

# **A Study on the Status of National Evaluation Policies and Systems in Asia Pacific Region 2021**



**APEA**

Asia-Pacific Evaluation Association



# **Final Report**

## **A Study on the Status of National Evaluation Policies and Systems in Asia Pacific Region**

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## Acronyms

Acronym	Formal Acronym Meaning
APEA	Asia Pacific Evaluation Association
DBM	Department of Budget and Management
ECOI	Evaluation Community of India
EYA	EvalYouth Asia
GNHCS	Gross National Happiness Commission Secretariat
GPFE	Global Parliamentarians Forum for Evaluation
IPDET	International Program for Development Evaluation Training
MRDP	Masters programme on Regional Development Planning
M&E	Monitoring and Evaluation
NAPD	National Academy for Planning & Development
NEDA	National Economic and Development Agency
NEP	National Evaluation Policy
NEPS	National Evaluation Policies and Systems
NES	National Evaluation Systems
NILS	National Institute of Labour Studies
ODA	Official Development Assistance
PEA	Pakistan Evaluation Association
PIDE	Pakistan Institute of Development Economics
SDGs	Sustainable Development Goals
SLEvA	Sri Lanka Evaluation Association
SLIDA	Sri Lanka Institute of Development Administration
SLPFE	Sri Lanka Parliamentarians Forum for Evaluation
SUPERU	Social Policy Evaluation and Research Unit
UNFPA	United Nations Population Fund
VNRs	Voluntary National Review
VOPE	Voluntary Organization for Professional Evaluation



## Executive Summary

Asia Pacific Evaluation Association (APEA) is the regional voluntary organization for professional evaluation (VOPE) established in 2012 and covers 40+ countries in the region. APEA has sixteen member-VOPEs from the region. APEA, EvalYouth Asia (EYA), and Parliamentarians Forum for Development Evaluation-South Asia collaborated with United Nations Population Fund (UNFPA), EvalYouth Global, and Global Parliamentarians Forum for Evaluation (GPFE) in developing the Asia Pacific Regional Evaluation Strategy, which was launched in October 2020, and is being implemented currently. The Asia Pacific Regional Evaluation strategy includes eight themes, **“Promoting National Evaluation, Policies, and Systems (NEPS)”** being one of them.

One part of APEA’s NEPS theme is to provide services to countries in the Asia Pacific Region to develop the National Evaluation and Policy System (NEPS). This is a dynamic field where every country is making some progress every year. Hence, APEA conducted an online survey to assess the current status of the NEPS in member countries of APEA. **The objective of this study was to conduct a brief survey on the status of the NEPS through the connected VOPEs in the Asia Pacific Region.** This survey examined the status of the NEPS in countries through the dimensions of an evaluation system, viz., **enabling environment, institutional capacity, and individual capacity**; this survey also looked into if **evaluation is integrated in the implementation of SDGs**.

## Study Methodology

A simple questionnaire survey covering the above mentioned four dimensions was sent to the leaders of VOPEs connected with APEA to understand the status in their countries. **Fourteen VOPEs from fourteen different countries responded, who were sent follow up questions based on their survey response, previous presentations during the NEPS consultation in December 2020, and desk review done by the authors.** The final information was tabulated theme-wise and analysed to provide basic descriptive statistics. Some interconnections were evident between criteria in the themes and across themes, these were brought out and recommendations are proposed based on the primary analysis. Action items are proposed based on the existing processes in motion in the Asia Pacific region. A summary of the same is provided here.

## Key Findings

The key findings from the **Study on the Status of National Evaluation Policies and Systems (NEPS)** in Asia Pacific Region are presented dimension wise in the following sections for quick reference:

## Enabling Environment

- From the surveyed VOPEs, only Nepal has evaluation integrated into the country's Constitution in the Asia Pacific Region.
- In South Asia, Sri Lanka is the only country to have a National Evaluation Policy (NEP) approved by the National Government.
- The Philippines has a National Evaluation Policy Framework developed by the National Economic and Development Agency (NEDA) and the Department of Budget and Management (DBM). On 15 July 2015, the NEDA and DBM signed the Joint Memorandum Circular No. 2015-01-National Evaluation Policy Framework for the Philippines.<sup>1</sup>
- From the surveyed VOPEs, only Japan and the Republic of Korea currently have an Evaluation Act/Bill in the Asia Pacific Region. For example, the Government Policy Evaluation Act of Japan came into effect in April 2002 (Law No. 86 of 2001).<sup>2</sup> Further, the Republic of Korea has the Government Performance Evaluation Act that was legislated in 2006.
- For this study, only three surveyed VOPEs (Japan, Nepal, and Sri Lanka) indicated that they have a Parliamentarians Forum for Evaluation.

## Institutional Capacity

- Twelve out of fourteen respondent countries have a designated national public institution to lead the monitoring and evaluation function in the country, though only six have evaluation guidelines (Bangladesh, Japan, Nepal, New Zealand, Philippines, and Republic of Korea) and three have evaluation standards (Japan, New Zealand and the Republic of Korea) in place.
- Nine VOPEs responded that their countries had budgetary provisions for evaluation.
- Though dedicated institutions for evaluation are present in most countries, the institutional capacities are weak across the countries surveyed.

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<sup>1</sup> Asia Pacific Regional Dialogue on NEPS Presentations (December 2020)

<sup>2</sup> Asia Pacific Regional Dialogue on NEPS Presentations (December 2020)

## Individual Capacity

- Out of the 14 VOPEs that have been surveyed, only three countries, namely Sri Lanka, Indonesia and Bangladesh have a diploma or short courses available on M&E in the country.
- From the surveyed VOPEs, only New Zealand has a nationally accepted code of ethics and clearly defined competencies for evaluators.

## Evaluation and SDGs Implementation

- From the surveyed VOPEs, the majority of the countries (9 out of 14 countries) have a designated public institution for SDGs implementation.
- For this NEPS survey study, only four VOPEs (Afghanistan, Bhutan, Indonesia, and Nepal) stated that their countries have embedded M&E in the implementation of the SDGs.
- Thirteen out of the fourteen countries in this study had presented the Voluntary National Reviews (VNRs) as part of the follow up and review process for the 2030 Sustainable Development Agenda.

## Recommendations

- VOPEs in the Asia Pacific Region need to engage closely with their respective National Governments to create an enabling environment for evaluation.
- APEA should work closely with VOPEs in the Region to develop their capacity to engage with the national government, parliamentarians, and academic institutions.
- Parliamentarians Forum for Evaluation needs to be created in countries that do not have one in order to lobby for a National Evaluation Policy and Evaluation Bill in their countries. The findings show that countries with such a Forum had some kind of legal framework for evaluation.
- Building capacities and supporting the dedicated public institutions for evaluation for establishing national guidelines, standards, code of ethics, etc. should be taken up on priority as we see that although most countries have a dedicated institute, very few have the guidelines, etc. in place.
- VOPEs should advocate on introducing M&E degree programs (Masters, PhD), for individual capacity development and supply of professional evaluators. The VOPEs should work closely with academic institutions to implement M&E degree programs in their respective countries.
- The designed public institutions for evaluation and for SDGs can work together to gather evidence for the SDGs so policymakers can make decisions based on evidence. VOPEs should lobby for the same through feedbacks on the VNRs.
- The Inter-Regional Initiative for Professionalization of Evaluation (IRIPE) can develop guidelines on professionalizing the field of evaluation and all countries that are yet to develop a NEP should make professionalization a priority component of their proposed policy.

## Action Steps

- The Regional Dialogue on NEPS for the Asia Pacific Region will be held on **13th December 2021** and the objectives of the Regional Dialogue as follows:
  - Enhance knowledge on NEPS
  - Facilitate sharing of experience and good practices of NEPS from Asia Pacific countries
  - Mobilize country partners for further strengthening NEPS
- The NEPS survey conducted by APEA will be revised and administered again in mid-2022.
- A draft model NEP will be shared among APEA member VOPEs and designated public institutions for evaluation.
- A draft model syllabus can be shared by the Developing Partnerships for Evaluation Capacity Theme part of the Asia Pacific Regional Evaluation Strategy among APEA member VOPEs.
- Through the Training for Parliamentarians 2021 organized by the International Program for Development Evaluation Training (IPDET), APEA, and the Global Parliamentarians Forum for Evaluation (GPFE), the parliamentarians that participate in the training will be encouraged to establish National Parliamentarian Forums for evaluation and follow up on national evaluation policy and systems in their countries.

