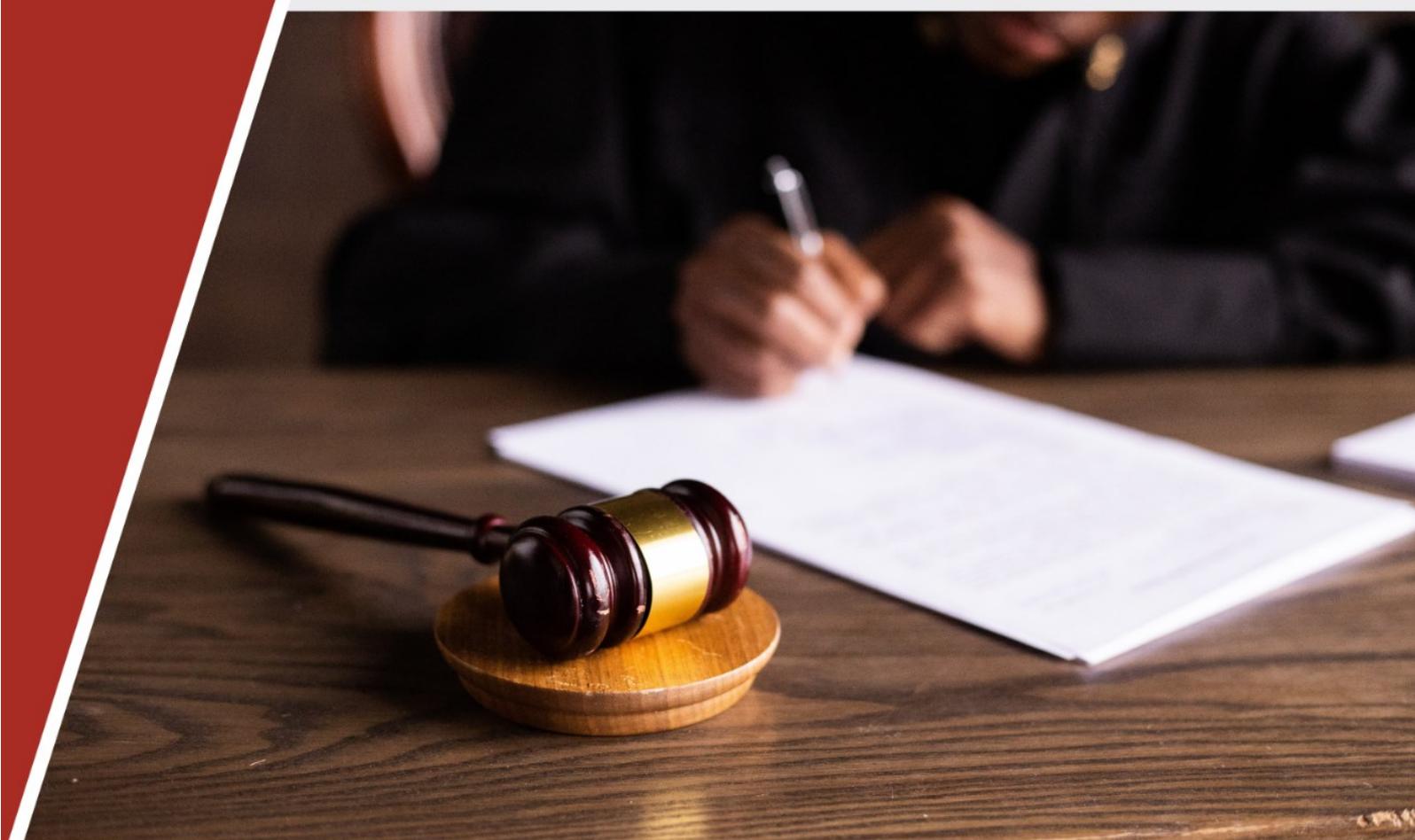


# A STUDY ON THE STATUS OF NATIONAL EVALUATION POLICIES AND SYSTEMS IN THE ASIA PACIFIC REGION

## 2022



PUBLISHED BY

**ASIA PACIFIC EVALUATION ASSOCIATION**

FOR THE THEME

**PROMOTING NATIONAL EVALUATION POLICIES AND SYSTEMS (NEPS)  
OF ASIA PACIFIC REGIONAL EVALUATION STRATEGY**

**A Study on the Status of  
National Evaluation Policies and Systems in  
the Asia Pacific Region - 2022**

Conducted and published by  
Asia Pacific Evaluation Association (APEA)

*November 2022*

## Preferred Citation

Diwakar, Y., De Mel, R., Samarasinghe, H., Kayastha, R., Liyanagamage, M., Mahmodi, S., & Kalugampitiya, A., (2022). *A Study on the Status of National Evaluation Policies and Systems in the Asia Pacific Region - 2022*. Asia Pacific Evaluation Association.

## Acknowledgements

Asia Pacific Evaluation Association (APEA) would like to thank all the public sector organizations and Voluntary Organizations for Professional Evaluation (VOPEs) from the Asia Pacific Region that took part in this study on National Evaluation Policies and Systems (NEPS). Further, we thank the authors of this study- Mr. Yatin Diwakar, Mr. Randika De Mel, Ms. Hasithi Samarasinghe, Ms. Rajani Kayastha, Ms. Madhuka Liyanagamage, Mr. Samandar Mahmodi, and Dr. Asela Kalugampitiya for their contributions at all stages of the research, from questionnaire preparation, conducting survey, following up with respondents, preparing report draft, editing and creating cover pages.

# Table of Contents

Acknowledgements.....	i
Table of Contents .....	ii
List of Tables .....	iii
List of Figures .....	iii
Acronyms .....	iv
Executive Summary.....	v
1 Introduction.....	1
1.1 NEPS Events and Webinars .....	2
1.2 Purpose and Objectives of the Study.....	3
2 Methodology and Approach .....	4
2.1 Previous Research .....	4
2.2 Dimension for Survey .....	7
2.3 Data Analysis.....	8
2.4 Respondents.....	8
2.5 Limitations .....	9
3 Findings.....	10
3.1 Enabling Environment.....	10
3.2 Institutional Capacities .....	16
3.3 Standardizing Capacities.....	18
3.3 VOPE Capacities.....	20
4 Recommendations and Action Steps.....	24
4.1 Recommendations .....	24
4.2 Action Steps .....	25

Annex1: NEPS Survey for Asia Pacific Region.....	27
Annex 2: Key Definitions .....	30

## List of Tables

Table 1: Dimension of Institutionalization of Evaluation in Evaluation GLOBE project.....	5
Table 2: Countries, Number of respondents and their affiliations.....	8
Table 3: Current Status of Evaluation Legal Framework for Surveyed Countries.....	12
Table 4: Status of Promoting Evaluation Use .....	14
Table 5: Evaluations at designated evaluation institutions and supreme audit institutions .	16
Table 6: Status of Evaluation Guidelines, Standards, Code of Ethics, and Competencies....	19
Table 7: VOPE Capacities and Partnerships for Promoting NEPS in Surveyed Countries ....	21

## List of Figures

Figure 1: APRES Promoting NEPS Theory of Change .....	1
Figure 2: Dimensions of EvalAgenda 2020 .....	5

## Acronyms

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

## Executive Summary

The Asia Pacific Regional Evaluation Strategy developed by Asia Pacific Evaluation Association (APEA), EvalYouth Asia, and Parliamentarians Forum for Development Evaluation South Asia includes eight themes, one being **“Promoting National Evaluation Policies and Systems (NEPS)”**. The main objective of the theme is to “Increase the number of countries in the region embarking on developing NEPS.” The expected outcomes of the NEPS theme are i) Increased awareness on the role of NEP in measuring performance and strengthening public service delivery, and ii) Improved policy environment for evaluation and NEPs in the region.

This status of NEPS survey study documents the changes in the status in each surveyed country in the year and nudges them towards action by introducing new components to the survey every year. Following up on previous survey in 2021, the 2022 survey focuses on dimension of **enabling environment, institutional capacities, standardizing capacities, and Voluntary Organization for Professional Evaluation (VOPE) capacities**. The study builds upon past works to understand the status of NEPS. Overall, 29 responses were received from 15 countries and desk review was conducted to complement these.

