

## **The Situational Analysis Study of Evaluation Eco-system in Bhutan, 2020**

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## **Executive Summary**

The situation analysis of the Evaluation Association of Bhutan (EAB) is initiated to ascertain its current standing in the country and accordingly strategize to chart a path forward in better fulfilling its responsibilities as per Article of Association and realizing its vision and mission.

Prior to this Situational Analysis Study, no empirical research was undertaken whether to gauge the health of the EAB or to assess the stakeholders' perception of it. The EAB was not in a position to make any informed strategies in terms of its growth, relevance, and sustenance owing to a complete lack of empirical data and information. Existing literature on the evaluation demand, supply and practices in the country are purely based on anecdotal evidence.

The study was carried out employing a quantitative survey questionnaire, which was administered online to the respondents from public and private offices, CSOs and development partners, and to consultancy firms, individual evaluators/consultants and parliamentarians, among others.

The study found that the awareness of the EAB among its varied relevant stakeholders is dismally low despite their interest to join and collaborate with the Association on its evaluation and monitoring activities and programs. Barely one-fourth of the respondents are aware of the Association.

In the absence of the National Evaluation Policy which would form the basis for a minimum system of evaluation across government agencies and others to review the performance of their plans and programs, no consistent evaluation framework is being followed across the different organizations.

The importance of the evaluation is yet to be felt which can directly be attributed to the poor awareness of the Monitoring, Evaluation and Learning (M&EL). As a result, there is also a lukewarm demand for evaluation.

The consequence of no demand for evaluation is that the capacity development of evaluators has not taken off. Not many from evaluation-supply-side institutions are trained in M&EL. While the evaluation training is yet to be featured on their annual activity list, some do conduct it on an ad hoc basis.

### **EAB-specific recommendations**

- EAB to work on its advocacy strategy and subsequently carry out an awareness campaign.
- EAB to build the capacity of the evaluators, create and nurture the culture of evaluation in the country.
- EAB to work on the strategy to collaborate with the key stakeholders in professionalization of Evaluation.

### **Generic recommendations**

- There is an opportunity to create an evaluation framework that is relevant to our context, effective and efficient in tackling our problems; sustainable and impactful to our needs.
- Standardization of capacity building with inclusion of more innovative modules that target the local capacities by capturing local practices.

## **Limitation**

The survey was administered online, and the response rate is less than 50 percent. However, most participants who responded to the survey are relevant officials, who are either the head of the organizations and M&E officers, which assures the quality of response we have received.

## **Acknowledgement**

We would like to acknowledge UNICEF Bhutan for the generous financial support for EAB to conduct this situation analysis study. In addition, we would also like to acknowledge and thank contributions of all participants of our survey. Their contributions are valuable in making this study a success.

## **EAB Core Working Team**

This study was carried out by the EAB core working team. The core team comprises of our members who have volunteered to provide their expert knowledge and technical inputs to various assignments that EAB undertake. The current assignment was led by Dr Phuntsho Choden, who is an independent researcher and a member of core team and rest of the core team members are:

1. Mr. Chhimi Dorji, Consultant
2. Ms. Dechen Dolkar, Consultant
3. Mr. D K Bhujel, Consultant
4. Ms. Karma Choden, Consultant
5. Dr. Sonam Tshering, Consultant and researcher
6. Ms. Tashi Choden, EAB Program Officer

## Chapter 1

### Introduction

Evaluation plays a critical role as a learning tool, highlighting what works and what does not. An appropriate evaluation can act as a safeguard, helping to identify problems before they grow bigger and more costly. The past decade has seen Monitoring and Evaluation becoming stronger, with more focus on measuring the results and objectively analyzing the program/project effectiveness and relevance. The evaluation has become more important now than ever considering the situation the entire humanity is in currently.

To strengthen and enhance the evaluation practices, numerous Voluntary Organizations for Professional Evaluators (VOPEs) at national, regional and international levels were established. Similarly, the Evaluation Association of Bhutan was established in 2013 as a VOPE with objectives to promote evaluation and bring together evaluation practitioners from various fields including independent evaluators, government, academia and non-government organizations. EAB is now a Mutual Benefit Civil Society Organization mandated to promote evaluation culture, developing evaluation capacity and generating demand for evaluation in the country. The association is committed to carry out its mandates and has initiated a few capacity developments workshops for national evaluators in the past. The association plans to further strengthen its activities covering both demand and supply side environments of evaluation in the country. EAB has a critical role in promoting and increasing the demand for evaluations while collaborating with the key government bodies, parliamentarians, and other relevant stakeholders to build an enabling environment for evaluation.

#### 1.1 Purpose of the study

The purpose of this study is to conduct a comprehensive situation analysis of EAB and to understand the evaluation practices and services that the association can offer in building a strong evaluation culture in the country. This study is aimed at enabling the association to develop the way forward including relevant strategies and plans in fulfilling its mandate as per the Article of Association.

The rest of the report is organized as follows:

- chapter 2 presents methodology,
- chapter 3 reports the findings and conclusion, and
- chapter 4 charts the recommendations or pathways for EAB.



## **Chapter 2**

### **Methodology**

The chapter present the methodology employed in the situation analysis study.

#### **2.1 Study Methodology**

This study is aimed at gaining a comprehensive understanding of evaluation practices in the country including demand and supply of evaluation services, how different stakeholders see and understand the association so that it can offer relevant services in fulfilling its mandates. Further, this study is expected to serve as a basis for developing the way forward for the association. Therefore, it is important to have a robust design that is appropriate to answer our needs. For assessing the current situation of the evaluation practices, a quantitative method is found appropriate and a survey was used as an instrument. The scope of extending this study using a qualitative approach remains, which could augment insights of the findings and enable robust strategy and plan development. In the sections that follow explain the various quantitative approaches employed in the study.

##### **2.1.1 Questionnaire**

A survey was used as an instrument for collecting data where a comprehensive questionnaire was developed by the core group members. The questionnaire consisted of 6 sections with 21 questions. Section I was on demographic and respondent details; Section II on Evaluation Demand; Section III on Evaluation Supply; Section IV on Capacity Development for Evaluation; Section V on M&E Officer/Staff, and; Section VI on Awareness of Evaluation Association of Bhutan (EAB). The detailed questionnaire is attached as Appendix II.

##### **2.1.1 Sampling**

The sample of the study must be representative of all stakeholders inclusive of both demand and supply sides of evaluation. Thus, all relevant stakeholders from private consultants, NGO representatives, Corporate employees, INGO representatives, development partners, general public, parliamentarians, and government officers and executives were targeted and invited to undertake the online survey. The total of 336 participants were invited through email, however of this total only 147 responded, giving a response rate of 44 percent.

##### **2.1.2 Data Collection Approach**

To avoid the risk and adhere to the protocols of COVID-19 Pandemic, the survey was administered electronically. A google survey form was developed, tested, corrected and rolled out between October 8, 2020 to November 17, 2020.

### **2.1.3 Analysis approach**

Since the questionnaire was targeted and of smaller sample size, the results were analyzed directly from google survey results and using tableau and simple ratio analysis. The detail data tables included in Appendix I.

## Chapter 3

### Findings

The chapter presents the findings of the study. A google survey was launched asking the respondents questions on awareness of and association with EAB and various aspects of evaluation practices including use of evaluation and competence and capacity of evaluators. The findings starting with the descriptions of the respondents are presented in the sections that follows.

#### 3.1 Description of Respondents

A total of 336 respondents comprising parliamentarians, government ministries and agencies, corporations, NGOs and development partners, CSOs, private firms and individual consultants were invited via email to participate in the online survey. Of which, 147 have responded to the survey. Table 1 represents the demographic description of the respondents, nearly 64 percent of the total respondents were males, over 35 percent females and around one percent were third gender. The respondents were of age group from 20 to 60 years. Nearly 59 percent of the respondents had master's degree and 27 percent bachelor's degree.

*Table 1: Demographic description of respondents*

|                  | Number | % to total respondents |
|------------------|--------|------------------------|
| <b>Gender</b>    |        |                        |
| Male             | 94     | 64%                    |
| Female           | 52     | 35%                    |
| Others           | 1      | 0.7%                   |
| <b>Age</b>       |        |                        |
| 18-25            | 12     | 8 %                    |
| 26-35            | 28     | 19%                    |
| 36-45            | 46     | 31%                    |
| 45+              | 61     | 42%                    |
| <b>Education</b> |        |                        |
| PhD              | 1      | 0.7%                   |
| Masters          | 86     | 59%                    |
| Bachelors        | 39     | 27%                    |
| Diploma          | 2      | 1%                     |
| Undergraduate    | 19     | 13%                    |

Of the total respondents, 50 percent were government employees, 19 percent belonged to the corporate sector, 18 percent belonged to CSOs, and another 3 percent were from development partners, 12 percent from private sector including private institutions, and nearly 3 percent were parliamentarians and individual evaluators. As depicted in figure 1, most respondents were either heads of the organizations or the department comprising 35

percent of total respondents, nearly 22 percent were Monitoring and Evaluation (M&E) professionals and 13 percent were division chiefs.