# 1 Introduction

Asia Pacific Evaluation Association (APEA) is the regional voluntary organization for professional evaluation (VOPE) established in 2012 and covers 40+ countries in the region. APEA has sixteen-member VOPEs from the region. The mission of APEA is “To promote and sustain the concept, practice, and usefulness of evaluation and support the achievement of optimal performance and results across all sectors in the Asia Pacific Region, in both the public sector and private sectors.”<sup>3</sup>

APEA, EvalYouth Asia (EYA), Parliamentarians Forum for Development Evaluation-South Asia collaborated with United Nations Population Fund (UNFPA), EvalYouth Global, and Global Parliamentarians Forum for Evaluation (GPFE) in developing the Asia Pacific Regional Evaluation Strategy, which has been launched in October 2002, and in implementation. The Asia Pacific Regional Evaluation strategy includes eight themes and “Promoting National Evaluation, Policies, and Systems (NEPS)” is one of the themes. The main objective of the NEPS theme is to “Increase the number of countries in the region embarking on developing NEPS.”<sup>4</sup>

## 1.1 UNDP and UNICEF Study on NEPS

Previously, in August 2019, UNDP and UNICEF conducted a review of “National Evaluation Systems and Capacities for Evaluating Progress Towards the Sustainable Development Goals in Asia and the Pacific.” This study documented Indonesia, Malaysia, Mongolia, Philippines, Sri Lanka, Thailand, and Vietnam as case studies. The objective of this study was “to generate a body of knowledge to guide strategies in the region and beyond for national evaluation capacity development adapted responsive to the 2030 Agenda era.”<sup>5</sup> Each case study in the report was conducted by national consultants with guidance from UNICEF and UNDP regional and country offices and senior international consultants, using a shared conceptual framework and methodology. National peer review committees of UNICEF and UNDP country office staff and other experts provided additional inputs. This created a granular, nuanced understanding of the countries covered. While such a detailed survey helps in understanding how these countries have developed their NEPS, repeating such a study on a larger scale or regularly is not possible. This limits the understanding of what is happening in the other countries in the region and how their situation is dynamically changing every year with the efforts of so many stakeholders involved in developing national capacities for evaluation

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<sup>3</sup> Asia Pacific Evaluation Association (2020). Vision and mission. Retrieved from <https://www.asiapacificeval.org/>

<sup>4</sup> APEA, EYA, & PFDE (October 2020). Asia Pacific Regional Evaluation Strategy.

<sup>5</sup> UNDP & UNICEF (August 2019). Review of National Evaluation Systems and Capacities for Evaluating Progress Towards the Sustainable Development Goals in Asia and the Pacific.

in light of the SDGs. Thus, this lacuna is being filled through the current survey, which is shorter, easily repeatable every year and still provides status of crucial parameters in the same dimensions used by the 2019 study.

## 1.2 Regional Dialogue on NEPS

The first virtual Asia Pacific Regional Dialogue on NEPS was held on 11<sup>th</sup> December 2020. This Regional Dialogue was organized by APEA, EYA, Parliamentarians Forum for Development Evaluation-South Asia in collaboration with United Nations Population Fund (UNFPA), EvalYouth Global, Global Parliamentarians Forum for Evaluation (GPFE), and #Eval4Action. During this Regional Dialogue, the VOPEs representing twelve countries mentioned below made presentations on the enabling environment, institutional capacities, and individual capacities for evaluation in their respective countries.

1. Afghanistan
2. Bhutan
3. Bangladesh
4. India
5. Indonesia
6. Japan
7. Mongolia
8. Nepal
9. Pakistan
10. Philippines
11. Sri Lanka
12. New Zealand

## 1.3 Purpose and Objectives of the Study

One part of APEA's program is to provide services to countries in the Asia Pacific Region for the development of NEPS. **The objective of this study was to understand the status of the NEPS in the Asia Pacific Region through the VOPEs.** The NEPS is a key component to ensure that there is demand for evaluation and the results from evaluation are used for evidence-based decision making by policy makers in order to improve people's lives in the Sustainable Development Goals era. According to UNDP & UNICEF (2019), NEPS is defined as follows:

*"The set of institutions, people, and activities, along with the policies, procedures, and relationships that link and guide them, that are involved in the demand, supply, and use of evaluation to support public sector accountability, learning, and decision-making. The degree to which evaluation is institutionalized varies. In some countries, there is significant whole-of-government coordination through a lead ministry or agency, while in other countries, evaluation functions may be dispersed among sectoral or sub-national systems. There may or may not be a national policy or other regulations governing national evaluation processes, and the standardization and implementation of evaluation policies also varies."*<sup>6</sup>

Thus, there is a wide spectrum of possibilities in what may be present in a country in terms of national evaluation policy and system. Due to this variety, it is pertinent that feedback about the existing system in the countries is taken from people familiar with the country and its system.

Additionally, the Global Evaluation Agenda 2016-2020 endorsed by EvalPartners and other stakeholders states the importance of strengthening the enabling environment for evaluation, institutional capacities and individual capacities in promoting an evaluation culture of a country.<sup>7</sup> Hence, in order to assess the status of the NEPS of countries, this study looked into the dimensions of an evaluation system, which are **enabling environment, institutional capacity, and individual capacity** (Please see Table 1 for definitions). Further, this study assesses if countries in the Asia Pacific Region have embedded Monitoring & Evaluation (M&E) in the implementation of Sustainable Development Goals (SDGs) and if countries have presented their Voluntary National Reviews (VNRs).

*Table 1: Dimensions of Evaluation Systems<sup>8</sup>*

Dimension	Definition
Enabling Environment	The cultural and governance context for producing and using evaluation as a critical input to results-based and evidence-based policy, management, programming, and accountability, in line with accepted evaluation stands and principles.
Institutional Capacity	The organizational systems, structure, and resources required to support planning, coordination, implementation, and use of evaluation in line with accepted evaluation standards and principles.
Individual Capacity	The knowledge, skills, and competencies, including values, that individuals require to demand, commission, conduct, and use evaluations in line with accepted evaluation standards and principles.

<sup>6</sup> UNDP & UNICEF (August 2019). Review of National Evaluation Systems and Capacities for Evaluating Progress Towards the Sustainable Development Goals in Asia and the Pacific.

<sup>7</sup> EvalAgenda 2020. Executive Summary: Global Evaluation Agenda 2016-2020. EvalPartners. Retrieved from <https://www.evalpartners.org/sites/default/files/documents/ExecutiveSummary.pdf>

<sup>8</sup> UNDP & UNICEF (August 2019). Review of National Evaluation Systems and Capacities for Evaluating Progress Towards the Sustainable Development Goals in Asia and the Pacific.

## 2 Methodology and Approach

The current study builds up on the 2019 study conducted in the Asia Pacific Region mentioned in the first chapter. Based on the dimensions of evaluation systems in the previous study, a questionnaire was prepared (See Annexure No.1) and shared with all the national VOPE leaders associated with APEA. Nineteen VOPEs representing the same number of countries were contacted initially in August 2020, with a low response. After the survey was sent again in May 2021, total fourteen responses were received. Table 2 provides the list of the VOPEs and their countries that responded to the survey.

*Table 2: Countries and Responding VOPEs*

No	Country	Name of VOPE
1	Afghanistan	Afghan Evaluation Society (AfES)
2	Bhutan	Evaluation Association of Bhutan (EAB)
3	Bangladesh	Bangladesh Evaluation Society (BES)
4	India	Evaluation Community of India (ECOI)
5	Indonesia	Indonesia Development Evaluation Community (InDEC)
6	Japan	The Japan Evaluation Society (JES)
7	Mongolia	Mongolian Evaluation Network (MEN)
8	Myanmar	Myanmar Monitoring and Evaluation Association (MMEA)
9	Nepal	Nepal Evaluation Society (NES)
10	New Zealand	Aotearoa New Zealand Evaluation Association (ANZEA)
11	Pakistan	Pakistan Evaluation Association (PEA)
12	Philippines	Philippines Evaluators for Development (PHILDEV)
13	Republic of Korea	Korea Evaluation Society (KES)
14	Sri Lanka	Sri Lanka Evaluation Association (SLEvA)

The responses received were cleaned and converted to standard answers. During this process, responses were also crosschecked with the **NEPS Regional Dialogue Country Presentations** in December 2020 by the respective VOPEs. Combining the survey response with the presentations, the survey team mailed some clarificatory questions to the VOPE leadership in July 2020. Based on the responses received, data was further updated. A quick desk research was conducted to cross check the collected data and get further details.

While the current questionnaire may feel simplistic to many observers, keeping it simple will allow for repeating this survey every year and track progress of the countries over the years on the most basic dimensions of a NEPS. It also provides direct action points to the VOPEs to follow up with their respective National Governments.



## 2.1 Definitions

In the survey, 21 questions were asked, grouped under four dimensions of enabling environment, institutional capacities, individual capacities, and evaluation and SDGs implementation. Each of these questions dealt with specific criteria. While some of these are self-evident, for some, a definition would help in clarifying what was expected in the survey. In this section, the definitions used in preparing this study report are provided.