The **enabling environment** (Legal Framework) for evaluation in the surveyed countries look at existence and nature of evaluation laws, regulations and political commitment which creates a culture of evaluation for good governance, transparency, and accountability. For instance, Azerbaijan has a decree on evaluation; Japan has the Government Policy Evaluation Act since 2002 (Law No. 86 of 2001, amended in 2021); Nepal has evaluation in the National Constitution (Article 54, 293, 220 (7)); Sri Lanka has a National Evaluation Policy endorsed by the Government in 2018 and a Parliamentary Select Committee on evaluation from 2019. Further, Australia has State Evaluation policies and Commonwealth Evaluation Policy under the Department of Finance.

The survey assessed **institutional capacity** based on the status of evaluations at designated institutions for evaluation and supreme audit institutions. Majority countries have a designated public institution for evaluation at the central level, except Azerbaijan, Fiji, and Tajikistan. In Afghanistan, although the National Inspection Directorate responsible for evaluations is not in operation due to the existing political situation.

**Standardization of evaluation capacities** in terms of evaluation guidelines, standards, code of ethics, and evaluation competencies holds an utmost importance. Australia, Nepal, and Philippines have published evaluation guidelines while Bhutan has a draft. In India, national evaluation standards are in process of drafting. Despite some progress in standardization of capacities at the regional level, no surveyed country has published evaluation standards. The study finds that progress on publishing evaluation guidelines, standards, code of ethics, and evaluation competencies, and standardizing capacities is slow in the Asia Pacific Region, creating an avenue for the VOPEs to lead. **Networks of evaluators** such as VOPEs, EvalYouth chapters, evaluation networks and Parliamentarians Forums are present in all the countries except Azerbaijan and Cambodia.

The progress on professionalization of evaluation through nationally accepted guidelines, standards, competencies, etc. is poor. Going forward, APEA can follow up with national VOPEs through IRIPE and encourage them to adopt the competency framework, etc. VOPEs can partner with the designated institutions for the same, as we see that already some sort of partnerships exists between the two in most countries. The national institute must take a lead in establishing the guidelines to be used by all public institutions for evaluations and VOPEs can support in formulating the same. The region has a long way to go in institutionalizing NEPS in each country.

# 1 Introduction

The Asia Pacific Regional Evaluation Strategy (APRES) developed by Asia Pacific Evaluation Association (APEA), EvalYouth Asia, Parliamentarians Forum for Development Evaluation – South Asia (PFDE-SA) and other partners includes eight themes with **“Promoting National Evaluation Policies and Systems (NEPS)”** being one of them. The objective of the NEPS theme is to “Increase the number of countries in the region embarking on developing NEPS.”<sup>1</sup>

The NEPS theme aims to raise awareness, build momentum, compile, and disseminate available resources on NEPS in the region. It envisions building capacity of VOPEs, governments, and other stakeholders to develop and implement a National Evaluation Policy (NEP) and embed a National Evaluation System (NES), and facilitate stakeholder partnerships for NEPS. These will support evidence-based policy and decision-making for national and local sustainable development. As in Figure 1, the expected outcomes of the NEPS theme are as follows:

- Increased awareness on the role of NEP in measuring performance and strengthening public service delivery
- Improved policy environment for evaluation and NEPs in the region

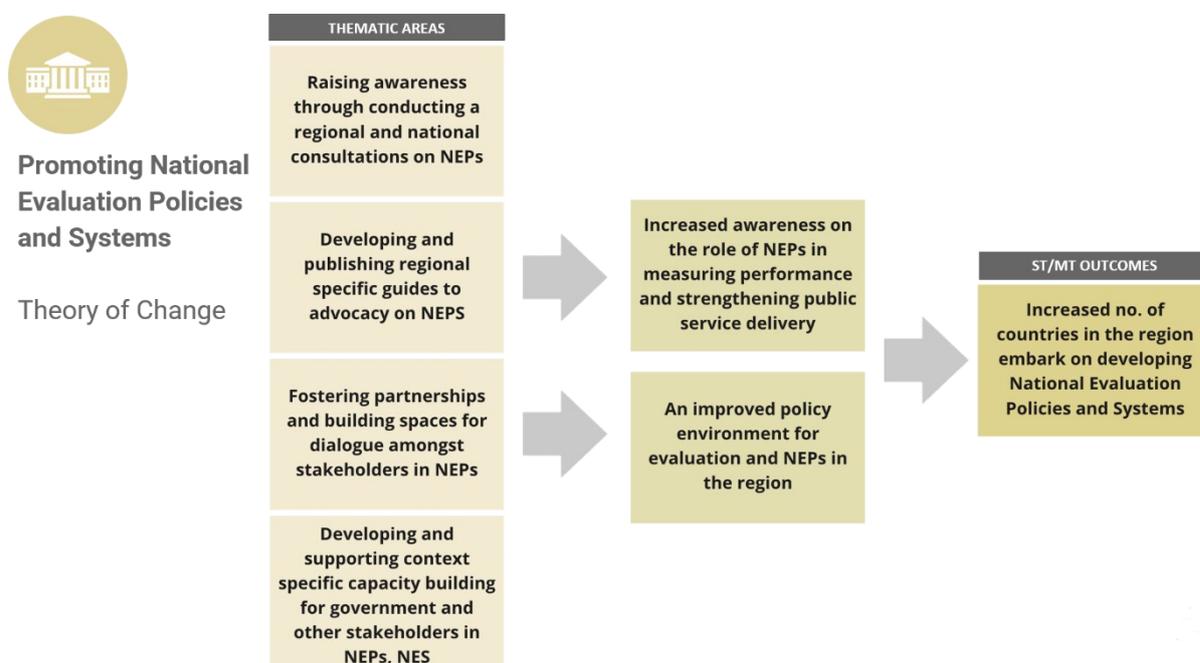


Figure 1: APRES Promoting NEPS Theory of Change

<sup>1</sup> APEA, EYA, & PFDE. (October 2020). *Asia Pacific Regional Evaluation Strategy*. APEA. <https://www.asiapacific-eval.org/regionalevaluationstrategy>

## 1.1 NEPS Events and Webinars

Towards the objectives of the NEPS theme, APEA along with its partners has organized the following events and webinars below to create awareness and build capacity on NEPS.

- The first virtual Asia Pacific Regional Dialogue on NEPS was held on 11<sup>th</sup> December 2020. For this Dialogue, VOPE representatives from twelve countries presented on the enabling environment, institutional capacities, and individual capacities for evaluation in their countries.
- A webinar and panel discussion on “Fostering Evaluation Ecosystem: Case for Bhutan” was held on 3<sup>rd</sup> November 2020. The main speakers for this webinar were Dr. Phuntsho Choden, President, Evaluation Association of Bhutan, Prof. Ian Goldman, Former Deputy Director General of the Department of Planning, Monitoring, and Evaluation South Africa, and Ms. Megha Pradhan, Director of CLEAR South Asia (Link: <https://www.youtube.com/watch?v=EaiVm7kwy3o>)
- The second virtual Asia Pacific Regional Dialogue on NEPS was held on 13<sup>th</sup> December 2021. During this Dialogue, VOPE representatives from twelve countries made presentations on the institutional arrangements for evaluation, capacities of VOPEs, and current partnerships (Link: <https://asiapacificeval.org/programs/regional-evaluation-strategy/promoting-national-evaluation-updates/>)
- A NEPS technical session webinar on “Evaluation in Bhutan - Policy Formulation Processes and Practice” was held on 23<sup>rd</sup> June 2022. The speaker for this webinar was Tashi Duba, a member of the Board of Governance of Evaluation Association of Bhutan (Link: <https://asiapacificeval.org/news-and-events/webinars-and-events/slevawebinars/>).
- A third NEPS technical session webinar on the “Institutionalization of Evaluation: A Global View” was held on 17<sup>th</sup> October 2022. The speaker for this webinar was Prof. Reinhard Stockmann, Founder and Director of Center of Evaluation, Saarland University (Link: <https://asiapacificeval.org/news-and-events/webinars-and-events/slevawebinars/>)

In addition, APEA organized panels around NEPS in evaluation conferences for wider discussions and to create an enabling environment for NEPS in the Asia Pacific Region. Within the last two years, APEA has organized the following panels:

1. In February 2022, a session on the “Institutional use of Evaluation and the Role of NEPS in the Asia Pacific Region” was held during the 17<sup>th</sup> Official Development Assistance (ODA) Evaluation Workshop 2022 organized by the Ministry of Foreign Affairs, Japan and APEA.
2. The 3<sup>rd</sup> APEA Conference and EvalFest 2022 in February had a session on NEPS in the Asia Pacific Region (Link: <https://www.youtube.com/watch?v=Yb2-E2oJbas> ).
3. In September 2022, for the Asian Evaluation Week, APEA with GPFE and UNFPA organized a panel on the “Institutionalization of Evaluation at National Level: Strengthening Political, Social, and Professional Systems”.