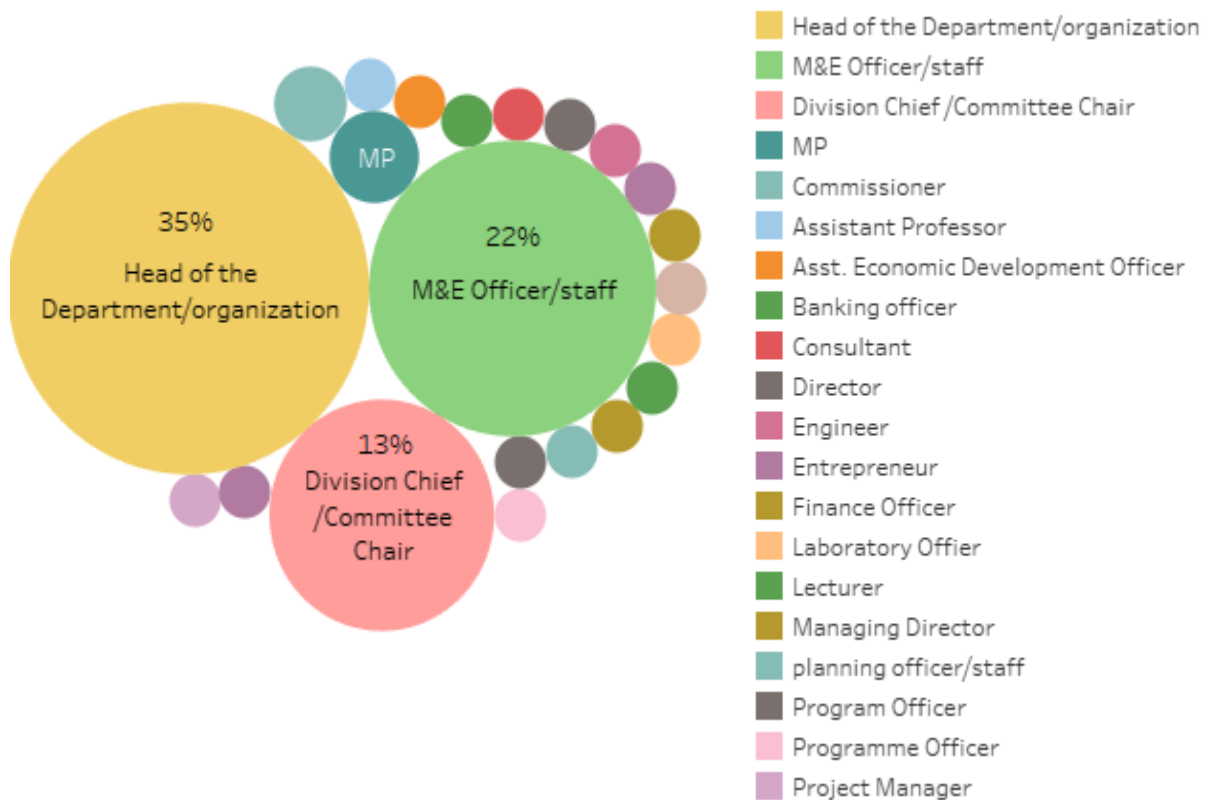


Figure 1 Respondents by their designation in organizations

### 3.2 Awareness of EAB

In order to carry out its mandates and to appropriately chart the way forward, it is important for EAB to understand its position and what is expected of it.

In ascertaining this information, the survey asked the respondents on their awareness about EAB. Of 147 respondents, only 16 percent reported they are fully aware, while more than 44 percent reported partially aware. The remaining 40 percent of the respondents agreed that they are not aware about EAB as shown in figure 2. Respondents who reported they are aware about the EAB were further inquired from where they heard about EAB. Of the 88 respondents, nearly 40 percent reported that word of mouth has been their

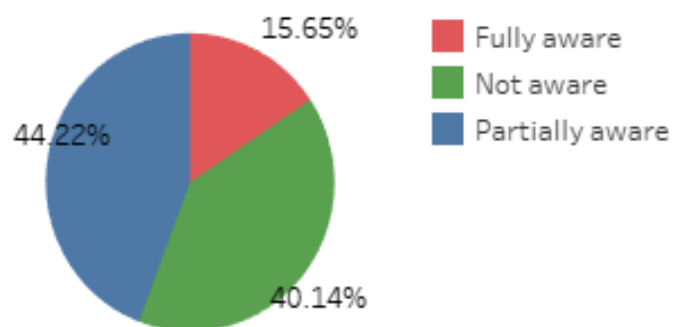


Figure 2: Awareness of EAB among respondents

source, 23 percent reported from social media, 16 percent from workshops and training and eight percent from websites.

Of the total of 147 respondents only 13 percent were affiliated to EAB. The survey asked those who reported not affiliated with EAB, if they are interested in joining as a member, most of them 73 percent reported they would be interested in joining EAB.

Further, the survey asked the respondents how they expect EAB to collaborate with their organizations. The responses are depicted in figure 3, a majority, 41 percent reported providing evaluation training. 16 percent reported conducting evaluation, 15 percent for review of M&E framework, 12 percent designing evaluation and 3 percent is for review of evaluation reports.

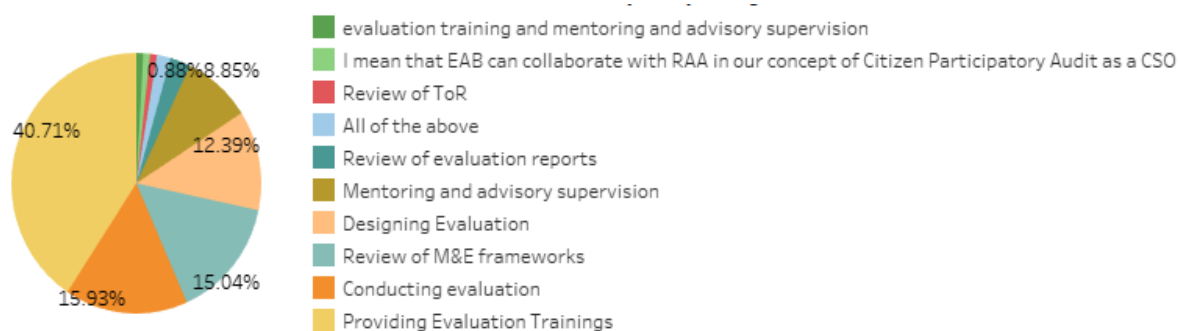


Figure 3: Services expected from EAB

### 3.3 Current evaluation practices: Analyzing demand for Evaluation

The demands for evaluation are generated by the organizations, policy makers and implementers as they plan, design, implement and assess the impact of interventions in various developmental activities, and formulate evidence-based policies and strategies. The following sections analyses the data from the survey on the current situation of demand for evaluation.

#### 3.3.1 Enabling environment for demand of evaluation

To ascertain the demand for evaluation in the country, the survey asked questions on evaluation function, activities, types of evaluations, budget allocation and the frequency of evaluation carried out. As depicted in figure 4, of 137 responds to the question on rating the evaluation function in their organizations, a majority 39.4 percent of the respondents reported that their organizations had a fully instituted and functioning M&E division. These respondents are mainly from government organizations, corporate bodies and NGOs mostly development partners. More than 26 percent of the respondents agreed that M&E division is included in their organization plan and yet to be instituted, 16 percent agreed that their organizations are in the process of instituting M&E function while more than 18 percent of the respondents reported complete absence of M&E function in their organizations. This suggests that M&E function has been either instituted or in the process of instituting

in many organizations in the country, which is in contrary to the expectation. It will be interesting to find out whether it is M & E in full or just monitoring in actual practice. However, the finding indicates that the demands for evaluation will only grow over the year as policy makers and implementers become more aware about its importance.

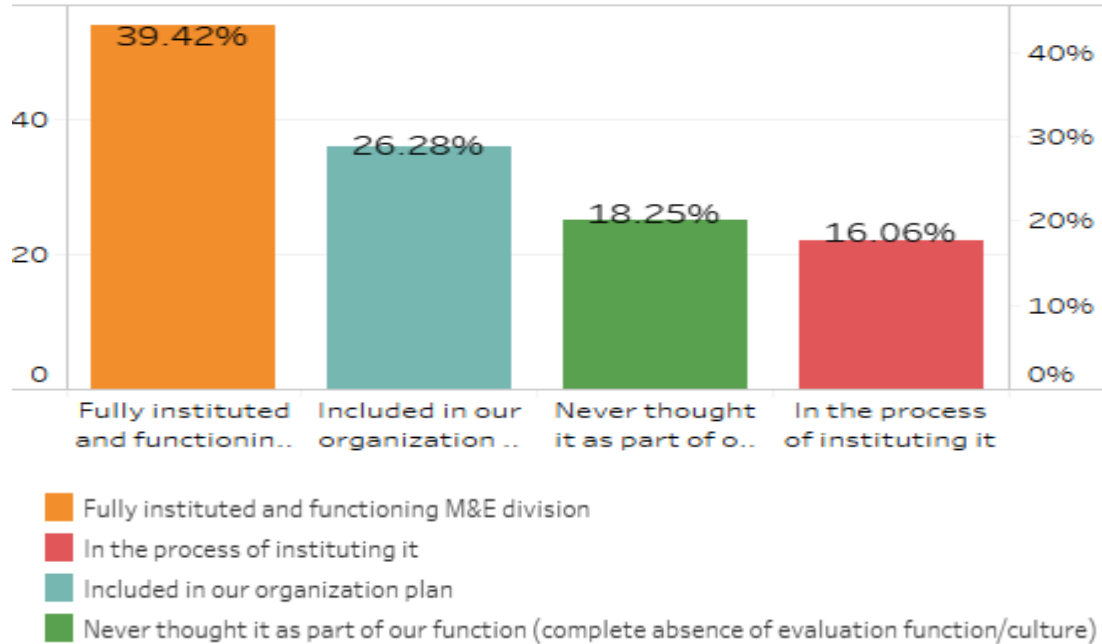


Figure 2: Evaluation Function in organizations

Organization having evaluation plans and guidelines in place indicate developing enabling environment and importance placed on evaluation. A total of 112 responded to the question on whether their organizations have evaluation guidelines, plans, budget and quality assessment mechanism in place, more than 81 percent of the total reported that there is evaluation guidelines in their organization, 68 percent of respondents reported their organization has an evaluation plan, 52 percent said there is evaluation budget allocated in their organization, and another 58 percent also agreed that there is quality assessment mechanism in place as shown in figure 5. This data indicates that organizations understand the value of evaluation and have put in place guidelines and plans, also allocates budget for it and in some organizations, there are even quality assessment mechanisms in place, which are important enabling factors in developing evaluation culture. However, judging from the data, all organizations having guidelines and plans in place do not have budget allocation for evaluation, which questions the priority they give for evaluation.

