materials include textbook chapters and current literature. Assignments will be posted on the course website
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Course Program: Module IV: Evaluation of policies – specific features

(developed in the study program: the MP-Evaluation)

Lecturer: TO BE DECIDED
Course: Module IV: Evaluation of policies – specific features
Semester: I
Hours load (3 lectures / seminars 1)
Number of credits: 5
Objectives:
• To increase understanding whether a specific policy is achieving its objectives by tracking implementation quality and by ascertaining whether there was a causal impact, either intended or unintended
• To develop research and investigative skills such as problem framing and solving and the ability to assemble and evaluate complex evidence and arguments.
• To develop communication skills to critique, create and communicate understanding and to collaborate with and relate to others

The program content:

• Policy implementation instrument. Criteria for selecting instruments to implement a policy. From a policy proposal to a Government decision. Steps in policy development. Problem


**Literature:**

_Literature: Lecture prepared by the teacher_

**Reference literature:**

- Reading materials include textbook chapters and current literature. Assignments will be posted on the course website
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**Course Program**: Module V: Evaluation of programs - specific features

(developed in the study program: the MP-Evaluation)

**Lecturer**: TO BE DECIDED

**Course**: Module V: Evaluation of programs - specific features

**Semester**: I

**Hours load (3 lectures / seminars 1)**

**Number of credits**: 5

**Objectives**:

- To provide students with the theoretical and practical bases for program evaluation
- To develop basic skills in a variety of approaches to evaluation, including techniques that are particularly suitable for evaluating various programmes
- To develop research and investigative skills such as critically assess evaluations and interpret evaluation findings, design and prepare an evaluation plan, explain how ethical principles apply to evaluation, incorporate principles of cultural competency into evaluation design, methods, and language used, etc.
- To develop communication skills to collaborate with program stakeholders about their programs and about evaluation and integrate input from program stakeholders in the development of an evaluation plan

**The program content**:

- Program evaluation basics. What is a program evaluation? Terms linked to programme evaluation. Inter-relationships between Program Evaluation and other evaluative activities. Program features. Purpose of project and programme evaluations. Program Evaluation
Principles and standards. Governance of Program Evaluations. Roles and responsibilities of Program Evaluation team

- Steps for implementing Program Evaluations. Processes in managing program evaluations including set-up, implementation, governance and reporting. Types of programme evaluation – internal vs. external evaluation. Ex-ante, mid-term and end-of-phase, ex-post programme evaluation.

**Literature:**
*Literature: Lecture prepared by the teacher*

**Reference literature:**
- Reading materials include textbook chapters and current literature. Assignments will be posted on the course website
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Course Program: Module VI: Evaluation of projects – specific features

(developed in the study program: the MP-Evaluation)

Lecturer: TO BE DECIDED
Course: Module VI: Evaluation of projects – specific features
Semester: I
Hours load (3 lectures / seminars 1)
Number of credits: 5
Objectives:
- To enable a clear, understanding of the vocabulary and standards of project evaluation and to provide information on different EC funding opportunities for projects
- To provide students with the theoretical and practical bases for evaluation of projects as part of Project Cycle Management
- To develop basic skills in a variety of approaches to evaluation, including the developing of a project logic model that summarizes a project’s promises
- To develop research and investigative skills such as critically assess evaluations and interpret evaluation findings, design and prepare an evaluation plan, explain how ethical principles apply to evaluation, incorporate principles of cultural competency into evaluation design, methods, and language used, etc.
- To develop self-assessment skills and knowledge to comply with best international practice.
- To develop communication skills to collaborate with program stakeholders and to present the results of evaluation in the evaluation report

The program content:


Literature:
Literature: Lecture prepared by the teacher
Reference literature:
• Reading materials include textbook chapters and current literature. Assignments will be posted on the course website
• Project Application and Assessment in European Territorial Cooperation, ISBN 978-80-971865-6-2. INTERACT Programme, August 2011
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Course Program: Module VII: Standards in Evaluation

(developed in the study program: the MP-Evaluation)

Lecturer: TO BE DECIDED

Course: Module VII: Standards in Evaluation - key pillars for a quality development evaluation

Semester: I

Hours load (3 lectures / seminars 1)

Number of credits: 5

Objectives:

- To increase understanding of the content of Principles for the Evaluation of Development Assistance
- To facilitate benchmarking of evaluations across countries and to enable development of occupational competences according to standards
- To develop skills to apply the evaluation standards sensibly and adapted to local and national contexts and objectives of each evaluation of a project, action, policy or program.

The program content:


**Literature:**

**Lecture prepared by the teacher**

**Reference literature:**

• Reading materials include textbook chapters and current literature. Assignments will be posted on the course website


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Course Program:  Module VIII: Competencies in Evaluation

(Developed in the study program: the MP-Evaluation)

Lecturer: TO BE DECIDED
Course: Competencies in Evaluation
Semester: I
Hours load: TO BE DECIDED
Number of credits: TO BE DECIDED

Objectives:
- Gain insight on five domains of competencies of evaluator for evaluation work in Albania and in the International Development Context.
- Explore and learn the diverse approaches for competencies and professionalization of evaluation

The program content:
Domains are high level categories under which the competencies for evaluators are organized.

Reflective Practice  These competencies are focus on the fundamental norms and values underlying evaluation practice and awareness of one’s evaluation expertise and needs for growth.

Technical Practice  These competencies are focus on the specialized aspects of evaluation, such as design, data collection, analysis, interpretation and reporting.

Situational Practice  These competencies are focus on the application of evaluative thinking in analyzing and attending to the unique interests, issues, and contextual circumstances in which evaluation skills are being applied.
**Management Practice** These competencies are focus on the process of managing a project/evaluation, such as budgeting, coordinating resources and supervising.

**Interpersonal Practice** These competencies are focus on people skills, such as communication, negotiation, conflict resolution, collaboration, and diversity.

**Other approaches:** Other approaches exist in the field of evaluation, and we will explore with real examples, the main practices.

**Literature:**

*Literature: Lecture prepared by the teacher*

*Reference literature:* Reading materials include textbook chapters and current literature. Assignments will be posted on the course website

- Canadian Evaluation Society (2014), Electronic version of this publication is available at [https://evaluationcanada.ca/txt/2_competencies_cdn_evaluation_practice.pdf](https://evaluationcanada.ca/txt/2_competencies_cdn_evaluation_practice.pdf)