## 1.2 Purpose and Objectives of the Study

Under the promoting NEPS theme of the APRES, the team conducts an annual survey to assess the status of NEPS in the countries in the Asia Pacific Region. The purpose of this survey is to document the changes in the status in each country over the years and to nudge them towards some action by introducing new components to the survey every year. Every year, the team also tries to reach out to respondents from more countries and is trying to diversify the types of respondents from each country to get a more nuanced picture.

Following up on the previous survey in 2021, the 2022 NEPS status survey focuses on the dimension of **enabling environment, institutional capacities, standardizing capacities, and VOPE capacities**. A copy of the survey can be viewed in Annex 1. The results of this survey study will be presented during the Asia Pacific Regional Dialogue for NEPS in December 2022 during EvalVision Asia.

## 2 Methodology and Approach

This study builds upon the body of work from the past many years to understand the status of national evaluation systems across the globe. This section briefly introduces these efforts before describing the methodology employed in this survey-based study.

### 2.1 Previous Research

Previous efforts in this direction included 'The International Atlas of Evaluation'<sup>2</sup> in 2002 that covered the OECD countries and was repeated a decade later<sup>3</sup>. The PFDE-SA and EvalPartners commissioned NEP mapping in 2013<sup>4</sup> (covering 115 countries) and 2015<sup>5</sup> (109), and in 2021 (113) Global Parliamentarians Forum for Evaluation (GPFE) commissioned a follow up report<sup>6</sup>. Few national case studies prepared with these studies are available on GPFE website. The Evaluation GLOBE project at Saarland University documents the institutionalization of evaluation across countries in each continent, as a follow up of 'The Future of Evaluation' book<sup>7</sup>. Its website<sup>8</sup> provides an overview of the important attempts made to document institutionalization of evaluation across the globe.

The framework used in Evaluation GLOBE study consists of 3 sub-systems of Institutionalization of evaluation in the Political System: Institutional Structures and Processes, Social System: Societal Dissemination and Acceptance of Evaluation in Society, and System of Professionalization: Professionalization of Evaluations, summarized in Table 1. The 12 components under it provide an overview of evaluation institutionalization in a country. The EvalAgenda 2020 framework<sup>9</sup> for institu-

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<sup>2</sup> Furubo, J.-E., Rist, R. C., & Sandahl, R. (Eds.). (2002). *International Atlas of Evaluation*. Transaction Publishers.

<sup>3</sup> Jacob, S., Speer, S., & Furubo, J.-E. (2015). *The institutionalization of evaluation matters: Updating the International Atlas of Evaluation 10 years later*. *Evaluation*, 21(1), 6–31. <https://doi.org/10.1177/1356389014564248>

<sup>4</sup> Rosenstein, B. (2013). *Mapping the Status of National Evaluation Policies*. PFDESA and EvalPartners. <https://gpffe.org/wp-content/uploads/2019/06/MappingNEPReportDecember2013.pdf>

<sup>5</sup> Rosenstein, B. (2015). *Status of National Evaluation Policies: Global Mapping Report*. PFDESA and EvalPartners. <https://gpffe.org/wp-content/uploads/2019/06/gmrnew.pdf>

<sup>6</sup> Rosenstein, B., & Kalugampitiya, A. (2021). *Global Mapping of the Status of National Evaluation Policies 2021*. GPFE. <https://gpffe.org/wp-content/uploads/2022/02/mapping-of-the-status-of-neps-2021.pdf>

<sup>7</sup> Stockmann, R., & Meyer, W. (Eds.). (2016). *The Future of Evaluation*. Palgrave Macmillan. <https://link.springer.com/book/10.1057/9781137376374>

<sup>8</sup> <https://evaluation-globe.com/>

<sup>9</sup> EvalPartners. (2016). *Global Evaluation Agenda 2016-2020*. (p.7). <https://www.evalpartners.org/sites/default/files/documents/EvalAgenda2020.pdf>

tionalization of evaluation, focusing on institutional capacities, enabling environment, and individual capacities, is another approach to document the status of NEPS in a country and is shown in Figure 2; the framework is currently being renewed.

Table 1: Dimension of Institutionalization of Evaluation in Evaluation GLOBE project

Institutionalization of Evaluation in different Sub-Systems		
<b>Political System: Institutional Structures and Processes</b>	<b>Social System: Societal Dissemination and Acceptance of Evaluation in Society</b>	<b>System of Professionalization: Professionalization of Evaluations</b>
National laws, regulations, and policies	Use of evaluations by civil society	Academic education and training practices
Parliamentarian and national audit structures	Public discourse	Journals and communication platforms
Organizational structure	Participation of civil society	Professional organizations
Evaluation practice	Demand for evaluations	Existence of and compliance to standards

Source: <https://evaluation-globe.com/about-the-evaluation-globe/>



Figure 2: Dimensions of EvalAgenda 2020

During the Asian Evaluation Week 2022<sup>10</sup> Dr. Asela Kalugampitiya, the President of APEA, presented key factors for institutionalization of evaluation at national level. He used framework used in the Evaluation GLOBE project, which is developed from the questions used in the International Atlas of Evaluation twenty years ago and compared the national progress in institutionalization from 2002, 2011 and 2020 to conclude that:

1. Political system and system of professions show progress, while social system doesn't
2. Regulations are evident but has not become a pre-condition for regular evaluations
3. Organizational setting has not spread widely across the public sector institutions
4. Parliaments and audit offices do not play a significant role for evaluations
5. Evaluation practice mostly operate without professionally recognized evaluators and in absence of nationally owned guidelines/ standards
6. Evaluations are still donor driven, not country-led
7. Academic courses on evaluation are not widely available and create a gap in professionalization

This Annual NEPS study 2022 follows up on the previous study in 2021<sup>11</sup> and focuses on the status of NEPS in the countries in the Asia Pacific region, in contrast to the previously mentioned studies which are global or west focused. This study relies on the responses to a survey provided by evaluation practitioners and leaders in the countries. By repeating this survey every year and modifying a few questions in it, not only does this survey capture the annual progress in the countries in line with the APRES, but also nudges the VOPEs, stakeholders and national governments towards action on NEPS and institutionalization of evaluation.

The 2021 survey focused on the dimensions in EvalAgenda 2020 and on linkage with SDGs. As other themes of the APRES conducted surveys and studies since then, it was decided that aspects of professionalization and individual capacity building will not be addressed in the 2022 survey. Thus, this year, the survey has dimensions of Enabling Environment, Institutional Capacities, Standardizing Capacities and VOPE Capacities. Findings of the same are provided in next chapter.

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<sup>10</sup> <https://asianevaluationweek.org/session-5-institutionalization-evaluation-national-level-strengthening-political-social-and>

<sup>11</sup> Diwakar, Y., De Mel, R., & Samarasinghe, H. (2021). *A Study on the Status of National Evaluation Policies and Systems in Asia Pacific Region*. APEA. <https://asiapacificeval.org/programs/regional-evaluation-strategy/promoting-national-evaluation-updates/>

## 2.2 Dimension for Survey

For the 2022 NEPS status survey, four dimensions were considered for assessment, which are different from previously considered dimensions. The dimensions and the questions under them were chosen keeping in mind that we already have some information about many countries from previous surveys and we need more information to effectively engage wider stakeholders in each country in strengthening the national evaluation systems.

### 1. Enabling Environment

This dimension focuses on existing policy and parliamentary support for evaluations and their use. In absence of a central policy or law, institutionalization of evaluation remains weak. Support from parliamentarians is needed to lobby for a greater role of evaluations in decision making. So, this survey captures these aspects as enablers for a strong evaluation system.