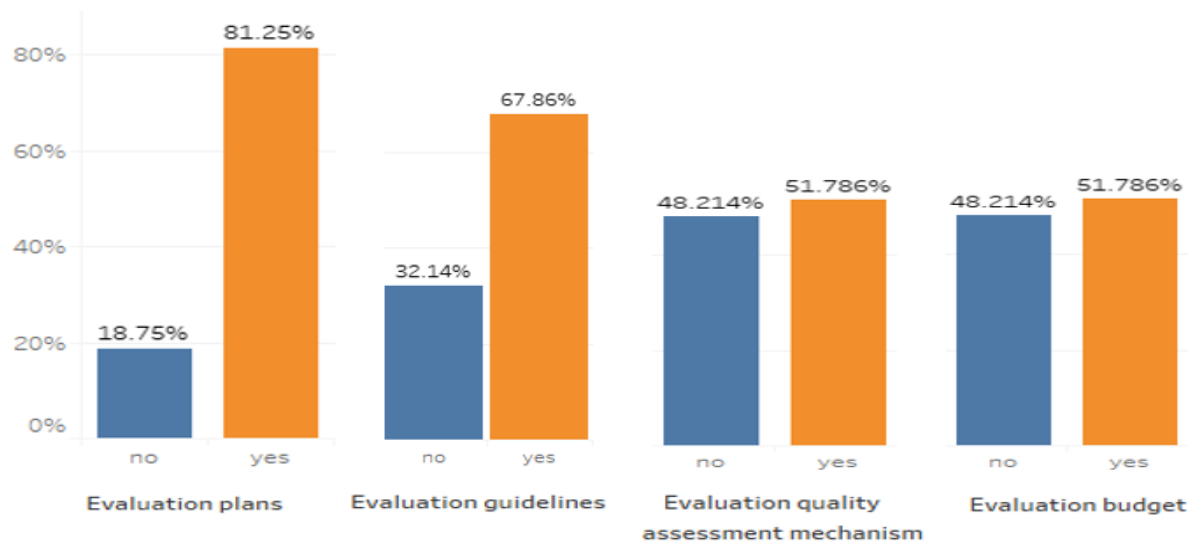


Figure 3: Enabling environment for Evaluation in organizations

On the budget allocation nearly 52 percent of 112 respondents reported that their organization's provision for evaluation of projects/ programs. Only 58 participants responded to the additional question on how their organizations provision budget for evaluation, of which 55 percent of the respondents said they have adequate provision for M&E, while more than 29 percent reported provision is only under donor funded projects, other 10 percent reported provisions are ad-hoc and a smaller group of respondents, five percent reported their organizations do not provision for evaluation. These indicated many organizations do not have regular budget provision for evaluation, which is as expected.

It is also discerned that evaluation is yet to become a regular activity in an organization as more than 46 percent of 112 respondents on frequency of evaluation carried out in their organizations reported that evaluation occurs only as per the project plan. On the other hand, more than 44 percent respondents reported that evaluation happens once a year. There are few who also responded that evaluation is done once in a five-year period indicating that evaluation is not a regular activity. Further, the data also indicated that there are no dedicated M&E officer in majority of organizations as more than 70 percent of 112 respondents reported that M&E function in their organizations is looked after by either planning and program officers with other responsibilities and not by the designated M&E officials while only 29.5 percent of the respondents said there is dedicated officers in their organizations.

### 3.2.2 Evaluation type and activities of organizations

The type of evaluations carried out in the current practices are mostly formative and summative and less of prospective evaluation. Formative evaluation comprises both process and progress, evaluating whether the project is being conducted as planned and progress being made towards meeting its goals. Summative evaluation is assessing how successful the project is in reaching its goals. The finding is as expected because evaluations that are being practiced are mostly of summative nature.

The survey also asked respondents about the evaluation activities that their organizations have been engaged in the last three years. Figure 6 presents the responds, where 59 percent of 112 respondents reported that they engage in program and project implementation, 15 percent said they used evaluation in policy formulation, 10 percent reported they engage in embedding the evaluation in their initiative while nearly 9 percent reported they do not engage in any of the mentioned activities. There were also few who reported their organization engaged in funding the evaluations. The results suggest that there is an extensive practice of various aspects of evaluation activities in the country, which indicates that people and organizations understand the value of evaluation to certain extent and their understanding need to be strengthened further through more awareness programs.

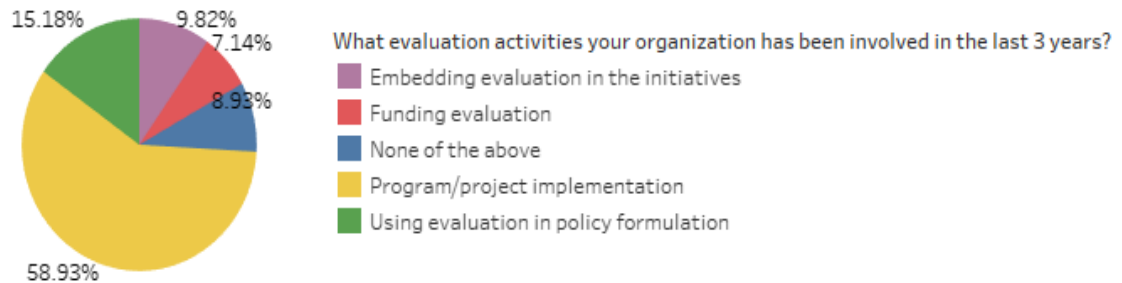


Figure 4: Evaluation activities of organizations in last 3 years

### 3.2.3 Evaluation Capacity in organizations

To ascertain how organizations, feel about their evaluation capacity, the respondents were asked to rate evaluation knowledge and skill level in their organizations. As depicted in figure 7 majority of respondents rate the knowledge and skill in their organizations as at medium and high level and fewer at low and very low level. This may reflect their level of competence and confidence in evaluation knowledge and skill they have in their organizations.

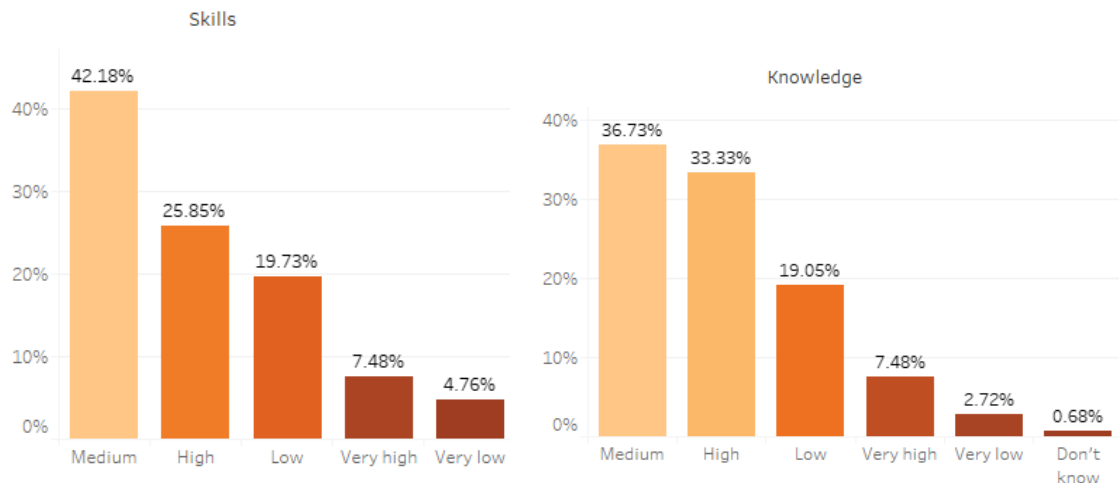


Figure 5: Evaluation capacity in organizations



### 3.3 Current evaluation practices: Use of Evaluation

The use of evaluation often attracts limited attention than it deserves to be. The most important aspect of evaluation is its usage in order to become an influential and impactful policy tool. The survey asked the respondents on dissemination of their evaluation reports. Majority of respondents, 72 of them reported they share within their organization, 44 of them reported that they share with the government and 55 reported that their organizations share with the donor agencies and international organizations. The survey also asked the question on use of evaluation in various areas in the last five years. As shown in figure 8, of the total 112 respondents, majority 41 percent reported that evaluation is used in project preparation and implementation, 28 percent reported that it is used for developing strategies, few reported evaluations are being used for evidence generation and knowledge management. The result suggests that the awareness about evaluation being an influential tool for policy formulation and correction seems to be limited among the organizations.

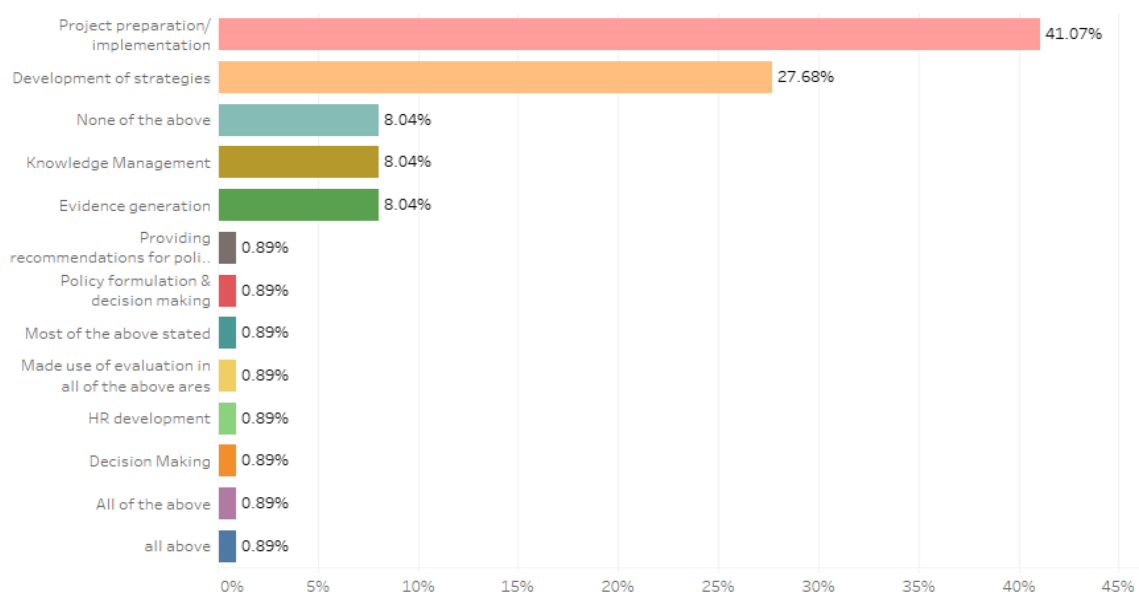


Figure 6: Use of evaluation in organizations

### 3.4 Current evaluation practices: Analysis of supply-side institutions

The supply-side agents of evaluations include research and training and academic institutes that are engaged in providing evaluation services and training, consulting firms and individual consultants. In ascertaining the current situation of the supply side of evaluation, the survey asked the questions on types of evaluation services, training, frequency of services provided, competency and capacity of the supply side agents.