**Integration of Evaluation in Constitution** - In this criterion, it is being checked whether evaluation function, policy, norms, use, etc. has been integrated into the country's constitution either from the start or through an amendment of the constitution. This would give evaluation a prime importance at the national level, which would be immutable.

**National Evaluation Policy** - A National Evaluation Policy is any principle, rule or standard used to guide the government's decisions and actions in planning, conducting, reporting, or using evaluation, or any policy, which may be legislated, decreed, formally announced, or directed by the national government, and which establishes the organisational capacities, purpose, responsibilities, processes, or structures for a national evaluation system.<sup>9</sup>

**Evaluation Act/ Bill** - An act/ bill which focuses on the evaluation function, policy, norms, use, institutions, etc. and lays down guidelines for the same at the national government level (central government level in a federal system).

**Parliamentarians Forum on Evaluation** - A group of parliamentarians across party lines which is committed to promoting evaluation use in the country, which is associated with the Global Parliamentarians Forum for Evaluation.

**Designated public institute for evaluation** - A dedicated institute, which is part of the national/ central government and is tasked with all matters related to evaluation of government programs, especially preparing evaluation plans, following up on action taken and ensuring evaluation use for evidence and performance-based budgeting.

**Evaluation guidelines** - Guidelines on how evaluations should be designed, conducted and used, released by the government.

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<sup>9</sup> Based on Johnson's Definition. Retrieved from [https://www.academia.edu/11216961/United\\_States\\_Evaluation\\_Policy\\_a\\_Theoretical\\_Taxonomy](https://www.academia.edu/11216961/United_States_Evaluation_Policy_a_Theoretical_Taxonomy)

**Evaluation standards** - Document describing the standards of evaluations to be followed during any evaluations conducted by the government or other public agencies in a country. These may be a part of the evaluation guidelines and also address the ethics of evaluation.

**Code of ethics** - The ethics of conducting evaluations published by the government, may be a part of the standards of guidelines documents.

**Designated evaluation cadre** - A separate evaluation related service, or a post within an existing service where hiring, posting, promotion, etc. is done within a hierarchy of evaluation related responsibilities in the government.

**National budget for evaluation** - In the annual national budget, a provision is made for evaluation related heads, such as establishment, evaluation studies, data management, etc.; which may be in the budget allotted for specific ministries or programs, but line items are clearly available. This may also be the budget for the designated institute for evaluation.

**University degree programs or short courses in evaluation** - These are entire degree programs/ diploma courses where a degree in evaluation is awarded and contain various courses related to evaluation, implementation of evaluation, data management, research methods, etc. as against individual courses within another degree program/ diploma course which might be taught in the university. This focuses specifically on academic programs offered by universities/ academic institutions for students, as against certificate/ training programs offered by government or other agencies for their staff or evaluation professionals.

**Evaluation Competencies** - Evaluation competencies refer to the skills, abilities, knowledge, experience, and/or qualifications expected in an evaluator based on their role in the evaluation process. Further, competencies, standards, and ethics are linked together and may form parts of the same document.

**Designated public institution for SDG implementation** - A nodal agency designated by the government for following up on SDG implementation in the country.

**M&E embedded in SDG implementation** - M&E is given importance in the plans and programs prepared and implemented for SDG achievement. Close monitoring of SDG related indicators with regular evaluation cycles.

**Voluntary National Review (VNR)** - VNRs are regular and inclusive reviews of progress at the national and sub-national levels, which are country-led and country-driven voluntary reviews, undertaken by both developed and developing countries, and involve multiple stakeholders. VNRs aim to facilitate the sharing of experiences, including successes, challenges and lessons learned, with a view to accelerating the implementation of the 2030 Agenda. The VNRs also seek to strengthen policies and institutions of

governments and to mobilize multi-stakeholder support and partnerships for the implementation of the SDGs.<sup>10</sup>

## 2.2 Data Analysis

The received responses were tabulated as per the four dimensions for each country and then processed to convert the responses into Yes/ No/ partially/ in progress/ don't know categories according to the questions. If the presence or absence of any criteria was clearly available from the survey, follow up questions and desk review process, it was marked as Yes (if present) or No (if absent). For cases like NEP, bill, guidelines, ethics, etc., some countries either have a draft in place, which is in process of being accepted at the national level or have some other document limited in scope at sub national or ministry level. Such responses were classified as either in progress or partially.

## 2.3 Limitations

This survey has many limitations, starting with the fact that the initial team which designed the survey was not involved in the later report writing; this might have led to ignorance of any pre-decided analysis or definitions.

The short questionnaire with ambiguous questions may have resulted in the same questions being interpreted differently by different VOPE leaders. As the survey had no follow up questions, this difference in interpretation may have led to large variability. This was mitigated through follow up questions sent to verify ambiguous answers, but some variation may still have crept in. The definitions used in the survey were not finalised before the survey was sent out, or before starting the process of data analysis; based on how the responses were interpreted, some of the definitions were finalised.

In an attempt to keep the survey short, some important dimensions related to NEPS might have been left out of the survey. This must be mitigated during follow up surveys in the coming years.

As the respondents were VOPE leaders, their perception and the government's perception of the same question may differ, and the answers may be contested. At times, it was observed that the VOPE leaders lacked information or had a biased perspective, when the same data was being cross-checked through desk reviews.

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<sup>10</sup> Sustainable Development Knowledge Platform. Voluntary National Reviews. Retrieved from <https://sustainabledevelopment.un.org/vnrs/>

As only one response was taken from a country, instead of multiple responses from experts in a country, as done in previous study and the International Atlas of Evaluation<sup>11</sup>, these answers may be biased/ may not represent the true situation in the country. Also, the questionnaire was not sent to the representatives of the government for their responses. This has been partially mitigated through desk research by the team.

Despite these limitations, this is the first wide-based activity of this nature in the Asia Pacific region, and will form the base for future similar studies. It is expected that in the coming years, more countries will respond, with more respondents from each country.

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<sup>11</sup> Jacob, S., Speer, S., & Furubo, J.-E. (2015). The institutionalisation of evaluation matters: Updating the international Atlas of Evaluation 10 years later. *Evaluation*, 6-31. <https://journals.sagepub.com/doi/10.1177/1356389014564248>

## 3 Findings

### 3.1 Enabling Environment

The following section assesses the enabling environment (Legal Framework) for evaluation in the surveyed countries. Having evaluation laws and regulations and political commitment is critical in order to create a culture of evaluation for good governance, transparency, and accountability.

According to Figure 1 and Table 3, from the surveyed VOPEs, only one country (Nepal) has evaluation integrated into the country's Constitution in the Asia Pacific Region. For instance, the following provisions below on evaluation are integrated in the **Nepal Constitution**.<sup>12</sup>

- *Article 54: "to monitor and evaluate the directive principles, policies and obligations of the state"*
- *Article 293: "The committees of the House of Representatives may monitor and evaluate the functioning, including reports, of the Constitutional Bodies, other than the National Human Rights Commission"*
- *Article 220(7) on the functions of District Assembly and District Coordination Committee- "to monitor development and construction works"*

Additionally, from the surveyed VOPEs, only two countries (Philippines and Sri Lanka) have endorsed National Evaluation Policy in the Asia Pacific Region (See Figure 1 and Table 3). For example, **Sri Lanka is the only country in South Asia to have a National Evaluation Policy approved by the National Government**.<sup>13</sup> The National Evaluation Policy was endorsed by the Sri Lankan Government in June 2018<sup>14</sup> and it was launched by Prime Minister Ranil Wickramasinghe during EvalColombo2018.<sup>15</sup> In the Philippines, the National Economic and Development Agency (NEDA) and the Department of Budget and Management (DBM) drafted the **National Evaluation Policy Framework** in order to conduct evaluations in the Public Sector for evidence based decision making.<sup>16</sup> On 15 July 2015, the NEDA and DBM issued and circulated the Joint Memorandum Circular No. 2015-01-National Evaluation Policy Framework for the Philippines.<sup>17</sup>

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<sup>12</sup> Asia Pacific Regional Dialogue on NEPS Presentations (December 2020)

<sup>13</sup> APEA, EYA, & PFDE (October 2020). Asia Pacific Regional Evaluation Strategy.

<sup>14</sup> APEA, EYA, & PFDE (October 2020). Asia Pacific Regional Evaluation Strategy.

<sup>15</sup> SLPFE (2019). National Evaluation Policy of Sri Lanka. Retrieved from <https://slpfe.org/evaluation-policy/>

<sup>16</sup> APEA, EYA, & PFDE (October 2020). Asia Pacific Regional Evaluation Strategy.