### 2. Institutional Capacities

This dimension looks at existing institutions responsible for evaluation at the national level, whether a dedicated evaluation office exists and if the supreme audit institution (SAI) conducts evaluations. Many countries have an evaluation office associated with their finance or planning ministry. The International Organization of Supreme Audit Institutions (INTOSAI) has published program evaluation guidelines<sup>12</sup> which are used by many national SAIs.

### 3. Standardizing Capacities

This dimension looks at ongoing efforts for standardizing evaluation practices and capacities in the countries, important for professionalization and maturity of evaluation systems.

### 4. VOPE Capacities

VOPEs are main players in the national evaluation ecosystem as they bring together academicians, professionals, government officials, youth, and others. VOPEs can champion the NEPS in their countries, thus their networks and activities are being documented.

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<sup>12</sup> <https://www.intosaicommunity.net/wgeppp/wp-content/uploads/2019/08/English.pdf>

To keep the survey short and simple, only the status of various institutions and activities is being captured in this survey. In-depth country level pictures are being discussed through monthly Brown Bag Series around professionalization of evaluation in each country.

## 2.3 Data Analysis

In the previous survey, we had only one respondent from each country, which was not a good strategy. This year, the form was sent to multiple respondents from each country, including YEEs, VOPE leaders, parliamentarians, and government officials. This provided different responses to some questions and desk research was done to understand the reality. The responses were summarized for each country and then verified/ triangulated from other sources, previous studies (refer section 2.1), and by opening the links provided in responses. This allowed to modify and update information for a few questions. Responses to open-ended questions were standardized, and the results were tabulated. As the number of respondents is small, instead of summary statistics, the report focuses on important highlights.

## 2.4 Respondents

Table 2 shows the number of respondents from each country and their affiliations. Overall, 29 responses were received from 15 countries, which was lower than expected.

*Table 2: Countries, Number of respondents and their affiliations*

Country		Affiliation of respondents
<b>Afghanistan</b>	2	EvalYouth Afghanistan, Afghanistan Community of Evaluators Organization
<b>Australia</b>	1	Australian Evaluation Society (AES)
<b>Azerbaijan</b>	1	FAO, Azerbaijan
<b>Bangladesh</b>	1	Bangladesh Evaluation Society (BES)
<b>Bhutan</b>	2	EvalYouth Bhutan, Evaluation Association of Bhutan (EAB)
<b>Cambodia</b>	1	The Council for the Development of Cambodia
<b>Fiji</b>	1	Oceania National Olympic Committee
<b>India</b>	3	Development Monitoring & Evaluation Office, NITI Aayog, EvalYouth India, Parliament of India
<b>Indonesia</b>	1	Indonesian Development Evaluation Community (InDEC)
<b>Japan</b>	1	Japan Evaluation Society (JES) / Hiroshima University
<b>Nepal</b>	8	Parliament of Nepal, Nepal Evaluation Society, Community of Evaluators-Nepal, EvalYouth Nepal
<b>Pakistan</b>	1	Pakistan Evaluation Association (PEA)
<b>Philippines</b>	2	Parliament of Philippines, National Economic and Development Authority-Monitoring and Evaluation division

<b>Sri Lanka</b>	2	Parliament of Sri Lanka, Sri Lanka Evaluation Association (SLEvA)
<b>Tajikistan</b>	2	Monitoring and Evaluation Community of Practice (MonEvCoP) Tajikistan
<b>Total</b>	<b>29</b>	

## 2.5 Limitations

The number of responses from most countries is one, which didn't allow for cross verification and summarization at country level. As these single respondents might not know the complete situation, their responses may be erroneous. Also, instead of mailing to the respondents to get clarity, verification was done using previous reports and desk research. It may be possible that these reports are now outdated or contain any errors, which might have crept into the current study as well. Despite all efforts, there may be some gaps or wrong responses, and the authors will be grateful to anyone who brings to our notice the correct information.

The number of respondent countries is small, so this is not a complete picture of the entire Asia Pacific region. If anyone reading this report from the region wishes to fill this survey for their country, please contact the authors.

## 3 Findings

Using the methods described in previous chapter, a summary of the results is prepared in this chapter along the four dimensions of the study based on the survey and all available previous reports, listed in section 2.1.

### 3.1 Enabling Environment

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

The findings on Status of Evaluation Legal Framework summarized in

Table 3 show that Azerbaijan has a decree on evaluation. Japan has a Parliament Act in Evaluation, namely the Government Policy Evaluation Act which came into effect in April 2002 (Law No. 86 of 2001 and amended in 2021); Nepal is the only country in Asia Pacific Region to have Evaluation included in the National Constitution (Article 54, 293, 220 (7)); Sri Lanka is the only country in South Asia to have a NEP endorsed by the Government in June 2018. Sri Lanka is also the first country in the world to have a Parliamentary Select Committee (PSC) on Evaluation in 2019.

It is encouraging to see that Sri Lanka has Draft National Evaluation Bill by the Parliamentary Select Committee on Evaluation; Australia has State Evaluation Policies and follows the Commonwealth Evaluation under the Department of Finance; Bhutan has submitted the NEP to the Cabinet for approval; In India, National Evaluation Policy Framework is drafted by the Development Monitoring and Evaluation Office, NITI Aayog; Nepal has the National Evaluation Policy Act in the Parliament for approval; In Pakistan, the draft NEP is being drafted; Philippines has an Act establishing a Results Based National Evaluation Policy (RBNEP-Bill) pending in the Senate Committee (2020) and an Act establishing a NEP pending in the Senate Committee (2019).

Table 3: Current Status of Evaluation Legal Framework for Surveyed Countries

Country	Status of Evaluation Legal Framework
<b>Afghanistan</b>	- National M&E Policy Framework drafted in 2016 through GIZ - Administrative circulars on evaluation
<b>Australia</b>	- No National Evaluation Policies but States have policies. For example, Australia ACT (Australian Canberra Territories) and WA -Western Australia. <sup>13</sup> -Australia has a Commonwealth Evaluation Policy under the Department of Finance that applies to "Commonwealth entities and companies subject to the Public Governance, Performance and Accountability Act 2013 (PGPA Act)" (Link: <a href="https://www.finance.gov.au/government/managing-commonwealth-resources/planning-and-reporting/commonwealth-performance-framework/commonwealth-evaluation-policy">https://www.finance.gov.au/government/managing-commonwealth-resources/planning-and-reporting/commonwealth-performance-framework/commonwealth-evaluation-policy</a> )
<b>Azerbaijan</b>	- Azerbaijan has a decree on evaluation. They have a 2016 Decree No. 879 of April 20, 2016 (Link: <a href="https://monitoring.az/assets/upload/files/mnt-16-21_en.pdf">https://monitoring.az/assets/upload/files/mnt-16-21_en.pdf</a> ). <sup>15</sup>
<b>Bangladesh</b>	- No draft NEP and Evaluation Act/Bill or administrative circulars on evaluation. -Bangladesh has widespread routine evaluation practice, Implementation Monitoring and Evaluation Division (IMED), Ministry of Planning (Link: <a href="https://monitoring.az/assets/upload/files/mnt-16-21_en.pdf">https://monitoring.az/assets/upload/files/mnt-16-21_en.pdf</a> ).
<b>Bhutan</b>	- NEP was endorsed by Gross National Happiness Commission and submitted to the Cabinet for approval (Link: <a href="https://www.gnhc.gov.bt/en/wp-content/uploads/2017/05/Evaluation-Policy-March-2017.pdf">https://www.gnhc.gov.bt/en/wp-content/uploads/2017/05/Evaluation-Policy-March-2017.pdf</a> ).
<b>Cambodia</b>	- No draft NEP and Evaluation Act/Bill or administrative circulars on evaluation.
<b>Fiji</b>	- No draft NEP and Evaluation Act/Bill or administrative circulars on evaluation.
<b>India</b>	- There are administrative circulars on evaluation. - Draft NEP framework is drafted by the Development Monitoring and Evaluation Office, NITI Aayog.
<b>Indonesia</b>	- No draft NEP and Evaluation Act/Bill. - The current laws and regulations that incorporates evaluations: <sup>14</sup> <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>
<b>Japan</b>	- Government Policy Evaluation Act came into effect in April 2002 (Law No. 86 of 2001, amended in 2021) (Link: <a href="https://www.soumu.go.jp/main_content/000556218.pdf">https://www.soumu.go.jp/main_content/000556218.pdf</a> )