### 3.4.1 Types of Evaluations Conducted by Consulting firms and individual consultants

A total of 11 responded to the question and more than 45 percent of them engage in either prospective or summative evaluation, only nine percent in formative evaluation as depicted in figure 9. The finding is as expected in terms of summative evaluation as most evaluation carried out are focused on outcomes of interventions, but the result on prospective evaluation is in contrary to what was reported in demand analysis. The finding might also indicate how respondents have interpreted different types of evaluation.

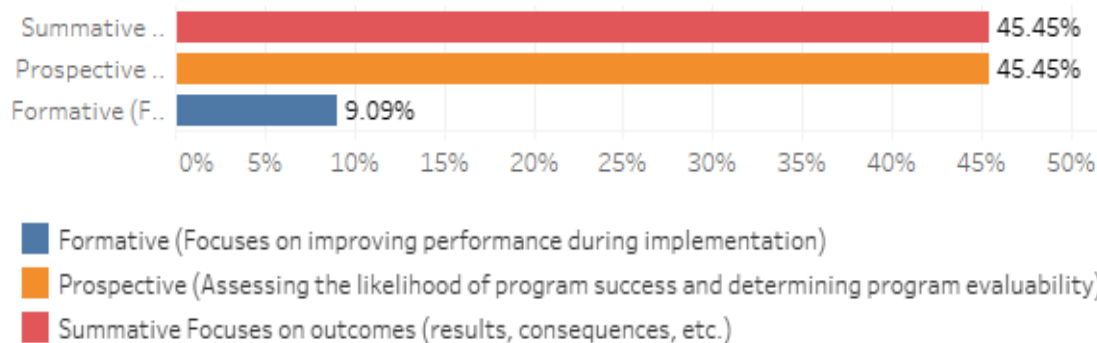


Figure 7: Types of evaluation undertaken by supply side organizations

Of the total respondents nine of them have provided M&E related services to various organizations including government ministries, non-governmental organizations and the private sector at different intervals. The supply-sides agents also engage in providing training on evaluation, out of the 11 respondents only two agents have engaged in providing evaluation training. The training was mainly provided to their own staff and the frequency of training is as and when demanded not a regular activity.

### 3.4.2 Capacity and competence

Capacity of the supply-side agents and their competency play an important role in providing relevant and competent evaluation services and training in the country. The respondents on the supply-side agents were asked whether their experts are formally trained on M&E, responds are depicted in figure 10, where 45.5 percent are formally trained in M&E, 27 percent are self-taught on the job, 18 percent are trained as part of another training while nine percent are not trained.

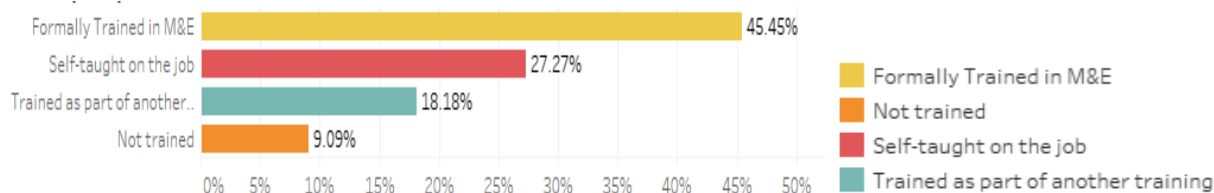


Figure 8: Training of M&E experts

The respondents were asked to rate their confidence on competency of the local experts and national consultants in evaluation, 27 percent rated that they are definitely confident about competency of local experts, 55 percent rated confident while 18 percent rated neither confident nor not confident.

The question on capacity and competencies of the evaluators were also asked to the respondents other than the supply-side agents. The responds are presented in figure 11, more than 50 percent of 147 respondents reported that the local experts are competent, 11.6 percent said they are definitely competent while more than 20 percent said neither competent nor incompetent and nearly 13 percent reported they do not know.

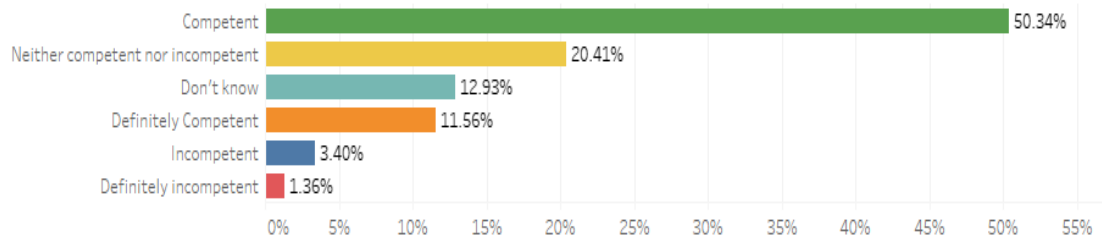


Figure 9: Ratings of competency of local experts

The competence of the local experts can also be judged from how people rate their services. The respondents reported that they have received the M&E related services, nearly 24 percent of 147 respondents have taken M&E related services where services were mostly provided by the local experts. The respondents have rated the services as depicted in figure 12, a majority nearly 63 percent reported the services they received were satisfactory.

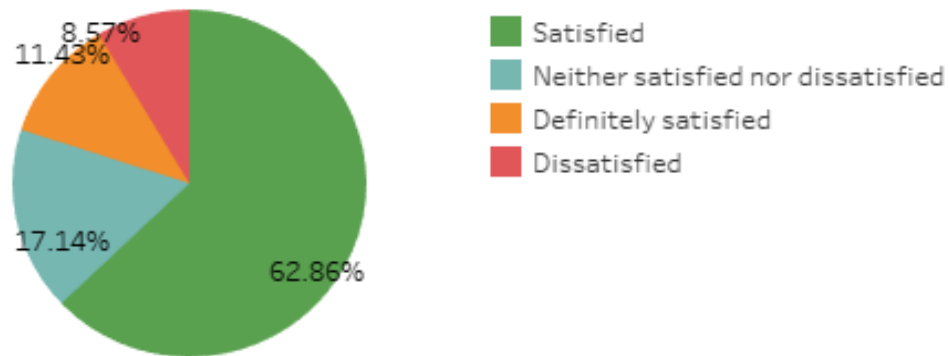


Figure 10: Ratings for M&E related services received

### 3.4.3 M & E officers: Analysis of monitoring and evaluation system

Monitoring and evaluation officers are a group who are designated to perform M & E functions in different organizations. They are an important part of supply side institutions. They are expected to understand monitoring and evaluation practices in the country better than others. The survey asked specific questions on monitoring and evaluation systems to the group who identified themselves as M & E officers. Responds to the question on describing the monitoring system in their organization is as depicted in figure 13.

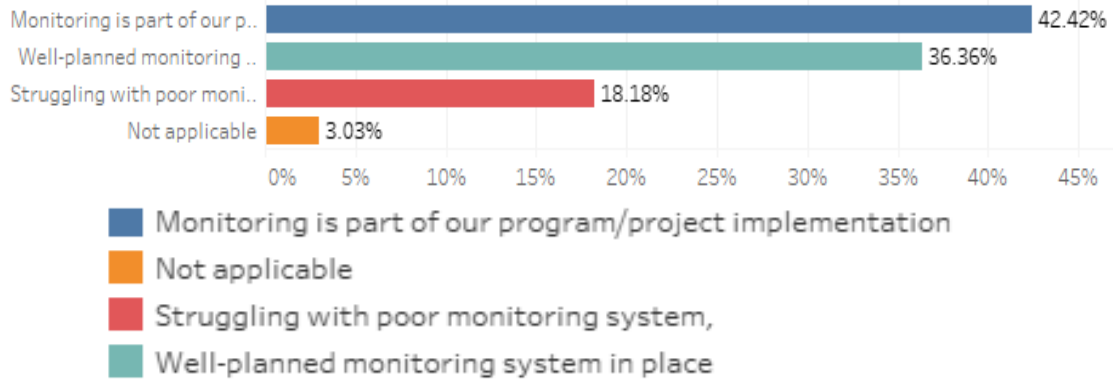


Figure 11: Monitoring system in organizations

Of the total 33 respondents, 36 percent agreed that their organization has a well-planned monitoring system in place, 42 percent reported monitoring is part of their program and project implementation while 18 percent agreed with the statement that the organization struggle with poor monitoring and 3 percent responded monitoring is not applicable to their organization.

A total of 34 responded to the question on the evaluation system in their organization, as presented in figure 14. Of this total, 50 percent agreed that their organization makes sure that their interventions are evaluated, nearly 24 percent of respondents reported that their organizations have a strong evaluation system in place, while nearly 18 percent agreed there is no evaluation system in place.

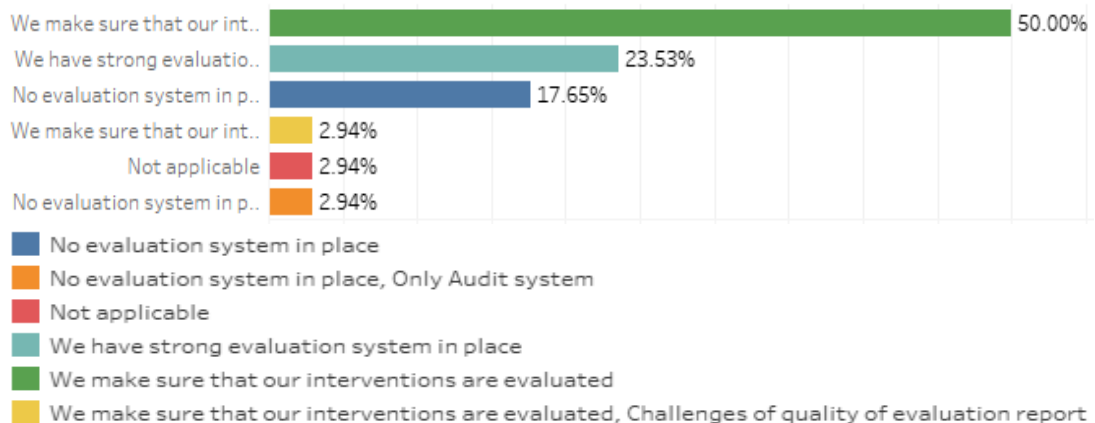


Figure 12: Evaluation system in organizations

The survey also asked respondents to identify strengths and weaknesses of monitoring and evaluation systems in their organizations. Total of 33 responded to the question and the most agreed strength of the monitoring system is that organizations fully understand the importance of monitoring while the weakness of the monitoring system is the lack of well-trained and competent staff.