<sup>17</sup> Asia Pacific Regional Dialogue on NEPS Presentations (December 2020)

Furthermore, New Zealand does not have a National Evaluation Policy endorsed in the country, but the **New Zealand Government has an Evaluation Operational Policy** for Official Development Assistance (ODA) funded development programmes part of New Zealand's International Development Cooperation.<sup>18</sup>

In addition, in Bhutan, the Research and Evaluation Division of the Gross National Happiness Commission Secretariat (GNHCS) led the process in drafting the National Evaluation Policy in 2017. The **National Evaluation Policy of Bhutan has been endorsed by the Gross National Happiness Commission** and the National Evaluation Policy is waiting for approval by the Cabinet of Ministers.<sup>19</sup>

Moreover, as per the surveyed VOPEs, only two countries (Japan, Republic Korea) currently have an Evaluation Act/Bill in the Asia Pacific Region. For instance, the **Government Policy Evaluation Act of Japan came into effect in April 2002 (Law No. 86 of 2001)**.<sup>20</sup> Also, the **Republic of Korea has the Government Performance Evaluation Act that was legislated in 2006**. The Republic of Korea Government Performance Evaluation Act states the following:<sup>21</sup>

*"Government Performance Evaluation is evaluation on policies performed by institutions, corporations, and organizations (hereinafter referred to as evaluation targets) in order to secure efficiency, effectiveness, and accountability of management of national affairs (Article 2 of the Act 2)"*

Nevertheless, according to Table 3, Nepal, Sri Lanka, and Philippines have draft Evaluation Bills and are pending approval from their parliaments. In Nepal, the **National Evaluation Policy Act** has been developed and is awaiting approval in the Parliament.<sup>22</sup> In Sri Lanka, the Parliamentary Select Committee (PSC) on Evaluation drafted the **National Evaluation Bill** and this bill is awaiting approval by the Parliament.<sup>23</sup> For the Philippines, the **Results Based National Evaluation Policy (RBNEP) Act** and the **National Evaluation Policy Act** have been drafted and are pending confirmation in the Senate.<sup>24</sup>

On the other hand, only three surveyed VOPEs (Japan, Nepal, and Sri Lanka) indicated that they have a Parliamentarians Forum for Evaluation. For instance, the **Sri Lanka Parliamentarians Forum for Evaluation (SLPFE)** was formed in 2016 in order to raise awareness among parliamentarians on evaluation

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<sup>18</sup> New Zealand Foreign Affairs & Trade Aid Programme (2020). Evaluation Operational Policy. Retrieved from <https://www.mfat.govt.nz/assets/Aid-Prog-docs/Tools-and-guides/Evaluation-Policy.pdf>

<sup>19</sup> Asia Pacific Regional Dialogue on NEPS Presentations (December 2020)

<sup>20</sup> Asia Pacific Regional Dialogue on NEPS Presentations (December 2020)

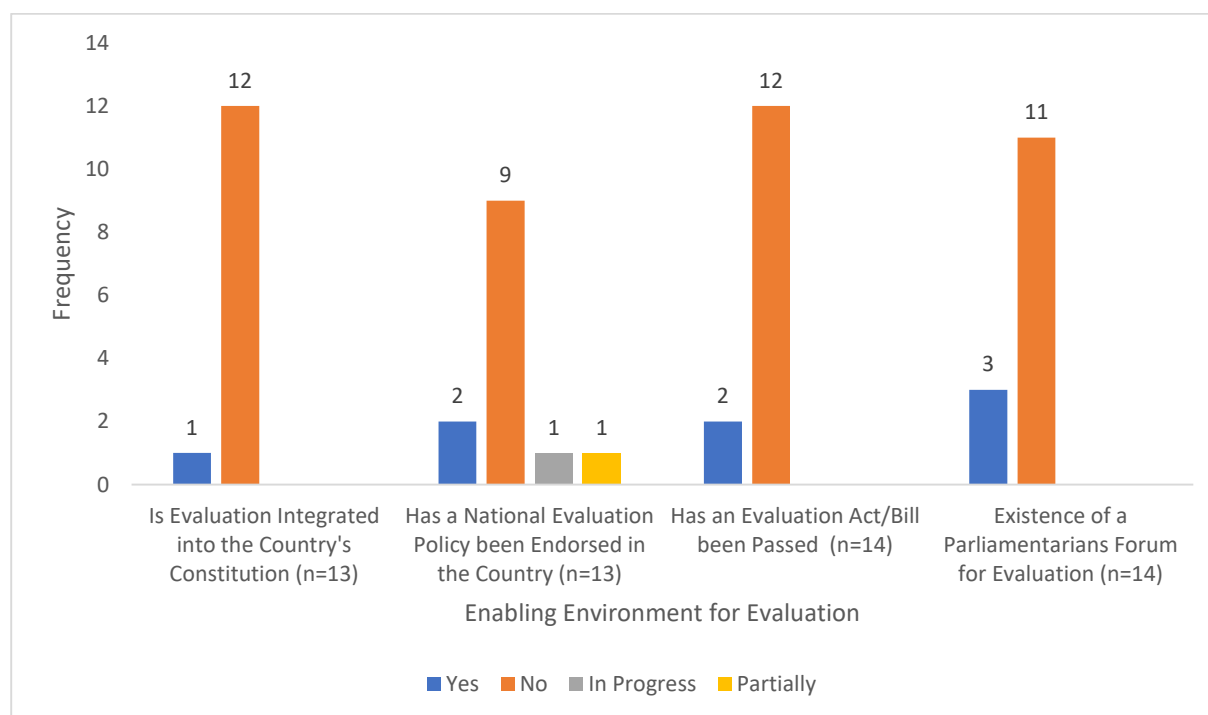
<sup>21</sup> Korea Development Institute (2012). Strengthening the capacity of the monitoring and evaluation(M&E) system of Ghana at all levels of national administration (Chapter on Government Performance Evaluation in Korea). Retrieved from <https://www.kdevelopedia.org/Resources/view/04201210090121999.do>

<sup>22</sup> APEA, EYA, & PFDE (October 2020). Asia Pacific Regional Evaluation Strategy.

<sup>23</sup> APEA, EYA, & PFDE (October 2020). Asia Pacific Regional Evaluation Strategy.

<sup>24</sup> Senate of the Philippines. Results Based National Evaluation Policy (RBNEP). Retrieved from [http://legacy.senate.gov.ph/lis/bill\\_res.aspx?congress=18&q=SBN-1885](http://legacy.senate.gov.ph/lis/bill_res.aspx?congress=18&q=SBN-1885) and Asia Pacific Regional Dialogue on NEPS Presentations (December 2020)

and to promote an evaluation culture within the Parliament.<sup>25</sup> SLPFE played a major role in advocating for the National Evaluation Policy and Parliamentary Select Committee for Evaluation in Sri Lanka.<sup>26</sup> Further, in **Nepal**, the **National Parliamentarians Forum on Development Evaluation Policy** was formed in 2014.<sup>27</sup> However, for **Japan**, the information is not evident whether a Parliamentarians Forum for Evaluation has been established.



*Figure 1: Status of the Enabling Environment for Evaluation in the Asia Pacific Region*

Overall, in the Asia Pacific Region more work needs to be done by VOPEs partnering with the National Governments in order to develop a legal framework for evaluation to ensure that evaluation is institutionalized in the political and legal system of a country.

*Table 3: Summary of Current Status of Evaluation Legal Framework for Surveyed VOPEs<sup>28</sup>*

Country	Status of Evaluation Legal Framework
Afghanistan	-National M&E Policy Framework was drafted in 2016 through GIZ
Bhutan	-The National Evaluation Policy was endorsed by the Gross National Happiness Commission and has been submitted to the Cabinet for approval
Bangladesh	There is no National Evaluation Policy and Evaluation Act/Bill
India	-Evaluation Community of India (ECOI) is drafting a National Evaluation Policy, Development Monitoring and Evaluation Office is also working on it, some guidelines exist as part of orders issued by Department of Expenditure.

<sup>25</sup> SLPFE (2019). About us. Retrieved from <https://slpfe.org/>

<sup>26</sup> APEA, EYA, & PFDE (October 2020). Asia Pacific Regional Evaluation Strategy.