<sup>13</sup> Rosenstein. B. & Kalugampitiya, A. (2021). *Global Mapping of the Status of National Evaluation Policies 2021*. GPFE. <https://gpffe.org/wp-content/uploads/2021/12/Mapping-of-the-Status-of-NEPs-2021-1.pdf>

<sup>14</sup> Asia Pacific Regional Dialogue on NEPS Presentations (December 2020, and December 2021)

	- All Ministries have to conduct policy evaluations and submit reports to National DIET.
<b>Nepal</b>	- Only country in the region to have Evaluation in the National Constitution (Article 54, 293, 220 (7)) (Link: <a href="https://www.lawcommission.gov.np/en/wp-content/uploads/2021/01/Constitution-of-Nepal.pdf">https://www.lawcommission.gov.np/en/wp-content/uploads/2021/01/Constitution-of-Nepal.pdf</a> ) -The National Evaluation Policy Act is in the Parliament for approval.
<b>Pakistan</b>	- There are administrative circulars on evaluation. - The NEP is being drafted.
<b>Philippines</b>	- In 2011, National Evaluation Policy Framework (NEPF) of Philippines developed by the National Economic and Development Agency (NEDA) and Department of Budget and Management (DBM) (Link: <a href="https://neda.gov.ph/national-evaluation-policy-framework/">https://neda.gov.ph/national-evaluation-policy-framework/</a> ) - Act establishing Results Based National Evaluation Policy (RBNEP-Bill) is pending in Senate Committee (2020) (Link: <a href="http://legacy.senate.gov.ph/lis-data/3371630616!.pdf">http://legacy.senate.gov.ph/lis-data/3371630616!.pdf</a> ).
<b>Sri Lanka</b>	-Only country in South Asia to have a NEP endorsed by Government in June 2018 (Link: <a href="https://slpfe.org/evaluation-policy/">https://slpfe.org/evaluation-policy/</a> ). -First country in the world to have a Parliamentary Select Committee (PSC) on Evaluation in 2019 (Link: <a href="https://www.parliament.lk/uploads/comre-ports/1582522763007696.pdf#page=1">https://www.parliament.lk/uploads/comre-ports/1582522763007696.pdf#page=1</a> ). -Draft National Evaluation Bill drafted by the PSC on Evaluation.
<b>Tajikistan</b>	- No draft NEP and Evaluation Act/ Bill or administrative circulars on evaluation.

Currently, Sri Lanka, Nepal, and Japan have a Parliamentarians Forum for Evaluation. India, Bangladesh and Tajikistan had formed their Forums; however, they are not active now. While assessing the types of systems that are present to oversee evaluation and/ or create evaluation demand and ensure evaluation use in the Country, following findings were received.

Bangladesh has IMED at the Ministry of Planning oversee project monitoring and evaluation; Cambodia has ODA Database System; India has different processes at the national level (Development Evaluation Advisory Committee and Parliamentary committee), and at the level of state governments; Indonesia has partially established specific theme (planning, budgeting, governance) and sector; Japan has Evaluation Advisory Board; Nepal has Parliamentary committee which are formed as per demand with fixed duration and are dissolved after the completion of their task. The National Planning Commission of Nepal has integrated the National Evaluation Action Plan 2021 - 2025 (in drafting process) and Evaluation Advisory Board. The Philippines has issued the National Evaluation Policy Framework at the Executive Branch; Sri Lanka has a Parliamentary Select committee on evaluation; Tajikistan counts on the M & E Community of Practice.

When assessing how evaluation results are used for evidence-based decision making at the highest level of government, information was collected on whether the President or Prime Minister’s office uses evaluations for reviews, if annual budget allocations take evaluations into account, if the respective Departments and Ministries take evaluation findings into account while modifying policies/ programs and for their internal reviews. Through the survey and desk research, it is found that in countries like Bangladesh, Bhutan, Indonesia, Nepal and Sri Lanka, the President or Prime Minister’s office keeps a track of evaluations for internal reviews. While the annual budget allocations are done by the Finance Ministry, the Department takes into account the evaluation findings and Evaluations are used by respective Ministries to review their activities. However, in Australia, Fiji, India, Japan, Philippines and Tajikistan, the active role of the Department taking into account the evaluation findings and respective Ministries using Evaluations to review their activities were found and not necessarily involve the Prime Minister’s Office. Details of the findings are as follows.

In addition to the common points mentioned above, some countries have a few different practices too. In India, an output-outcome budget is placed in parliament along with the Union Budget. In Nepal, the National Planning Commission considers evaluation findings while developing the periodic national development plan. In the Philippines, Individual agencies have M&E Unit.

*Table 4: Status of Promoting Evaluation Use*

Country	Parliamentarians Forum for Evaluation	Systems to Oversee Evaluation/ Create Demand and Ensure Use	Evaluation Results use for Evidence Based Decision Making at Highest Level of Government
<b>Afghanistan</b>	Does Not Exist	No systems	- Not aware of it and how evaluation results are used.
<b>Australia</b>	Does Not Exist	No systems	- Department takes into account the evaluation findings. - Evaluations are used by respective Ministries to review their activities.
<b>Azerbaijan</b>	Does Not Exist	No systems	- Not aware of it and how evaluation results are used.
<b>Bangladesh</b>	Formed but is inactive	IMED at the Ministry of Planning oversee project monitoring and evaluation	- The President or Prime Minister’s office keeps a track of evaluations for internal reviews. - The annual budget allocations by the Finance Ministry, Department takes into account the evaluation findings. -Evaluations are used by respective Ministries to review their activities.

<b>Bhutan</b>	Does Not Exist	No systems	<ul style="list-style-type: none"> <li>- The President or Prime Minister's office keeps a track of evaluations for internal reviews.</li> <li>- The annual budget allocations by the Finance Ministry.</li> <li>- Evaluations are used by respective Ministries to review their activities.</li> <li>- Department takes into account the evaluation findings.</li> </ul>
<b>Cambodia</b>	Does Not Exist	Cambodia ODA Database System	<ul style="list-style-type: none"> <li>- Not aware of it and how evaluation results are used.</li> </ul>
<b>Fiji</b>	Does Not Exist	No systems	<ul style="list-style-type: none"> <li>- Evaluations are used by respective Ministries to review their activities.</li> </ul>
<b>India</b>	Formed but is inactive	Different processes exist at the national level (Development Evaluation Advisory Committee) and at the level of state governments, Parliamentary committee	<ul style="list-style-type: none"> <li>- Department takes into account the evaluation findings.</li> <li>- Evaluations are used by respective Ministries to review their activities.</li> <li>- An output-outcome budget is placed in parliament along with the Union Budget.</li> </ul>
<b>Indonesia</b>	Does Not Exist	Partially established for specific theme (planning, budgeting, governance) and sector	<ul style="list-style-type: none"> <li>- The President or Prime Minister's office keeps a track of evaluations for internal reviews.</li> <li>- The annual budget allocations by the Finance Ministry, Department takes into account the evaluation findings.</li> <li>- Evaluations are used by respective Ministries to review their activities.</li> </ul>
<b>Japan</b>	Is present and active	Evaluation Advisory Board	<ul style="list-style-type: none"> <li>- Evaluations are used by respective Ministries to review their activities.</li> </ul>
<b>Nepal</b>	Is present and active	Parliamentary committee - As per demand fixed duration committees are formed and after finishing the job they are dissolved. National Planning Commission integrated National Evaluation Action Plan 2021 - 2025 (in drafting process) Evaluation Advisory Board	<ul style="list-style-type: none"> <li>- The President or Prime Minister's office keeps a track of evaluations for internal reviews.</li> <li>- The annual budget allocations by the Finance Ministry, Department takes into account the evaluation findings.</li> <li>- Evaluations are used by respective Ministries to review their activities.</li> <li>- National Planning Commission considers evaluation findings while developing the periodic national development plan.</li> </ul>
<b>Pakistan</b>	Does Not Exist	No systems	N/A
<b>Philippines</b>	Does Not Exist	Issuance of the NEP Framework at the Executive Branch	<ul style="list-style-type: none"> <li>- Evaluations are used by respective Ministries to review their activities.</li> <li>- Individual agencies have M&amp;E units.</li> </ul>
<b>Sri Lanka</b>	Is present and active	Parliamentary Select committee on evaluation	<ul style="list-style-type: none"> <li>- The President or Prime Minister's office keeps a track of evaluations for internal reviews.</li> </ul>

<b>Tajikistan</b>	Formed but is inactive	M&E Community of Practice	<ul style="list-style-type: none"> <li>- Department takes into account the evaluation findings.</li> <li>- Evaluations are used by respective Ministries to review their activities.</li> </ul>
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### 3.2 Institutional Capacities

Producing quality evaluations holds organizations accountable and improves organizational learning and decision making. For this, evaluation capacity building through introducing evaluation culture and practices at the organizational level i.e., building institutional capacity is necessary. This section assesses the institutional capacity based on the status of evaluations at designated institutions for evaluation and supreme audit institutions in surveyed countries.