On the evaluation front many of the respondents agreed that the strength of the current evaluation system is that the organizations fully understand the value of evaluation and the weakness is also limited understanding of the value of evaluation. This is as expected, though there are organizations that understand the value of evaluation, many organizations in the country are not aware about the importance of evaluation, which is true especially where evaluation culture is not developed.

### 3.4.4 Challenges in the current system

The survey also asked for the challenges that M&E officers face in conducting their function. In the evaluation front the main challenges identified are (a) lack of evaluation policy (b) lack of evaluation skill and unrecognized use of evaluation, (c) limited evaluation budget and (d) unrecognized need of evaluation as shown in figure 15. Similarly, challenges identified in monitoring are (a) implementation problems and data issues (b) lack of good planning (c) lack of monitoring skill and (d) lack of budget as shown in figure 16. This result reflects much of the actual situations in the country.

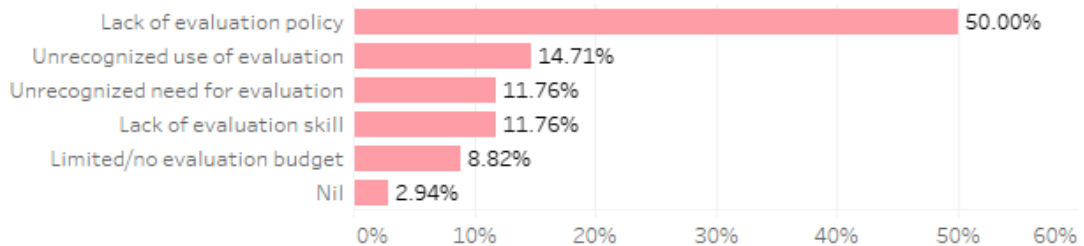


Figure 13: Challenges of evaluation system

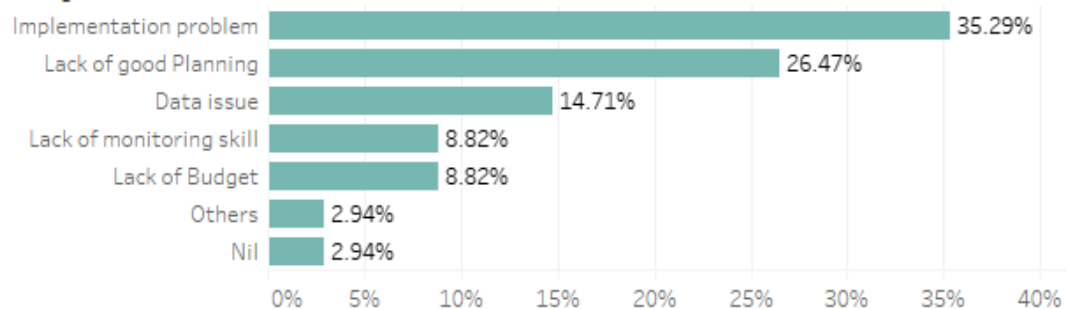


Figure 14: Challenges of monitoring system

### 3.4.5 Requirement of capacity building for M&E officials

M & E officers were queried to list the areas in which their capacity building is required. The responses are listed in table 2.

Table 2: Areas of Training required

| Sl. No | Training areas   |
|--------|--|
| 1      | Evaluation system, and process   |
| 2      | Methodology including various approaches, tools and data collection, sampling, modeling        |
| 3      | Data analysis, visualization and usage   |
| 4      | Program and project monitoring and evaluation, M&E software, skill upgradation                 |
| 5      | Evaluation techniques and monitoring mechanism, contemporary approaches, RBM, Theory of change |
| 6      | M & E designs for different projects   |
| 7      | Use of evaluation including evidence building, planning, policy formulation                    |

### 3.5 Conclusion

The situation analysis study of EAB examined awareness of EAB among different organizations in the country, their expectation of the association. Further the study also assessed the various aspects of evaluation including demand and supply of evaluation situations, use of evaluation, capacity development and competence of evaluation professionals.

The findings clearly suggest that awareness of EAB is low among organizations in the country, only 16 percent of 147 reported fully aware about the existence of EAB and 13 percent are affiliated with the association. It was also found that many respondents are interested in joining and collaborating with the association in various evaluation activities. This suggests EAB needs to work on its advocacy strategy and create awareness about its mandates and what it can offer to different organizations.

The National evaluation policy (NEP) forms the main basis of enabling the environment for developing evaluation culture in the country. In the absence of NEP now, few organizations seem to use the evaluation guidelines and plans of their own. However, there is no standard overall guideline and evaluation is not yet practiced as a regular activity in developmental programs except in donor supported projects. There is a greater opportunity to create an evaluation system that is relevant to the context. EAB has a bigger role to play in creating an inclusive and impactful evaluation system in the country and needs to collaborate with parliamentarians and key government organizations in establishing a sound evaluation culture and system.

The findings also revealed that the demand for evaluation is low as it has not become a regular activity in development programs and projects. However, some organizations

mainly government and corporate bodies have established fully functioning M&E while few others have this function in the pipeline to initiate, which indicates that the demand for evaluation will only increase with more awareness. In the current situation professionalization of evaluation is also limited as many organizations lack designated M&E officials. With the professionalization of evaluation, capacity and competence development of evaluators will be strengthened as in the current system M&E functions are undertaken by people who are mostly trained on the job.

An interesting observation is also made on budget allocation for evaluation, it seems many organizations which have evaluation guidelines and plans do not provision budget for evaluation. This could be because of lack of adequate budget being a least developed country, however this finding may also indicate prioritizing issues in budgeting and the importance placed on evaluation, which also demonstrates lack of knowledge on the value and use of evaluation. This suggests more advocacy is needed on understanding the value and use of evaluation as an important source of knowledge generation, and policy formulation and correction tool.

Since the evaluation culture is not yet developed in the country, the supply side institutions of evaluation are also limited and weak in their capacity. There is no institution that provides regular training programs on evaluation. Few institutions that provide training are on ad-hoc basis whenever need arises and funding becomes available. Therefore, there is no set standard of training programs. EAB as an organization mandated to contribute to building capacity of evaluators has a significant role to play in initiating collaborations with universities and institutions both public and private in developing standard programs and conducting evaluation courses and training.

### **Limitation**

Since the survey was administered online, the response rate was not high as we expected, which statistically will mean our findings could have higher level of errors. However, the responses we received are from the relevant officials in the organizations, majority of them are head of the organization and M&E officials. This assures the quality of responses received.

In the next chapter recommendations and pathways for EAB are charted based on the findings of this study.

## **Chapter 4**

### **Pathways to Improve National Evaluation**

Based on the findings of the situation analysis study, the following recommendations are suggested. The recommendations are grouped in four different areas including a national legal framework for enabling environment, professionalization of evaluation, use of evaluation and advocacy for awareness programs that emerged from the findings.

#### **4.1 A legal framework**

The National Evaluation Policy (NEP) is critical for building an evaluation culture in Bhutan. The dialogue around the NEP draft should be resumed with the Cabinet. This legal framework is instrumental in the promotion of an evaluation culture in Bhutan as it will help guide the formulation and implementation of evaluation policies and strategies as well as any other initiatives related to review, capacity building or training etc. In order to initiate the dialogue on NEP, EAB must collaborate with the Gross National Happiness Commission Secretariat (GNHCS) policy makers, parliamentarians and other key stakeholders in the government. For this EAB should focus on developing strategy for various collaborations.

#### **4.2 Professionalizing evaluation**

In order to enable the local evaluation experts to build their expertise, it will become necessary to look at formulation of standards and creation of levels for evaluation expertise that could be availed in the country. For this to happen, first, a legal framework will be required for the formulation of new guidelines and standards for evaluators in the country. Second, there is a requirement to design and standardize evaluation training content towards capacity building as well as create guidelines and standards for evaluation review. This will enable evaluation standards that are specifically designed for Bhutan and enable cohesion and efficiency in the long run. In order to bring about professionalism of evaluation activities in the country, there is a need to build collaboration with institutions and universities in the country towards standardizing and institutionalizing evaluation methods and activities and M&E professional development.

The role of EAB is crucial in the review and creating standards including ethics and training in the country. Therefore, EAB must initiate the formulation of guidelines for training as well as ethics in evidence generation while it continues to engage in dialogue with relevant stakeholders to bring about a holistic growth towards the value of evaluation.

#### **4.3 Capacity Building**

The findings indicate a gap towards standardized and systematic capacity building in the country. Despite the need for evaluation training among agencies and individuals, most have received these training in an ad-hoc manner organized within these agencies. Though this



may seem like a progressive way for upskilling within organizations, the ad-hoc nature to these training may leave room for unrealized aims and objectives, especially when the findings point towards most respondents rating their evaluation capacity to be around medium in knowledge and skills despite having received training. Further, there is retention in skills when these needs are met in a gradual and methodical way, which may not always happen when the training needs are met by individual organizations, that factor in their budget or time.

Therefore, the need for capacity building is relatively high in all areas of evaluation. There is also an urgent need to recognize that these training need to be provided in a standardized and uniform manner. Respondents have identified training needs in evaluation methodology, data collection methods and tools, sampling and modeling, while other gaps were identified in the use of evaluation data and reports and visualization of these reports towards planning and policy dialogue and formulation.

The role of EAB is instrumental in designing these methodologies as well as in advocating the use of these results in the correction, transformation and advocacy of interventions. Towards this, EAB should continue to expound culturally responsive evaluation training and development of methodologies that best serve practices in the country, while also continuously developing tools that explore the full value of evaluation in development. It is evident that the future in evaluation training lies in standardized capacity building with inclusion of more innovative modules that target the local capacities by capturing local practices.