<sup>27</sup> Asia Pacific Regional Dialogue on NEPS Presentations (December 2020)

<sup>28</sup> APEA NEPS Survey (2021), APEA, EYA, & PFDE (October 2020). Asia Pacific Regional Evaluation Strategy & Asia Pacific Regional Dialogue on NEPS Presentations (December 2020)

Indonesia	<p>-There is no National Evaluation Policy and Evaluation Act/Bill</p> <p>- The current laws and regulations that incorporates evaluations:<sup>29</sup></p> <ul style="list-style-type: none"> <li>• "Law No. 25/2004 on National Development Planning System (Evaluation as one of main planning steps)</li> <li>• Government Regulation No. 39/2006 on Procedure related to Planning Evaluation and Control (first regulation specific addressing evaluation, mainly for central government institutions)</li> <li>• Government Regulation No. 17/2017 (evaluation as input to formulate targets, policy directions, national priorities for the annual development plan).</li> <li>• For regional development plan: evaluation stated in MOHA regulation No. 86/2017 on procedure in regional development planning, evaluation and control. Room for improvement: improving integrated/collaboration evaluation in implementing several regulations."</li> </ul>
Japan	<p>-Japan has a Parliament Act in Evaluation. The Government Policy Evaluation Act came into effect in April 2002 (Law No. 86 of 2001)</p> <p>-All Ministries are required to conduct policy evaluations and submit the reports to the National Diet</p>
Mongolia	<p>-There is no National Evaluation Policy and Evaluation Act/Bill</p> <p>- Evaluation is a part of the Development Policy Planning Law that has been amended in May 2020<sup>30</sup></p> <p>-Since 2015, all policies and programmes include clauses on Monitoring and Evaluation</p>
Myanmar	There is no National Evaluation Policy and Evaluation Act/Bill
Nepal	<p>-Nepal is the only country in Asia Pacific Region to have Evaluation included in the National Constitution (Article 54, 293, 220 (7) )</p> <p>-The National Evaluation Policy Act is in the Parliament for approval</p>
New Zealand	-New Zealand Government has an Evaluation Operational Policy for Official Development Assistance funded initiatives as part of New Zealand's International Development Cooperation
Pakistan	-No legal framework for evaluation
Philippines	<p>-In 2011, National Evaluation Policy Framework (NEPF) of Philippines developed by the National Economic and Development Agency (NEDA) and the Department of Budget and Management (DBM)</p> <p>-An Act establishing a Results Based National Evaluation Policy (RBNEP-Bill)- Pending in the Senate Committee (2020)</p> <p>-An Act establishing a National Evaluation Policy - Pending in the Senate Committee (2019)</p>
Republic of Korea	-The Government Performance Evaluation Act was legislated in 2006
Sri Lanka	-Only country in South Asia to have a National Evaluation Policy endorsed by the Government in June 2018

<sup>29</sup> Asia Pacific Regional Dialogue on NEPS Presentations (December 2020)

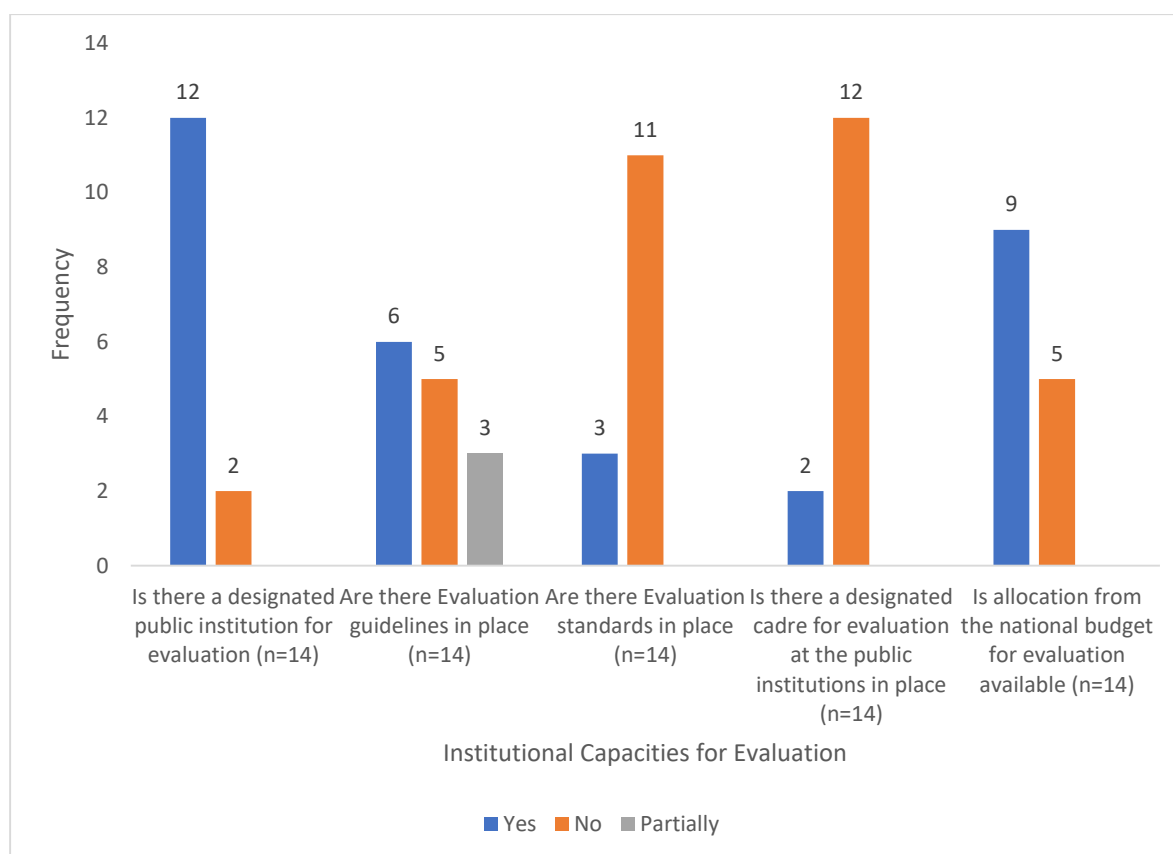
<sup>30</sup> Legal Info (2020). Law of Mongolia on Development Policy Planning and Its Management. Retrieved from <https://www.legalinfo.mn/law/details/15973?lawid=15973>



	-First country in the world to have a Parliamentary Select Committee (PSC) on Evaluation in 2019 -Draft National Evaluation Bill drafted by the PSC on Evaluation
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## 3.2 Institutional Capacities

During the survey and through the follow up questions, data was collected on existing national institutional capacities in different countries. The national capacities were compared on the dimensions of the presence of a designated public institution responsible for evaluation function at the national level, existence of evaluation guidelines and standards, formation of a dedicated cadre for evaluation and allocation of national budget for evaluation. The limited scope of definition of each of these terms is presented in Chapter 2.



*Figure 2: Status for the Institutional Capacities for Evaluation in the Asia Pacific Region*

Figure 2 graphically denotes the status in the various criteria. The category 'Partially' is used to denote countries where the respondents to the survey mentioned that either there are some draft guidelines in place or some Ministry or subnational government has guidelines.

The following Table 4 lists the public institutions responsible for evaluation function in the countries surveyed. This information is obtained through the surveys and then cross-checked on the government

websites. The links to the websites of the concerned units or their parent Department/ Ministry are added to allow readers to explore further.

*Table 4: Designated Public Institutions for Evaluations*

Country	Designated Public Institute for Evaluation	Link to Website
Afghanistan	Ministry of Economy	<a href="https://www.moec.gov.af/en">https://www.moec.gov.af/en</a>
Bangladesh	IMED-Implementation Monitoring & Evaluation Division	<a href="https://imed.portal.gov.bd/">https://imed.portal.gov.bd/</a>
Bhutan	Research and Evaluation Division, Gross National Happiness Commission Secretariat	<a href="https://www.gnhc.gov.bt/en/">https://www.gnhc.gov.bt/en/</a>
India	Development Monitoring and Evaluation Office, NITI Aayog	<a href="https://dmeo.gov.in/">https://dmeo.gov.in/</a>
Indonesia	Ministry of National Development Planning/ National Development Planning Agency (BAPPENAS)	<a href="https://www.bappenas.go.id/en/">https://www.bappenas.go.id/en/</a>
Japan	Administrative Evaluation Bureau, Ministry of Internal Affairs and Communications	<a href="https://www.soumu.go.jp/english/aeb/index.html">https://www.soumu.go.jp/english/aeb/index.html</a>
Mongolia	Monitoring, Evaluation and Internal Audit Department, Cabinet Secretariat	<a href="https://cabinet.gov.mn/sector/%d1%85%d1%8f%do%bd%do%bo%do%bb%d1%82-%d1%88%do%b8%do%bd%do%b6%do%b8%do%bb%do%b3%d1%8d%d1%8d-%d2%af%do%bd%d1%8d%do%bb%do%b3%d1%8d%d1%8d-%do%b4%do%be%d1%82%do%be%do%be%do%b4-%do%bo%d1%83%do%b4%do%b8?lang=en">https://cabinet.gov.mn/sector/%d1%85%d1%8f%do%bd%do%bo%do%bb%d1%82-%d1%88%do%b8%do%bd%do%b6%do%b8%do%bb%do%b3%d1%8d%d1%8d-%d2%af%do%bd%d1%8d%do%bb%do%b3%d1%8d%d1%8d-%do%b4%do%be%d1%82%do%be%do%be%do%b4-%do%bo%d1%83%do%b4%do%b8?lang=en</a>
Myanmar	--	
Nepal	National Planning Commission	<a href="https://www.npc.gov.np/en/category/monitoring_evaluation">https://www.npc.gov.np/en/category/monitoring_evaluation</a>
New Zealand	--	
Pakistan	Ministry of Planning, Development and Special Initiatives	<a href="https://www.pc.gov.pk">https://www.pc.gov.pk</a>
Philippines	National Economic Development Authority	<a href="https://nep.neda.gov.ph/">https://nep.neda.gov.ph/</a>
Republic of Korea <sup>31</sup>	Government Performance Evaluation Committee, Office for Government Policy Coordination, Prime Minister's Office	<a href="https://www.opm.go.kr/en/index.do">https://www.opm.go.kr/en/index.do</a>