As seen in Table 5, most countries have a designated public institution for evaluations at the central government level except Azerbaijan, Fiji, and Tajikistan. In Afghanistan, the National Inspection Directorate is responsible for evaluations at the central government level, but it is currently not operational.

Availability of online government sponsored or mandated evaluation reports differs across the countries. In Australia, Bangladesh, India, and Sri Lanka, these reports are published online by the respective agencies while in Bhutan, Japan, Nepal, and Philippines, reports get published in a central online repository. Contrariwise, in Afghanistan, Azerbaijan, Cambodia, Fiji, Indonesia, Pakistan, and Tajikistan, government sponsored or mandated evaluation reports do not get published online.

A few countries - Australia, Bangladesh, India, Indonesia, and Nepal, have supreme audit institutions which also perform evaluation functions, mainly performance evaluation and process evaluation, few also conduct outcome evaluation & impact evaluation.

*Table 5: Evaluations at designated evaluation institutions and supreme audit institutions*

Country	Designated public institution for evaluations at the central government level	Are government evaluation reports published online?	Does Supreme Audit Institution do evaluations?	Types of evaluations done by it.
<b>Afghanistan</b>	National inspection Directorate, currently not working	No	No	N/A
<b>Australia</b>	Department of Finance, <a href="https://www.finance.gov.au/govern-">https://www.finance.gov.au/govern-</a>	Yes, by respective agencies	Australian National Audit Office, <a href="https://www.an">https://www.an</a>	Process, Performance

	<a href="#">ment/managing-common-wealth-resources/planning-and-reporting/common-wealth-performance-framework/evaluation-common-wealth-rmg-130</a>		<a href="#">ao.gov.au/</a>	
<b>Azerbaijan</b>	N/A	No	No	
<b>Bangladesh</b>	Implementation Monitoring & Evaluation Division, <a href="#">www.imed.gov.bd</a>	Yes, by respective agencies	Comptroller and Auditor General of Bangladesh	Performance
<b>Bhutan</b>	Gross National Happiness Commission, <a href="https://www.gnhc.gov.bt/en/">https://www.gnhc.gov.bt/en/</a>	Yes, in a central online repository	Yes	Performance, Outcome
<b>Cambodia</b>	Ministry of planning, <a href="#">www.cdc-crdb.gov.kh</a>	No	No	N/A
<b>Fiji</b>		No	No	N/A
<b>India</b>	Development Monitoring and Evaluation Office, NITI Aayog, <a href="https://dmeo.gov.in/">https://dmeo.gov.in/</a>	Yes, by respective agencies	Comptroller and Auditor General of India	Impact, Process, Performance, Outcome
<b>Indonesia</b>	BAPPENAS, <a href="https://www.bappenas.go.id/en">https://www.bappenas.go.id/en</a>	No	BPK at <a href="#">www.bpk.go.id</a>	Process, Performance
<b>Japan</b>	Ministry of Internal Affairs and Communications, <a href="https://www.soumu.go.jp/">https://www.soumu.go.jp/</a>	Yes, in a central online repository, <a href="https://www.soumu.go.jp/main_sosiki/hyouka/seisaku_n/portal/hyouka_husyo.html">https://www.soumu.go.jp/main_sosiki/hyouka/seisaku_n/portal/hyouka_husyo.html</a>	No	N/A
<b>Nepal</b>	National Planning Commission, Nepal is the apex body along with its specialized branch Central Bureau of Statistics, <a href="#">www.npc.gov.np/en</a> and <a href="https://www.cbs.gov.np">https://www.cbs.gov.np</a>	Yes, in a central online repository, <a href="https://npc.gov.np/en/category/internal_evaluation_report">https://npc.gov.np/en/category/internal_evaluation_report</a> , <a href="https://npc.gov.np/en/category/third_party_evaluation_reports">https://npc.gov.np/en/category/third_party_evaluation_reports</a>	Office of the Auditor General (OAG) - <a href="https://oag.gov.np/">https://oag.gov.np/</a>	Impact, Process, Performance, Outcome,

<b>Pakistan</b>	Planning Commission of Pakistan	No		
<b>Philippines</b>	National Economic and Development Authority, <a href="https://neda.gov.ph/">https://neda.gov.ph/</a>	Yes, in a central online repository, <a href="https://nep.neda.gov.ph/">https://nep.neda.gov.ph/</a>	<a href="https://www.coa.gov.ph/">https://www.coa.gov.ph/</a>	Process, Performance
<b>Sri Lanka</b>	Department of Project Monitoring and Management, <a href="https://www.treasury.gov.lk/web/department-of-project-management-and-monitoring/section/Department-of-Project-Management-and-Monitoring">https://www.treasury.gov.lk/web/department-of-project-management-and-monitoring/section/Department-of-Project-Management-and-Monitoring</a>	Yes, by respective agencies	No	N/A
<b>Tajikistan</b>	none	No	No	N/A

### 3.3 Standardizing Capacities

Lack of shared understanding on evaluation standards, considerable discrepancies in how ethics feature in evaluation and no roadmap for guiding evaluator education & training can hinder the process of professionalization of evaluation. Therefore, standardization of evaluation capacities in terms of evaluation guidelines, standards, code of ethics, and evaluation competencies holds an utmost importance. This section assesses the status of standardizing capacities in surveyed countries, based on the status of evaluation guidelines, standards, code of ethics, and evaluation competencies.

Table 6 shows that only Australia (AES Guidelines for Ethical Conduct of Evaluations), Nepal (National Monitoring and Evaluation Guidelines 2013 by National Planning Commission) and Philippines (NEDA and DBM; Guidelines on Evaluation in the National Government) have published evaluation guidelines while Bhutan has a draft on Guiding Principles for Evaluation. In India, national evaluation standards are in process of drafting. At the same time, none of the countries have published evaluation standards.

On the status of code of ethics for evaluators, Table 6 shows that a published code of ethics for evaluators is available only in Australia. Three countries - Australia (Evaluators Professional Learning Competency Framework), Japan (Evaluators Accreditation Programme) and Sri Lanka (Competency Framework for Evaluators and Competency Calibration Manual) have

published evaluator competencies in the country. India has a published evaluator competency framework focused on government staff competencies.

In general, desk review and survey data suggest that there are no adequate evaluation guidelines, standards, code of ethics, and evaluation competencies published and standardizing capacities is slow in progress in the Asia Pacific Region. Hence, to professionalize the field of evaluation, VOPEs must take the lead to develop evaluation guidelines, standards, code of ethics, and evaluation competencies for evaluators in their respective countries.