#### **4.4 Advocacy and Awareness**

Evaluation is important as it can correct the course including approaches in implementation and benefiting the intended targets, in a way it could lead to reduction in waste of funds, Human Resource, time, etc. The results of evaluation when correctly collected, analyzed and reported support individuals, organizations and communities in making decisions regarding resource distribution and direction. Further, it can also help in securing further support if the data shows efficacy in its intervention.

Despite the gradual growth of an evaluation culture in the country, there is still a need for continuous advocacy and awareness as the findings show that most individuals and organizations do not fully comprehend the value and use of evaluation. This can be further supported by the findings; most evaluation needs within their organization were “unrecognized” which could clearly indicate that individuals and organizations associated evaluation activities as an external and additional reporting activity for donor-funded development work and not necessarily for the internal growth and transformation of their organization and human resource. This could invariably lead to poor planning and implementation problems and waste of funds and human resources.

Therefore, continuous advocacy for individuals and organizations is required in order to develop and strengthen an evaluation culture in the country. Advocacy materials that target different types of individuals and organizations must be developed that will increase the demand and use of evaluation. These advocacy materials should clearly convey the value of

evaluation for policy makers, organizations and communities in influencing policies and in the allocation of budget by demonstrating results and impact of interventions. Further, EAB advocacy plans should involve continuous networking and presentation in seminars, conferences and meetings to enable awareness on the vast usage of evaluation and evaluation reports as well as promote the role of EAB in the country.

## Annexure I: Data in detail

### Participants group by gender, organization, education and position

| Which organization you belong             | Total participants | Total responded | Gender    |           |          |
|---|--------------------|-----------------|-----------|-----------|----------|
|   |                    |                 | Male      | Female    | Others   |
| Consultancies/individual evaluator        | 10                 | 10              | 9         | 1         |          |
| Corporate                                 | 28                 | 28              | 17        | 11        |          |
| CSO                                       | 27                 | 27              | 15        | 11        | 1        |
| Development partner/INGO                  | 7                  | 7               | 5         | 2         |          |
| Institutes (private/corporate/autonomous) | 8                  | 8               | 8         |           |          |
| Parliament                                | 4                  | 4               | 3         | 1         |          |
| Private business                          | 10                 | 10              | 6         | 4         |          |
| Public (gov.)                             | 50                 | 50              | 29        | 21        |          |
| Projects                                  | 1                  | 1               | 1         |           |          |
| Others (retired/ex govt employees)        | 2                  | 2               | 1         | 1         |          |
| <b>Total</b>                              | <b>147</b>         | <b>147</b>      | <b>94</b> | <b>52</b> | <b>1</b> |

### Organization Group

| Organization   | Number of responses | Percentage |
|--|---------------------|------------|
| Public (Government, except institutes)                                     | 50                  | 34         |
| Private (Businesses, except consultant firms)                              | 10                  | 6.8        |
| Corporate  | 28                  | 19         |
| CSOs (organizations registered with CSOA and community-based organization) | 27                  | 18.4       |
| Development partners   | 5                   | 3.4        |
| Institutes (Private/corporate/autonomous)                                  | 8                   | 5.4        |
| Parliament   | 4                   | 2.7        |
| Evaluation Association   |                     |            |
| Individual evaluator/consultant  | 4                   | 2.7        |
| Consultancy firms  | 6                   | 4.1        |
| Retired  | 1                   | 0.7        |
| Project  | 1                   | 0.7        |
| Ex-govt and UN employee  | 1                   | 0.7        |
| International NGO  | 1                   | 0.7        |
| International organization   | 1                   | 0.7        |
|  | <b>147</b>          | <b>100</b> |

### Level of Education

| Level of education      | Number | Percent % |
|-------------------------|--------|-----------|
| Middle Secondary School | 1      | 0.7       |
| Higher Secondary School | 14     | 9.5       |
| Diploma/Certificate     | 2      | 1.4       |
| Bachelor's degree       | 39     | 26.5      |
| Master's degree         | 86     | 58.5      |
| Ph.D.                   | 1      | 0.7       |
| PGDPA                   | 1      | 0.7       |
| Post Graduate           | 1      | 0.7       |
| None                    | 1      | 0.7       |
| Post Graduate Diploma   | 1      | 0.7       |

### Organization belongs to

| Organization  | Number of responses | Percentage |
|---|---------------------|------------|
| Public (Government, except institutes)                                      | 50                  | 34         |
| Private (Businesses, except consultant firms)                               | 10                  | 6.8        |
| Corporate   | 28                  | 19         |
| CSOs (organizations registered with CSOA and community- based organization) | 27                  | 18.4       |
| Development partners  | 5                   | 3.4        |
| Institutes (Private/corporate/autonomous)                                   | 8                   | 5.4        |
| Parliament  | 4                   | 2.7        |
| Evaluation Association  |                     |            |
| Individual evaluator/consultant   | 4                   | 2.7        |
| Consultancy firms   | 6                   | 4.1        |
| Retired   | 1                   | 0.7        |
| Project   | 1                   | 0.7        |
| Ex-govt and UN employee   | 1                   | 0.7        |
| International NGO   | 1                   | 0.7        |
| International organization  | 1                   | 0.7        |

**Awareness of EAB and method to collaborate EAB with other organization**

| which organization you belong             | Total participants | Total responded | How aware are you about EAB? |                 |           |
|---|--------------------|-----------------|------------------------------|-----------------|-----------|
|   |                    |                 | Fully Aware                  | Partially aware | Not aware |
| Consultancies/individual evaluator        | 10                 | 10              | 2                            | 3               | 4         |
| Corporate                                 | 28                 | 27              | 0                            | 10              | 18        |
| CSO                                       | 27                 | 27              | 8                            | 14              | 4         |
| Development partner/INGO                  | 7                  | 7               | 3                            | 4               | 0         |
| Institutes (private/corporate/autonomous) | 8                  | 7               | 1                            | 4               | 3         |
| Parliament                                | 4                  | 4               | 1                            | 1               | 2         |
| Private business                          | 10                 | 10              | 5                            | 3               | 3         |
| Public (gov.)                             | 50                 | 49              | 3                            | 21              | 25        |
| Projects                                  | 1                  | 3               | 0                            | 1               | 0         |
| Others (retired/ex govt employees)        | 2                  | 2               | 0                            | 2               | 0         |
|   | <b>147</b>         | <b>145</b>      | <b>23</b>                    | <b>63</b>       | <b>59</b> |

**Method to collaborate EAB with other organization**

| Activities EAB work with other organization                                 | Number of responses | Percentage |
|---|---------------------|------------|
| Mentoring and advisory supervision  | 10                  | 8.8        |
| Designing Evaluation  | 14                  | 12.4       |
| Providing Evaluation Trainings  | 46                  | 40.7       |
| Review of ToR   | 1                   | 0.9        |
| Conducting evaluation   | 18                  | 15.9       |
| Review of M&E frameworks  | 17                  | 15         |
| Review of evaluation reports  | 3                   | 2.7        |
| All of the above  | 2                   | 1.8        |
| Evaluation training and mentoring and advisory supervision                  | 1                   | 0.9        |
| EAB collaborate with RAA in concept of citizen participatory Audit as a CSO | 1                   | 0.9        |
| <b>Total</b>  | <b>113</b>          | <b>100</b> |

**Enabling environment for demand of evaluation by rating the evaluation function, Budget and evaluation activities implemented by different organization.**

| which organization you belong             | Total participants | Total responded | How would you rate the evaluation function in your organization? |                                   |   |  |
|---|--------------------|-----------------|--|-----------------------------------|---|--|
|   |                    |                 | In the process of instituting it                                 | Included in our organization plan | Fully instituted and functioning M&E division | Never thought it as part of our function (complete absence of evaluation function/culture) |
| Consultancies/individual evaluator        | 10                 | 0               | 0  | 0                                 | 0   | 0  |
| Corporate                                 | 28                 | 27              | 4  | 4                                 | 18  | 1  |
| CSO                                       | 27                 | 27              | 10   | 9                                 | 4   | 4  |
| Development partner/INGO                  | 7                  | 7               | 1  | 0                                 | 6   | 0  |
| Institutes (private/corporate/autonomous) | 8                  | 7               | 0  | 2                                 | 3   | 2  |
| Parliament                                | 4                  | 4               | 0  | 0                                 | 1   | 3  |
| Private business                          | 10                 | 10              | 2  | 3                                 | 2   | 3  |
| Public (gov.)                             | 50                 | 50              | 5  | 15                                | 20  | 10   |
| Projects                                  | 1                  | 3               | 0  | 2                                 | 0   | 1  |
| Others (retired/ex govt employees)        | 2                  | 2               | 0  | 1                                 | 0   | 1  |
|   | <b>147</b>         | <b>137</b>      | <b>22</b>  | <b>36</b>                         | <b>54</b>                                     | <b>25</b>  |

### Budget provision for evaluation

|   |                           |                        | <b>Does your organization keep budget provision for evaluation of project/program?</b> |           |
|---|---------------------------|------------------------|--|-----------|
| <b>Which organization you belong</b>      | <b>Total participants</b> | <b>Total responded</b> | <b>Yes</b>   | <b>No</b> |
| Consultancies/individual evaluator        | 10                        | 0                      | 0  | 0         |
| Corporate                                 | 28                        | 26                     | 18   | 8         |
| CSO                                       | 27                        | 23                     | 12   | 11        |
| Development partner/INGO                  | 7                         | 7                      | 7  | 0         |
| Institutes (private/corporate/autonomous) | 8                         | 5                      | 2  | 3         |
| Parliament                                | 4                         | 1                      | 1  | 0         |
| Private business                          | 10                        | 7                      | 3  | 4         |
| Public (gov.)                             | 50                        | 40                     | 16   | 24        |
| Projects                                  | 1                         | 2                      | 0  | 2         |
| Others (retired/ex govt employees)        | 2                         | 1                      | 0  | 1         |
|   | <b>147</b>                | <b>112</b>             | <b>59</b>  | <b>53</b> |