<sup>31</sup> Torneo, A (2015). Government Performance Management and Evaluation in South Korea: History and Current Practices. Public Performance and Management Review. 39(2). 279-296. Retrieved from [https://www.researchgate.net/publication/286922661\\_Government\\_Performance\\_Management\\_and\\_Evaluation\\_in\\_South\\_Korea\\_History\\_and\\_Current\\_Practices](https://www.researchgate.net/publication/286922661_Government_Performance_Management_and_Evaluation_in_South_Korea_History_and_Current_Practices)

Sri Lanka	Department of Project Management and Monitoring	<a href="https://www.treasury.gov.lk/web/department-of-project-management-and-monitoring">https://www.treasury.gov.lk/web/department-of-project-management-and-monitoring</a>
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While a majority of the countries (12 out of 14) have a designated institution, which is expected to lead the monitoring and evaluation function in the country and establish the necessary guidelines, standards, policies, etc. it is observed that very few countries have guidelines (6 out of 14) and standards (3 out of 14) in place.

**New Zealand** had an agency named Social Policy Evaluation and Research Unit (SUPERU), Families Commission, which worked with the VOPEs and other partners to produce the guidelines, etc. between 2014 to 2018, but this was de-established.<sup>32</sup>

The countries from which VOPEs have responded that they have national evaluation guidelines are **Bangladesh, Japan, Nepal, New Zealand, Philippines, and Republic of Korea**. Some other countries have Ministry level guidelines such as Afghanistan and India; and Mongolia mostly has monitoring guidelines. Nepal is reviewing its existing guidelines from 2013.

The only VOPEs that responded that their countries have evaluation standards in place are **Japan, New Zealand and the Republic of Korea**. Only **Bangladesh and Mongolia** claim to have an evaluation cadre in their public service, though this could not be verified.

When the VOPEs were asked about budgetary provision for Evaluation in their national budget, 9 VOPE leaders responded that their countries had budgetary provisions. While five have responded in the negative, it isn't clear whether this is because there is no separate head for evaluation in the budget or a clear demarcation of funds for evaluation within ministries or programs. This couldn't be verified through desk review easily, due to lack of access to budget documents and understanding of each country's systems.

Overall, it can be said that though dedicated institutions responsible for evaluation are present in most countries, the institutional capacities are still weak across the countries surveyed. This may be remediated through greater focus on building the necessary guidelines and putting in place a National Evaluation Policy. As the survey didn't focus on the capacities of the VOPEs, nor is there any literature about the same, a comment about their ability to lobby for institutionalisation of evaluation in the respective countries cannot be made.

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<sup>32</sup> NZFVC (2018) Where to find Superu resources and work after they close <https://nzfvc.org.nz/news/where-find-superu-resources-and-work-after-they-close>

### 3.3 Individual Capacities

Producing and using evaluations requires individual skills and knowledge and strengthening individual capacities lays the groundwork for mutual accountability and collaboration. Individual capacity development is the process whereby people unleash, strengthen, create, adapt and maintain capacity to produce and use evaluation to effectively support accountability and learning.<sup>33</sup>

The following section assesses the individual capacities for evaluation in the surveyed countries according to the availability of:

- University degree programs or short courses available on M&E in the country
- Code of ethics for evaluators
- Clearly defined competencies for evaluators

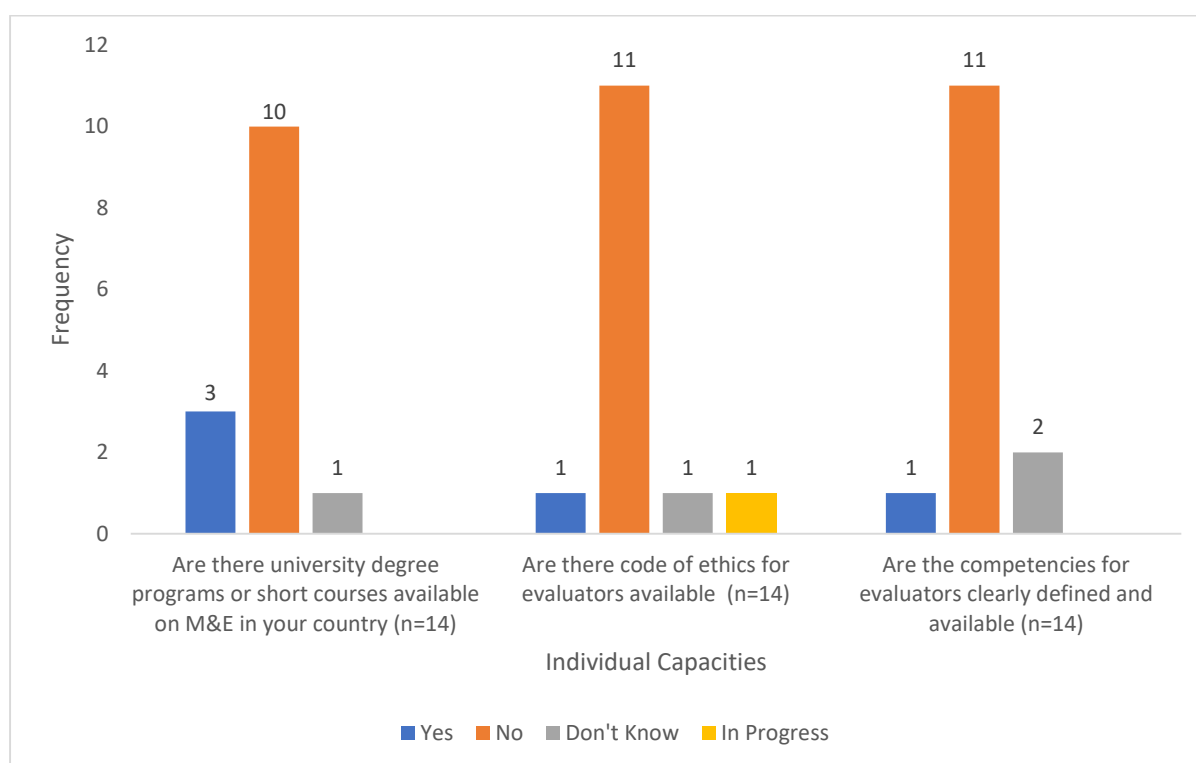


Figure 3: Status of Individual Capacities for Evaluation

According to Figure 3 and Table 5, only three countries, namely **Sri Lanka, Indonesia and Bangladesh** have a diploma or short courses available on M&E in the country. Table 5 provides an overview of the situation in each of the surveyed countries, as reported by the responding VOPE representatives.

<sup>33</sup>Organization for economic co-operation and development (2006), DAC Guidelines and Reference Series A DAC Reference Document, The Challenge of Capacity Development, Working towards good practice. Retrieved from <https://www.oecd.org/dac/evaluation/dcdndep/40945568.pdf>

Table 5: Summary of Diploma, Certificate or Short Courses on M&E in Surveyed Countries

Country	Status of the Academic Programs for M&E
Bangladesh	-Non-academic M&E Course at the National Academy for Planning & Development (NAPD) under the Ministry of Planning
India	-Evaluation Community in India (ECOI) has conducted a basic course in M&E for Delhi University students -Part courses in some colleges and short duration courses by some organizations are also available -Some universities are also in the process of starting academic courses in M&E in collaboration with various organizations
Indonesia	-Master Degree Program under the Social Welfare Program Study at University of Indonesia, with specialization on Planning and Evaluation
Nepal	-The School of Education, Kathmandu University conducts a 3-hours credit course on Planning, Monitoring and Evaluation of Development Programmes/ Projects (DEVP 641 Monitoring and Evaluation)
Pakistan	-Pakistan Evaluation Association (PEA) has already made efforts to collaborate with universities i.e. Pakistan Institute of Development Economics (PIDE) to introduce M&E courses for students
Sri Lanka <sup>34</sup>	-Post graduate diploma in monitoring and evaluation, University of Sri Jayawardenepura -Diploma in Monitoring & Evaluation conducted by the National Institute of Labour Studies (NILS) jointly in collaboration with Sri Lanka Evaluation Association -The Postgraduate Institute of Management of the University of Sri Jayawardenepura introduced and institutionalised evaluation into the Masters of Public Management Programmes in two modules, (a)Managing for Development Results and (b) Development Evaluation, as a part of their regular programme curriculum -The Faculty of Graduate studies of the University of Colombo introduced and institutionalised an advance evaluation module into the Masters programme on Regional Development Planning (MRDP) -The Master's Degree in Financial Economics of the University of Colombo was upgraded with the inclusion of Evaluation as an important component in the Project Planning and Appraisal Module -The Sri Lanka Institute of Development Administration (SLIDA) has introduced both Development Evaluation and MDR through their regular training programmes for public officers -Center for Evaluation of the University of Sri Jayawardenepura has a special postgraduate programme on Development Evaluation, which provides in-depth knowledge on development evaluation -A course on project management that includes a module on M&E, University of Colombo

<sup>34</sup> Sivangnanasothy, V. (2020), Development evaluation in Sri Lanka: Practitioners' guideline a step-by-step approach. USAID.