*Table 6: Status of Evaluation Guidelines, Standards, Code of Ethics, and Competencies*

Country	Guidelines	Standards	Code of Ethics	Competencies
<b>Afghanistan</b>	NA	NA	NA	Not known
<b>Australia</b>	Published (AES Guidelines for Ethical Conduct of Evaluations: <a href="https://www.aes.asn.au/images/AES_Code_of_Ethics_web.pdf?type=file">https://www.aes.asn.au/images/AES_Code_of_Ethics_web.pdf?type=file</a> )	NA	AES Code of Ethics: <a href="https://www.aes.asn.au/images/AES_Code_of_Ethics_web.pdf?type=file">https://www.aes.asn.au/images/AES_Code_of_Ethics_web.pdf?type=file</a> )	Published (Evaluators Professional Learning Competency Framework: <a href="https://www.aes.asn.au/evaluator-competencies">https://www.aes.asn.au/evaluator-competencies</a> )
<b>Azerbaijan</b>	NA	NA	NA	NA
<b>Bangladesh</b>	NA	NA	NA	NA
<b>Bhutan</b>	Draft (Guiding Principles for Evaluation: <a href="https://www.gnhc.gov.bt/en/wp-content/uploads/2017/05/Evaluation-Policy-March-2017.pdf">https://www.gnhc.gov.bt/en/wp-content/uploads/2017/05/Evaluation-Policy-March-2017.pdf</a> )	NA	NA	NA
<b>Cambodia</b>	Not known	Not known	Not known	Not known
<b>Fiji</b>	Not known	Not known	NA	Not known
<b>India</b>	NA	Drafting in process	NA	Available, focuses on Government staff competencies ( <a href="https://dmeo.gov.in/con-">https://dmeo.gov.in/con-</a>

				<a href="#">tent/competency-framework)</a>
<b>Indonesia</b>			NA	Drafting in process
<b>Japan</b>	NA	NA	NA	Published (Evaluators Accreditation Programme-Specific link NA)
<b>Nepal</b>	Published (National Monitoring and Evaluation Guidelines 2018 and 2013 by National Planning Commission: <a href="https://npc.gov.np/images/category/rastriya_anugaman1.pdf">https://npc.gov.np/images/category/rastriya_anugaman1.pdf</a> , <a href="https://npc.gov.np/images/category/ME_GuidelineEng.pdf">https://npc.gov.np/images/category/ME_GuidelineEng.pdf</a> )	NA	NA	NA
<b>Pakistan</b>	NA	NA	NA	NA
<b>Philippines</b>	Published (NEDA and DBM (Guidelines on Evaluation in the National Government: <a href="https://nep.neda.gov.ph/guidelines">https://nep.neda.gov.ph/guidelines</a> )	NA	NA	NA
<b>Sri Lanka</b>	NA	NA	NA	Published (Competency Framework for Evaluators and Competency Calibration Manual: Specific links NA)
<b>Tajikistan</b>	NA	NA	NA	NA

### 3.3 VOPE Capacities

The survey shows that networks of evaluators, such as VOPEs, EvalYouth chapters, evaluation networks, and Parliamentarians forums are present in all countries except Azerbaijan and Cambodia, though Azerbaijan Evaluation Network is listed as a VOPE in IOCE database though it is not registered under any regional VOPE or under IOCE as a member. Other than the VOPEs and EvalYouth chapters, active Parliamentarians Forums are present in Sri Lanka and Nepal, which is a good sign towards institutionalizing evaluation.

In 13 out of 15 countries, these networks partner with each other for activities. Responders from Philippines, Pakistan, Nepal, Japan, India, Cambodia, Bhutan, and Bangladesh stated that the partnerships are frequent and also with designated public institutions for evaluation.

VOPEs in Afghanistan, India, Nepal, Pakistan, Philippines, Sri Lanka and Tajikistan have thematic groups to promote NEPs. Further, the thematic groups in Sri Lanka, Philippines, Pakistan and Nepal are in active status. Most responders have identified VOPE members, government personnel, academicians and parliamentarians as the champions for promoting NEPS in their countries. As seen in Table 7, most countries are focusing on actions towards formulating and finalizing policies and building capacities and raising the awareness of NEPS among Parliamentarians.

*Table 7: VOPE Capacities and Partnerships for Promoting NEPS in Surveyed Countries*

Country	Evaluator Networks present	Partnerships for activities	Thematic group on NEPS	Champions for promoting NEPS	Actions for strengthening NEPS in the country
<b>Afghanistan</b>	Afghan Evaluation Society Community of Evaluators Afghanistan Afghanistan Evaluation Network Afghanistan Monitoring and Evaluation National Association EvalYouth Afghanistan	Rarely	Yes	VOPE members	N/A
<b>Australia</b>	Australia Evaluation Society EvalYouth Australia and New Zealand	Amongst each other	No	VOPE members	Currently discussion at a National Government level about promoting a NEP and Commission.
<b>Azerbaijan</b>	N/A		No		N/A
<b>Bangladesh</b>	Bangladesh Evaluation Society Community of Evaluators Bangladesh	Frequently, also with designated institution for evaluation	No	VOPE members	Broad based NEP formulation policy is required.
<b>Bhutan</b>	Evaluation Association of Bhutan EvalYouth Bhutan	Frequently, also with designated institution for evaluation	No	VOPE members	VOPE collaborates with Gross National Happiness Commission to promote evaluation culture in the country,

					policies, and engage youth. EvalYouth Bhutan conducts activities to enhance knowledge of Evaluation in community and in colleges.
<b>Cam-bodia</b>	N/A	Frequently, also with designated institution for evaluation	No	Academics and parliamentarians	
<b>Fiji</b>	Fiji Monitoring and Evaluation Society EvalYouth Pacific	No partnerships/ Not aware	No		Beginner stage, small group trying to put together a working committee.
<b>India</b>	Evaluation Community of India EvalYouth India	Frequently, also with designated institution for evaluation	Yes	VOPE members, Government personnel,	A NEP is drafted by DMEO, with partner institutions who can help develop NEPS.
<b>Indonesia</b>	Indonesia Development Evaluation Community EvalYouth Indonesia EvalGender	Rarely	No	VOPE members, Government personnel	Not much, just discussion.
<b>Japan</b>	Japan Evaluation Society	Frequently, also with designated institution for evaluation	No	VOPE members, Government personnel	
<b>Nepal</b>	Nepal Evaluation Society Community of Evaluators Nepal Society of Monitoring and Evaluation Nepal EvalYouth Nepal EvalGender, Parliamentarians Forum for Evaluation	Frequently, also with designated institution for evaluation	Yes, active	Government personnel, NPC's Members, Academics and parliamentarians, VOPE members	Framework for "Integrated National Evaluation Action Plan of Nepal (2016-20)" published and 2021-25 is being drafted. Review and provide inputs to the draft bill of evaluation. Review Draft of Evaluations and VNR Lobbying by VOPEs.
<b>Pakistan</b>	Pakistan Evaluation Association Pakistan Evaluation Network	Frequently, also with designated institution for	Yes, active	VOPE members, Government personnel,	PEA is advocating and facilitating with the Planning Commission of Pakistan for a NEP.

	Pakistan Evaluation Society Community of Evaluators Pakistan EvalYouth Pakistan EvalGender EvalIndegenous	evaluation		Academics and parliamentarians	
<b>Philippines</b>	Philippine Evaluators for Development Pilipinas Monitoring and Evaluation Society M&E Network Philippines EvalYouth Philippines	Frequently, also with designated institution for evaluation	Yes, active	VOPE members, Government personnel, Academics and parliamentarians	NEDA promotes evaluations to support evidence-based decisions, conducts evaluation studies and capacity development activities on evaluation under NEP Framework - 2015 and provision of annual M&E Fund. NEDA partnered with UNDP, Australian Department of Foreign Affairs and Trade, and International Initiative for Impact Evaluation for evaluations and related activities. Enact a law institutionalizing a NEP that will cover all branches of the government.
<b>Sri Lanka</b>	Sri Lanka Evaluation Association EvalYouth Sri Lanka Parliamentarians Forum for Evaluation	Amongst each other	Yes, active	VOPE members, Government personnel, Academics & parliamentarians, YEEs	Building evaluation capacity of Members of Parliament.
<b>Tajikistan</b>	Tajik Monitoring and Evaluation Community of Practice	Rarely	Yes	VOPE members, Academics and parliamentarians	Awareness raising by MP in Parliament on evaluation and its role in society. VOPE advocates for evaluation in Facebook and events.

## 4 Recommendations and Action Steps

Based on the survey study, regional dialogues and interactions on institutionalization and professionalization through the brown bag series of APEA, the authors and the co-leaders of promoting NEPS theme of APRES propose following recommendations and action steps.

### 4.1 Recommendations

The findings show that VOPEs and EvalYouth chapters exist in many Asia Pacific countries, however whether all VOPEs are active and strong enough to advocate for NEPS is a question. In countries with more than one VOPE, those VOPEs work on a common agenda to promote NEPS in the country. Mobilizing and strengthening VOPEs to be advocates for NEPS is a need and APEA and other able actors should take lead in this.