### Evaluation Activities implemented

|   |                    |                 | Does your organization have the following evaluation activities in place? |                    |                     |   |
|---|--------------------|-----------------|---|--------------------|---------------------|---|
| which organization you belong             | Total participants | Total responded | [Evaluation guidelines]   | [Evaluation plans] | [Evaluation budget] | [Evaluation quality assessment mechanism] |
| Consultancies/individual evaluator        | 10                 | 0               | 0   | 0                  | 0                   | 0   |
| Corporate                                 | 28                 | 26              | Yes (24)  | Yes (24)           | Yes (16)            | Yes (19)                                  |
| CSO                                       | 27                 | 23              | Yes (4)   | Yes (13)           | Yes (7)             | Yes (5)                                   |
| Development partner/INGO                  | 7                  | 7               | Yes (6)   | Yes (7)            | Yes (7)             | Yes (6)                                   |
| Institutes (private/corporate/autonomous) | 8                  | 5               | Yes (5)   | Yes (5)            | Yes (2)             | Yes (3)                                   |
| Parliament                                | 4                  | 1               | Yes (1)   | Yes (1)            | Yes (1)             | Yes (1)                                   |
| Private business                          | 10                 | 7               | Yes (2)   | Yes (4)            | Yes (3)             | Yes (2)                                   |
| Public (gov.)                             | 50                 | 40              | Yes (32)  | Yes (34)           | Yes (21)            | Yes (20)                                  |
| Projects                                  | 1                  | 2               | Yes (1)   | Yes (2)            | Yes (1)             | Yes (1)                                   |
| Others (retired/ex govt employees)        | 2                  | 1               | Yes (1)   | Yes (1)            | Yes (0)             | Yes (1)                                   |
|   | <b>147</b>         | <b>112</b>      | <b>75</b>   | <b>91</b>          | <b>58</b>           | <b>58</b>                                 |



|   |                    |                 | What evaluation activities your organization has been involved in the last 3 years? |                                |                    |  |                   |
|---|--------------------|-----------------|---|--------------------------------|--------------------|--|-------------------|
| which organization you belong             | Total participants | Total responded | Embedding evaluation in the initiative  | Program/Project Implementation | Funding Evaluation | Using evaluation in policy formulation | None of the above |
| Consultancies/individual evaluator        | 10                 |                 | 0   | 0                              | 0                  | 0                                      | 0                 |
| Corporate                                 | 28                 | 27              | 4   | 10                             | 3                  | 6                                      | 3                 |
| CSO                                       | 27                 | 23              | 1   | 17                             | 1                  | 1                                      | 3                 |
| Development partner/INGO                  | 7                  | 7               | 2   | 4                              | 1                  | 0                                      | 0                 |
| Institutes (private/corporate/autonomous) | 8                  | 7               | 0   | 6                              | 0                  | 0                                      | 0                 |
| Parliament                                | 4                  | 1               | 0   | 0                              | 0                  | 1                                      | 0                 |
| Private business                          | 10                 | 5               | 0   | 4                              | 0                  | 0                                      | 3                 |
| Public (gov.)                             | 50                 | 40              | 3   | 24                             | 3                  | 9                                      | 1                 |
| Projects                                  | 1                  | 1               | 0   | 1                              | 0                  | 0                                      | 0                 |
| Others (retired/ex govt employees)        | 2                  | 1               | 1   | 0                              | 0                  | 0                                      | 0                 |
|   | <b>147</b>         | <b>112</b>      | <b>11</b>   | <b>66</b>                      | <b>8</b>           | <b>17</b>                              | <b>10</b>         |

**Evaluation Capacity in organizations in terms of knowledge and skill rate by different organization Knowledge**

|   |                           |                        | <b>What is your rating of evaluation capacity in your organization in terms of [knowledge]</b> |           |           |           |          |            |
|---|---------------------------|------------------------|--|-----------|-----------|-----------|----------|------------|
| <b>Which organization you belong</b>      | <b>Total participants</b> | <b>Total responded</b> | <b>Knowledge</b>   |           |           |           |          |            |
|   |                           |                        | Low  | Medium    | High      | Very High | Very Low | Don't Know |
| Consultancies/individual evaluator        | 10                        | 10                     | 1  | 3         | 5         | 1         | 0        | 0          |
| Corporate                                 | 27                        | 27                     | 3  | 10        | 15        | 0         | 0        | 0          |
| CSO                                       | 27                        | 27                     | 7  | 9         | 8         | 2         | 1        | 0          |
| Development partner/INGO                  | 7                         | 7                      | 0  | 0         |           | 2         | 1        | 0          |
| Institutes (private/corporate/autonomous) | 8                         | 8                      | 1  | 2         | 4         | 1         | 0        | 0          |
| Parliament                                | 4                         | 4                      | 3  | 0         | 0         | 1         | 0        | 0          |
| Private business                          | 11                        | 11                     | 2  | 5         | 1         | 0         | 2        | 0          |
| Public (gov.)                             | 50                        | 50                     | 9  | 25        | 12        | 3         | 1        | 0          |
| Projects                                  | 1                         | 1                      | 0  | 0         | 0         | 0         | 0        | 1          |
| Others (retired/ex govt employees)        | 2                         | 2                      | 1  | 1         | 0         | 0         | 0        | 0          |
|   | <b>147</b>                | <b>147</b>             | <b>27</b>  | <b>55</b> | <b>45</b> | <b>10</b> | <b>5</b> | <b>1</b>   |

**Skill**

|   |                    |                 | What is your rating of evaluation capacity in your organization in terms of [skills] |           |           |           |          |            |
|---|--------------------|-----------------|--|-----------|-----------|-----------|----------|------------|
| Which organization you belong             | Total participants | Total responded | Skills   |           |           |           |          |            |
|   |                    |                 | Low  | Medium    | High      | Very High | Very Low | Don't Know |
| Consultancies/individual evaluator        | 10                 | 10              | 1  | 5         | 3         | 1         | 0        | 0          |
| Corporate                                 | 27                 | 27              | 3  | 10        | 15        |           |          |            |
| CSO                                       | 27                 | 27              | 10   | 11        | 3         | 2         | 1        | 0          |
| Development partner/INGO                  | 7                  | 7               |  | 1         | 3         | 2         | 1        | 0          |
| Institutes (private/corporate/autonomous) | 8                  | 8               | 1  | 3         | 3         |           | 1        |            |
| Parliament                                | 4                  | 4               | 3  | 0         | 0         | 1         | 0        | 0          |
| Private business                          | 11                 | 11              | 3  | 5         |           | 1         | 2        |            |
| Public (gov.)                             | 50                 | 50              | 9  | 23        | 11        | 2         | 0        |            |
| Projects                                  | 1                  | 1               |  | 1         |           |           |          |            |
| Others (retired/ex govt employees)        | 2                  | 2               |  | 2         |           |           |          |            |
|   | <b>147</b>         | <b>147</b>      | <b>30</b>  | <b>61</b> | <b>38</b> | <b>9</b>  | <b>5</b> |            |

### Current evaluation practices: Use of Evaluation

#### Used of evaluation in the following areas in the past 5 years

| Activities  | Number of responses | Percentage |
|---|---------------------|------------|
| Development of strategies   | 31                  | 27.7       |
| Knowledge Management  | 9                   | 8          |
| Evidence generation   | 9                   | 8          |
| Project preparation/implementation  | 46                  | 41.1       |
| None of the above   | 9                   | 8          |
| Providing recommendations for policy makers and executives for improvement in good governance | 1                   | 0.9        |
| Most of the above stated  | 1                   | 0.9        |
| Made use of evaluation in all of the above areas  | 1                   | 0.9        |
| All above   | 2                   | 1.8        |
| Policy formulation & decision making  | 1                   | 0.9        |
| HR development  | 1                   | 0.9        |
| Decision making   | 1                   | 0.9        |
| <b>Total</b>  | <b>112</b>          | <b>100</b> |

#### Types of Evaluations Conducted by Consulting firms and individual consultants

| Which organization you belong             | Total participants | Total responded | What type of evaluations are undertaken in your organization? |                              |           |
|---|--------------------|-----------------|---|------------------------------|-----------|
|   |                    |                 | Prospective; Formative; Summative                             | Summative focuses on outcome | Formative |
| Consultancies/individual evaluator        | 10                 | 10              | 5   | 4                            | 1         |
| Corporate                                 | 28                 |                 |   |                              |           |
| CSO                                       | 27                 |                 |   |                              |           |
| Development partner/INGO                  | 7                  |                 |   |                              |           |
| Institutes (private/corporate/autonomous) | 8                  |                 |   |                              |           |
| Parliament                                | 4                  |                 |   |                              |           |
| Private business                          | 10                 |                 |   |                              |           |
| Public (gov.)                             | 50                 | 1               |   | 1                            |           |
| Projects                                  | 1                  |                 |   |                              |           |
| Others (retired/ex govt employees)        | 2                  |                 |   |                              |           |
|   | <b>147</b>         | <b>11</b>       | <b>5</b>  | <b>5</b>                     | <b>1</b>  |

### Capacity and competence

|   |                    |                 | <b>How are you or your experts trained on M&amp;E?</b> |                                     |                        |             |
|---|--------------------|-----------------|--|-------------------------------------|------------------------|-------------|
| <b>Which organization you belong</b>      | Total participants | Total responded | Formally trained in M&E                                | Trained as part of another training | Self-taught on the job | Not Trained |
| Consultancies/individual evaluator        | 10                 | 10              | 5  | 2                                   | 2                      | 1           |
| Corporate                                 | 28                 | 0               |  |                                     |                        |             |
| CSO                                       | 27                 | 0               |  |                                     |                        |             |
| Development partner/INGO                  | 7                  | 0               |  |                                     |                        |             |
| Institutes (private/corporate/autonomous) | 8                  | 0               |  |                                     |                        |             |
| Parliament                                | 4                  | 0               |  |                                     |                        |             |
| Private business                          | 10                 | 0               |  |                                     |                        |             |
| Public (gov.)                             | 50                 | 1               |  |                                     | 1                      |             |
| Projects                                  | 1                  | 0               |  |                                     |                        |             |
| Others (retired/ex govt employees)        | 2                  | 0               |  |                                     |                        |             |
| <b>Total</b>                              | <b>147</b>         | <b>11</b>       | <b>5</b>   | <b>2</b>                            | <b>3</b>               | <b>1</b>    |