From the surveyed VOPEs, only one country (**New Zealand**) has a nationally accepted code of ethics for evaluators. According to the VOPE survey responses from **Mongolia** indicated that Mongolian Evaluation Network is still in the process of drafting a code of ethics for their evaluators. According to the survey responses, out of the 14 VOPEs that have been surveyed only **New Zealand**<sup>35</sup> has clearly defined competencies for evaluators.

Overall, the documents review and surveyed data show that there are no formal university degree programs (Master, PhD) available for evaluation in the Asia Pacific Region. Hence, in order to professionalize the field of evaluation in the region university degree programs on evaluation must be offered in academic institutions in the region. Additionally, the VOPEs in the region must take a lead to develop code of ethics and competencies for evaluators to professionalize the field of evaluation.

### 3.4 Evaluation and SDGs Implementation

The Asia Pacific Regional Evaluation strategy includes eight themes and “Using Evaluation to Report on the SDGs” is also one of the themes. One of the objectives of this theme is for “Governments, NGOs, VOPEs and the private sector increasingly use coherent evaluations to report on progress towards SDGs, formulate policy, develop programmes and enhance international relations.”<sup>36</sup> Hence, this section assess the survey countries progress towards using evaluation for SDGs implementation.

According to Figure 4, the majority of the countries (9 out of 14 countries) have a designated public institution for SDGs implementation. For example, according to the UNDP and UNICEF (2019) study on National Evaluation Systems and Capacities, in **Sri Lanka**, there is a Parliamentary Select Committee for SDGs that was created in October 2016 and a Sustainable Development Council that are working together on the country’s follow up and review process. In **Indonesia**, the “2030 Agenda legislation, Presidential Decree No 59/2017, explicitly notes the evaluation imperative for SDGs implementation, assigning responsibility for SDG-related M&E to BAPPENAS.” Further, in **Mongolia**, official structures and institutions are put in place to ensure that evaluations are carried for the 2030 Agenda. In addition, in **Philippines**, the 2030 Agenda is integrated into the Philippine Development Plan 2017-2022.<sup>37</sup>

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<sup>35</sup> ANZEA (2015). Evaluation Standards for Aotearoa for New Zealand. Retrieved from <https://www.anzea.org.nz/app/uploads/2019/04/ANZEA-Superu-Evaluation-standards-final-020415.pdf>

<sup>36</sup> APEA, EYA, & PFDE (October 2020). Asia Pacific Regional Evaluation Strategy.

<sup>37</sup> UNDP & UNICEF (August 2019). Review of National Evaluation Systems and Capacities for Evaluating Progress Towards the Sustainable Development Goals in Asia and the Pacific.

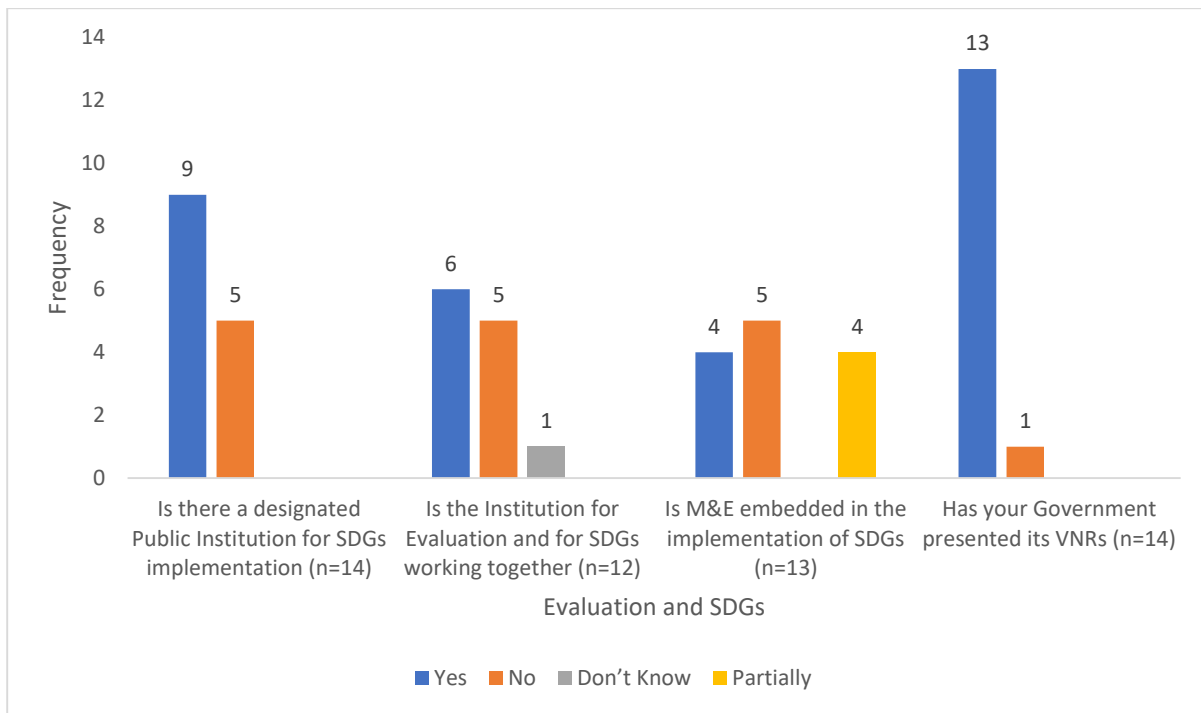


Figure 4: Status of Evaluation and SDGs in the Asia Pacific Region

Table 6 outlines the name of the designated institution for SDGs implementation for each of the nine countries, along with a link to their websites so that readers can explore them further.

Table 6: Designated Public Institution for SDGs Implementation by Country

Country	Name of Designated Institution for SDGs Implementation	Website
Afghanistan	Ministry of Economics (MoEC), Directorate of SDGs	<a href="https://moec.gov.af/en">https://moec.gov.af/en</a>
Bangladesh	IMED, Planning Commission, Bangladesh	<a href="https://imed.gov.bd/">https://imed.gov.bd/</a>
India	NITI Aayog, Ministries, State Departments	<a href="http://www.niti.gov.in/">http://www.niti.gov.in/</a>
Indonesia	The Secretariat of SDGs managed by BAPPENAS (National Development Planning Agencies)	<a href="http://sdgs.bappenas.go.id/beranda-2/">http://sdgs.bappenas.go.id/beranda-2/</a>
Mongolia	National Development Agency	<a href="https://nda.gov.mn/">https://nda.gov.mn/</a>
Nepal	National Planning Commission	<a href="https://www.npc.gov.np/en">https://www.npc.gov.np/en</a>
Philippines	National Economic & Development Authority	<a href="https://www.neda.gov.ph/">https://www.neda.gov.ph/</a>
Republic of Korea	Commission on Sustainable Development	<a href="http://eng.me.go.kr/eng/web/index.do?menuId=469">http://eng.me.go.kr/eng/web/index.do?menuId=469</a>
Sri Lanka	Sustainable Development Council of Sri Lanka	<a href="http://sdc.gov.lk/">http://sdc.gov.lk/</a>

Further, six of the VOPEs (Afghanistan, India, Indonesia, Mongolia, Nepal, and Philippines) that responded to this survey indicated that the institution for Evaluation and SDGs are working together in their countries (See Figure 4). On the other hand, for this study, only four VOPEs (Afghanistan, Bhutan, Indonesia, and Nepal) stated that their counties have embedded M&E in the implementation of the SDGs. Similarly, four VOPEs (Bangladesh, India, Philippines, and Republic of Korea) mentioned that their countries have partially embedded M&E in the implementation of the SDGs. For example, the VOPE respondent for

**India** indicated in the survey that monitoring is a regular feature in the implementation of SDGs. Also, the VOPE respondent for the **Republic of Korea** noted that Evaluation is mandated by the Sustainable Development Act (See Figure 4).