VOPEs should mobilize other national level stakeholders including government, academia, civil society, and media to formulate NEP, if it does not exist, and ensure its implementation. APEA can support and guide national VOPEs for this and share good examples of NEPs.

VOPEs must work with young and emerging evaluators (YEEs) through EvalYouth chapters to enhance synergies to build capacity of evaluators and anticipated professionalization of evaluation within the national contexts.

To bring evaluation in general discourse, national governments should be encouraged to publish all evaluation reports in a central online repository. Many countries have some system for discussions on evaluations and promote their use at the parliamentary level or by the president's office. These systems should be strengthened and spread to other countries.

Most countries have a SAI which conducts some types of evaluations. Just as all SAIs are connected through the INTOSAI, all designated evaluation institutions should be brought together to learn from each other.

The progress on professionalization of evaluation through nationally accepted guidelines, standards, competencies, etc. is poor. APEA can follow up with national VOPEs through IRIPE and encourage them to adopt the competency framework, etc. VOPEs can partner with designated evaluation institutions for the same, as already some partnership exists between the

two in most countries. The national institute should lead in establishing the guidelines to be used by all public institutions for evaluations and VOPEs can support in formulating the same. Wherever partnerships are not present between the VOPE and the designated institution for evaluation, initiating them is the first step towards bringing everyone on the same page and having common champions to promote NEPS.

The Asia Pacific Parliamentarians Forum has been established and the response to parliamentarians training in collaboration with IPDET was good in the region. All participating parliamentarians should be brought together and encouraged to engage fellow parliamentarians in their countries to establish national parliamentarians' forums through national VOPEs. Different countries are on different paths and need contextual support for institutionalizing their NES. APEA hosts a brown bag series every month to talk about the professionalization and institutionalization of evaluation in each country in the region. These sessions bring out nuances which are useful for not just that country, but others as well. This cross-learning should continue and be promoted through publishing notes based on the brown bag events. With the start of Asia Pacific Journal of Evaluation, it is expected that national case studies on the history and status of institutionalization will now be prepared by researchers in each country and published, providing a tailor-made pathway. The open call for papers for the journal to be shared widely among all partners to share their experience through the journal.

#### 4.2 Action Steps

Based on the results of this study and the recommendations discussed amongst the authors, we propose the following action steps to be taken into consideration by APEA for 2023:

- APEA and its partners continue to conduct technical sessions on NEPS every 3 to 4 months in 2023.
- To continue the conversation around NEPS in the Asia Pacific Region through the annual Regional Dialogue on NEPS.
- The annual survey study on NEPS will be modified to only get updates on progress on NEPS in instead of repeating the whole survey. For new countries, all data points currently available can be collected.

- APEA to share the calls for papers for the journal with VOPEs, EvalYouth, Governments, and other stakeholders.
- The promoting NEPS theme should submit abstracts for papers and panels for evaluation conferences to publicize the work being done in the region.

While these action items are at the APEA level, we also propose a few action items for the national VOPEs:

- National VOPEs should work closely with the designated public institution for M&E and parliamentarians to institutionalize evaluation in their countries.
- Where there is no Parliamentarians Forum for Evaluation, VOPEs should collaborate parliamentarians to establish these to advocate for evaluation and to works towards creating a culture of evaluation in the Parliament.
- VOPEs should establish and make functional EvalYouth Chapters in their countries in coordination with EvalYouth Asia and APEA, and partner with them to promote YEE engagement in all spheres.
- Where there are more than one VOPEs in a country, they should collaborate amongst themselves and create an action group for promoting NEPS.

## Annex1: NEPS Survey for Asia Pacific Region

In 2020, Asia Pacific Evaluation Association and EvalYouth Asia with other partners developed the Asia Pacific Regional Evaluation Strategy. The Strategy has 8 themes and “Promoting National Evaluation Policies and Systems (NEPS)” is one of them. The goal of this theme is to increase the number of countries in the region embarking on developing NEPS. Under this theme, we conduct an annual survey to assess the status of NEPS in the countries in the Asia Pacific Region. Following up on the previous survey in 2021, the 2022 NEPS status survey focuses on the dimension of enabling environment, institutional capacities, standardizing capacities and VOPE capacities. The results of this survey study will be presented during the Asia Pacific Regional Dialogue for NEPS in December 2022 during EvalVision Asia.

This survey will take around 20 minutes. Please note that your responses will be kept confidential. Please complete this survey by 18 July 2022 to the best of your ability and knowledge.

1. Email of respondent (form collects automatically)
2. Full Name (title, first name, last name)
3. Name of Organization (VOPE Name/ Government Agency Name/ etc.)
4. Country about which information is being filled

### **ENABLING ENVIRONMENT**

5. Does your country have any of the following in an accepted and published form? [National Evaluation Policy/ Evaluation Act or Bill/ Evaluation is in the constitution/ Administrative circulars on evaluation/ None]
6. Is a draft Evaluation Policy/ Bill/ constitution amendment in progress? [Yes, we have a draft document which is being deliberated/ Yes, we have a draft document but process is not going ahead/ No, we are preparing the draft document/ No, there is neither a draft document nor a process to prepare one]
7. Please provide a web link to the document if any of the above is available.
8. What is the status of Parliamentarians Forum for Evaluation in your country? [Does Not Exist/ Was formed, but is inactive today/ Is present and active]

9. What systems are present to oversee evaluations/ create evaluation demand and ensure evaluation use in the country? [No systems/ Parliamentary committee/ Evaluation Advisory Board/ Others, please specify]
10. How are evaluation results used for evidence-based decision making at the highest level of government? [The President or Prime Minister's office keeps a track of evaluations for internal reviews/ The annual budget allocations by Finance Ministry/ Department takes into account the evaluation findings/ Evaluations are used by respective Ministries to review their activities/ No, we are not aware of it and how evaluation results are used]

### **INSTITUTIONAL CAPACITIES**

11. What is the name of the designated public institution for evaluations at the central government level in your country? [Yes/ No]
12. Please provide a link to the website and contact email of the above-mentioned institution.
13. Are government sponsored/ mandated evaluation reports published online? [ Yes, stored in a central online repository/ Yes, published online by respective agencies/ No]
14. Link to the central evaluation repository of such reports, if any.
15. Does the Supreme Audit Institution in your country perform an evaluation function? [Yes/ No]
16. If yes, please provide the name of the SAI and link to its website.
17. If yes, please select the types of evaluations done by it. [Impact evaluation/ Process evaluation/ Performance Evaluation/ Outcome Evaluation/ Others, please specify]

### **STANDARDIZING CAPACITIES**

18. What is the status of Evaluation guidelines in the country? [Published/ Draft is available/ Drafting in process/ Not available/ Not known]
19. What is the status of Evaluation standards in the country? [Published/ Draft is available/ Drafting in process/ Not available/ Not known]
20. What is the status of a code of ethics for evaluators in the country? [Published/ Draft is available/ Drafting in process/ Not available/ Not known]
21. What is the status of evaluator competencies in the country? [Published/ Draft is available/ Drafting in process/ Not available/ Not known]

## VOPE CAPACITIES

22. What Evaluator Networks are present in the country [VOPE(s)/ EvalYouth/ EvalGender/ EvalIndegenous/ Parliamentarians Forum for Evaluation/ Others, please specify]
23. Do these networks partner for activities? [Yes, frequently, also with designated public institution for evaluation/ Yes, amongst each other/ Yes, but rarely/ No partnerships or not aware of the same]
24. Does the VOPE have a thematic group to promote National Evaluation Policy and Systems? [Yes, it is active/ Yes, a group is present/ No]
25. Who are the identified Champions for promoting NEPS in the country? VOPE members, government personnel, academicians and parliamentarians
26. What actions are being taken/ planned for strengthening NEPS in the country?
27. If we need more information about any aspect, will you be willing to answer our emails about the same? If yes, please write your email id below.

## Annex 2: Key Definitions

While most questions are self-evident, for some, a definition helps to clarify what is expected in the survey. In this section, the definitions used in preparing this study report are provided.

**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 organizational capacities, purpose, responsibilities, processes, or structures for a national evaluation system.<sup>15</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 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.

**Supreme Audit Institution** - An independent national institute that audits government activities, generally established in the country's constitution and mandated through national legislation. These play an important audit and oversight role and monitor public expenditure.

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

**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.

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<sup>15</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)

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

**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.



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