Moreover, according to Figure 4, thirteen out of the fourteen countries have presented the VNRs; Table 7 points out the countries that have presented the VNRs and it shows that six (Afghanistan, Bhutan Indonesia, Mongolia, Nepal, and Republic of Korea) out of the fourteen countries that presented the VNRs made a reference to evidence or M&E. The capacity of the designated public intuitions for SDGs in the respective countries need to be built in order to use evidence when conducting VNRs.

*Table 7: Status of Presentation of VNRs*

Country	Presented VNRs	Year <sup>38</sup>	Reference to Evidence or M&E for VNRs Presentation
Afghanistan	Yes	2017, 2021	Yes
Bhutan	Yes	2018, 2021	Yes
Bangladesh	Yes	2017, 2020	No response
India	Yes	2017, 2020	Sometimes
Indonesia	Yes	2017, 2019, 2021	Yes
Japan	Yes	2017	No response
Mongolia	Yes	2019	Yes
Myanmar	No	NA	No
Nepal	Yes	2017, 2020	Yes
New Zealand	Yes	2019	No
Pakistan	Yes	2019	No
Philippines	Yes	2016, 2019, 2022	No
Republic of Korea	Yes	2016	Yes
Sri Lanka	Yes	2018, 2022	No

<sup>38</sup>Sustainable Development Knowledge Platform. Voluntary National Reviews. Retrieved from <https://sustainabledevelopment.un.org/vnrs/>



## 4 Recommendations and Action Steps

APEA plans to engage the national VOPEs, and through them, the national governments to establish national evaluation systems and policies in as many countries in the region as possible. Towards this, the current study is a starting point which APEA expects to repeat in coming years to understand yearly improvement in status. Based on the limited information available in the current study, some common recommendations and action items are being suggested here. In the follow up activities by the Promoting National Evaluation, Policies, and Systems (NEPS) theme group, nation-specific points may be explored.

### 4.1 Recommendations

Based on the survey results in the four dimensions and their perceived relation to each other, the study team recommends:

- VOPEs in the Asia Pacific Region need to engage closely with their respective National Governments to create an enabling environment for evaluation.
- APEA should work closely with VOPEs in the Region to develop their capacity to engage with the national government, parliamentarians, and academic institutions.
- Parliamentarians Forum for Evaluation needs to be created in countries that do not have one in order to lobby for a National Evaluation Policy and Evaluation Bill in their countries. The findings show that countries with such a Forum had some kind of legal framework for evaluation.
- Building capacities and supporting the dedicated public institutions for evaluation for establishing national guidelines, standards, code of ethics, etc. should be taken up on priority as we see that although most countries have a dedicated institute, very few have the guidelines, etc. in place.
- VOPEs should advocate on introducing M&E degree programs (Masters, PhD), for individual capacity development and supply of professional evaluators. The VOPEs should work closely with academic institutions to implement M&E degree programs in their respective countries.
- The designed public institutions for evaluation and for SDGs can work together to gather evidence for the SDGs so policymakers can make decisions based on evidence. VOPEs should lobby for the same through feedbacks on the VNRs.
- The Inter-Regional Initiative for Professionalization of Evaluation (IRIPE) can develop guidelines on professionalizing the field of evaluation and all countries that are yet to develop a NEP should make professionalization a priority component of their proposed policy.

## 4.2 Action Steps

While the recommendations are open ended and will require considerable action to be implemented, a few immediate action steps, which the APEA plans to take in collaboration with its other partners, are:

- The Regional Dialogue on NEPS for the Asia Pacific Region will be held on **13th December 2021** and the objectives of the Regional Dialogue as follows:
  - Enhance knowledge on NEPS
  - Facilitate sharing of experience and good practices of NEPS from Asia Pacific countries
  - Mobilize country partners for further strengthening NEPS
- The NEPS survey conducted by APEA will be revised and administered again in mid-2022.
- A draft model NEP based on existing available draft policies by Parliamentarians Forum for Development Evaluation and by EvalPartners will be shared among APEA member VOPEs and designated public institutions for evaluation.
- A draft model syllabus can be shared by the Developing Partnerships for Evaluation Capacity Theme part of the Asia Pacific Regional Evaluation Strategy among APEA member VOPEs.
- Through the Training for Parliamentarians 2021 organized by the International Program for Development Evaluation Training (IPDET), APEA, and the Global Parliamentarians Forum for Evaluation (GPFE), the parliamentarians that participate in the training will be encouraged to establish National Parliamentarian Forums for evaluation and follow up on national evaluation policy and systems in their countries.

## Annex1: NEPS Online Survey Form

### APEA National Evaluation Policy Survey Questions

1. Email of respondent
2. VOPE Name
3. Country
4. Name of VOPE representative filling out this form

#### **ENABLING ENVIRONMENT**

5. Is Evaluation integrated into your country's constitution? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]
6. Has a National Evaluation Policy been endorsed in your country? [Use others if you have additional comments/ remarks on top of your answer (Yes/No/ Other)]
7. Has an Evaluation Act/ Bill been passed? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]
8. If the answer to the previous question is no, is a draft Evaluation Bill already available? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]
9. Does a Parliamentarians Forum for Evaluation exist? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]

#### **INSTITUTIONAL CAPACITIES**

10. Is there a designated public institution for evaluation? [Yes/ No]
11. If the answer to the previous question is yes, please kindly provide the name of the institution. Please include the name and contact details of the head of the institution if readily available.
12. Are there Evaluation guidelines in place? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]
13. Are there Evaluation standards in place? [Use others if you have additional comments/ remarks on top of your answer (Yes/No/ Other)]
14. Is there a designated cadre for evaluation at the public institutions in place? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]
15. Is allocation from the national budget for evaluation available? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]

## **INDIVIDUAL CAPACITIES**

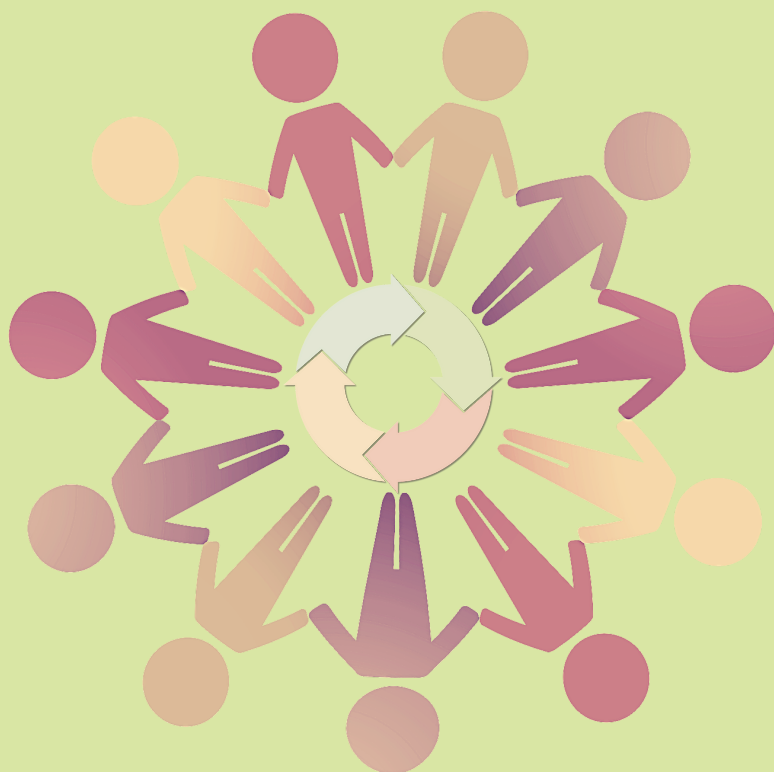
16. Are there university degree programs or short courses available on M&E in your country? [Use others if you have additional comments/ remarks on top of your answer (Yes/No/ Other)]
17. If the answer to the previous question is yes, kindly provide the degree programs or course name, time length, and institution conducting the program/ course (Yes/No/ Other)]
18. Is there code of ethics for evaluators available? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]
19. Are the competencies for evaluators clearly defined and available? [Use others if you have additional comments/ remarks on top of your answer (Yes/No/ Other)]

## **EVALUATION AND SDGs IMPLEMENTATION**

20. Is there a designated public institution for SDGs implementation? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]
21. If the answer to the previous answer is yes, please kindly provide the name of the institution. Please include the name and contact details of the head of the institution if readily available.
22. Is the institution for evaluation and for SDGs in collaboration/ working together? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]
23. Is M&E embedded in the implementation of SDGs? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]
24. Has your government presented its Voluntary National Review? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]
25. If yes, did it include a reference to evidence or M&E? [Use others if you have additional comments/remarks on top of your answer (Yes/No/ Other)]

**Thank you for taking this survey!**





**APEA**

Asia-Pacific Evaluation Association

Web: [www.asiapacificeval.org](http://www.asiapacificeval.org)

Email: [a pea.secretariat@gmail.com](mailto:a pea.secretariat@gmail.com)

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