### Rating the local expert

|   |                    |                 | How would you rate local experts/national consultant on their competencies in Monitoring and Evaluation? |             |                        |                                   |            |
|---|--------------------|-----------------|--|-------------|------------------------|-----------------------------------|------------|
| Which organization you belong             | Total participants | Total responded | Competent  | Incompetent | Definitely incompetent | Neither competent nor incompetent | Don't Know |
| Consultancies/individual evaluator        | 10                 | 10              | 5  |             | 3                      | 2                                 |            |
| Corporate                                 | 28                 | 28              | 15   |             | 3                      | 6                                 | 4          |
| CSO                                       | 27                 | 27              | 16   | 1           | 3                      | 3                                 | 4          |
| Development partner/INGO                  | 7                  | 7               | 5  | 1           |                        | 1                                 |            |
| Institutes (private/corporate/autonomous) | 8                  | 8               | 5  |             | 1                      | 2                                 |            |
| Parliament                                | 4                  | 4               | 1  |             |                        | 2                                 | 1          |
| Private business                          | 10                 | 10              | 6  | 1           | 1                      | 1                                 | 1          |
| Public (gov.)                             | 50                 | 50              | 20   | 2           | 8                      | 11                                | 9          |
| Projects                                  | 1                  | 1               |  |             |                        | 1                                 |            |
| Others (retired/ex govt employees)        | 2                  | 2               | 1  |             |                        | 1                                 |            |
|   | <b>147</b>         | <b>147</b>      | <b>74</b>  | <b>5</b>    | <b>19</b>              | <b>30</b>                         | <b>19</b>  |

| Gender | Number               |           |                                    |              |       |
|--------|----------------------|-----------|------------------------------------|--------------|-------|
|        | Definitely satisfied | Satisfied | Neither satisfied nor dissatisfied | Dissatisfied | Total |
| Male   | 4                    | 25        | 5                                  | 1            | 35    |
| Female | 3                    | 6         | 6                                  | 0            | 15    |

**M & E officers: Analysis of monitoring and evaluation system**

| a. Monitoring                             | <b>How would you describe the Monitoring and Evaluation system in your organization?</b> |                 |   |   |  |                |
|---|--|-----------------|---|---|--|----------------|
| <b>Which organization you belong</b>      | Total participants   | Total responses | Well planned monitoring system in place | Monitoring is part of our program/project | Struggling with poor monitoring system | Not applicable |
| Consultancies/individual evaluator        | 10   | 5               | 1                                       | 3   | 0                                      | 1              |
| Corporate                                 | 28   | 2               | 1                                       | 1   | 0                                      | 0              |
| CSO                                       | 27   | 4               | 1                                       | 2   | 1                                      | 0              |
| Development partner/INGO                  | 7  | 5               | 3                                       | 2   | 0                                      | 0              |
| Institutes (private/corporate/autonomous) | 8  | 2               | 0                                       | 2   | 0                                      | 0              |
| Parliament                                | 4  | 1               | 0                                       | 1   | 0                                      | 0              |
| Private business                          | 10   | 2               | 1                                       | 0   | 1                                      | 0              |
| Public (gov.)                             | 50   | 12              | 2                                       | 7   | 2                                      | 1              |
| Projects                                  | 1  | 0               | 0                                       | 0   | 0                                      | 0              |
| Others (retired/ex govt employees)        | 2  | 0               | 0                                       | 0   | 0                                      | 0              |
| <b>Total</b>                              | <b>147</b>   | <b>33</b>       | <b>9</b>                                | <b>18</b>                                 | <b>4</b>                               | <b>2</b>       |

| <b>B. Evaluation</b>          |                    | <b>How would you describe the Monitoring and Evaluation system in your organization?</b> |   |   |                               |                |  |                   |
|-------------------------------|--------------------|--|---|---|-------------------------------|----------------|--|-------------------|
| Which organization you belong | Total participants | Total responses  | We have strong evaluation system in place | We make sure that our interventions are evaluated | No evaluation system in place | Not applicable | Challenges of quality of evaluation report | Only audit system |
| Consultancies                 | 10                 | 3  | 1   | 1   | 1                             | 0              | 0  | 0                 |
| Corporate                     | 28                 | 10   | 2   | 6   | 2                             | 0              | 0  | 0                 |
| CSO                           | 27                 | 6  | 0   | 2   | 2                             | 0              | 1  | 1                 |
| Development-partner           | 7                  | 1  | 0   | 1   | 0                             | 0              | 0  | 0                 |
| Institutes                    | 8                  | 3  | 1   | 2   | 0                             | 0              | 0  | 0                 |
| Parliament                    | 4                  | 1  | 0   | 1   | 0                             | 0              | 0  | 0                 |
| Private Business              | 10                 | 4  | 1   | 2   | 0                             | 1              | 0  | 0                 |
| Public                        | 50                 | 11   | 3   | 6   | 2                             | 0              | 0  | 0                 |
| Project                       | 1                  | 0  | 0   | 0   | 0                             | 0              | 0  | 0                 |
| others                        | 2                  | 0  | 0   | 0   | 0                             | 0              | 0  | 0                 |
|                               | <b>147</b>         | <b>39</b>  | <b>8</b>                                  | <b>21</b>   | <b>7</b>                      |                |  | <b>1</b>          |



### Challenges in the current system

| <b>Challenges do you face in undertaking your monitoring and evaluation function</b> |   |                  |                |
|--|---|------------------|----------------|
|  | <b>Challenges</b>                                   | <b>Responded</b> | <b>Percent</b> |
| <b>Monitoring</b>  | Lack of good planning                               | 10               | 29.4           |
|  | Implementation problem                              | 14               | 41.2           |
|  | Data issue  | 14               | 41.2           |
|  | Lack of monitoring skill                            | 9                | 26.5           |
|  | Lack of budget                                      | 7                | 20.6           |
|  | Lack of time since no additional dedicated personal | 1                | 2.9            |
|  | Lack of partnership                                 | 1                | 2.9            |
|  | Nil   | 1                | 2.9            |
| <b>Evaluation</b>  | Lack of evaluation policy                           | 17               | 50             |
|  | Lack of evaluation skill                            | 12               | 35.3           |
|  | Limited/no evaluation budget                        | 11               | 32.4           |
|  | Unrecognized use of evaluation                      | 8                | 23.5           |
|  | Nil   | 1                | 2.9            |

**Survey link:**

<https://docs.google.com/forms/d/1ZrhXqFsLcJKqJecORCp740ZtrfYMWDvpSvMZsdk4pNE/edit#responses>

## Annexure II: Survey Questionnaire

The Evaluation Association of Bhutan (EAB) is a Civil Society Organization registered under Civil Society Authority of Bhutan. EAB promotes evaluation culture, develops evaluation capacity and generates demand for evaluation in the country. The study aims at helping the Association to develop a way forward and plan activities.

Please support us by responding to this survey. It will take less than 10 minutes of your time and will be a huge value addition for the association.

### Quantitative Questionnaire

#### Section I: Demographic Information

**1. Which of the following organization you belong to?**

- (a) Public (government, except institutes)
- (b) Private (businesses, except consultancy firms)
- (c) Corporate partners
- (d) Institutes (private/corporate/autonomous)
- (e) Parliament
- (f) Evaluation association
- (g) Individual evaluator/consultant
- (h) Consultancy firms
- (i) Other

**2. Name of your organization**

a. \_\_\_\_\_

**3. Age in completed years**

**4. Gender:**

- (a) Male
- (b) Female
- (c) Others

**5. Position/Designation:**

- (a) Head of the Department/organization
- (b) (b) Division Chief /Committee Chair
- (c) (c) M&E Officer/staff
- (d) (d) Others (specify): \_\_\_\_\_
- (e)

**6. Education level:**

- (a) No formal education
- (b) Non-formal education
- (c) Monastic education
- (d) Primary education
- (e) Lower secondary education
- (f) Middle secondary education

- (g) Higher secondary education
- (h) Diploma/Certificate
- (i) Bachelor's degree
- (j) Master's degree and above
- (k) Other:

**7. Location of your Organization (Dzongkhag):**

**Section II: Evaluation Demand** (Applicable to Public (Government, except institutes), Private (Businesses, except consultancy firms), Corporate, CSOs (organizations registered with the CSOA and community-based organizations), Development partners, Institutes (private/corporate/autonomous), Parliament)

**1. How would you rate the evaluation function in your organization?**

- (a) Fully instituted and functioning M&E division
- (b) In the process of instituting it
- (c) Included in our organization plan
- (d) Never thought it as part of our function (complete absence of evaluation function/culture)

**2. What type of evaluations are undertaken in your organization?**

- (a) Prospective (Assessing the likelihood of program success and determining program evaluability)
- (b) Formative (Focuses on improving performance during implementation)
- (c) Summative (Focuses on outcome (results, consequences, etc.))
- (d) Other

**3. Does your organization have the following evaluation activities in place?**

| <b>Evaluation activities</b>            | <b>Yes</b> | <b>No</b> |
|---|------------|-----------|
| Evaluation policy                       |            |           |
| Evaluation guidelines                   |            |           |
| Evaluation plans                        |            |           |
| Evaluation budget                       |            |           |
| Evaluation quality assessment mechanism |            |           |

**4. If no, who covers the evaluation/research functions?**

**5. What evaluation activities your organization has been involved in the last 3 years? \***

- (a) Embedding evaluation in the initiatives
- (b) Program/project implementation
- (c) Funding evaluation
- (d) Using evaluation in policy formulation
- (e) None of the above

- 6. What evaluation activities your organization has been involved in the last 3 years?**
  - (a) Embedding evaluation in the initiatives
  - (b) Program/project implementation
  - (c) Funding evaluation
  - (d) Using evaluation in policy formulation
  - (e) None of the above
- 7. In the past 5 years, did your organization make use of evaluation in the following areas?**
  - (a) Development of strategies
  - (b) Knowledge Management
  - (c) Evidence generation
  - (d) Project preparation/implementation
  - (e) None of the above
  - (f) Other
- 8. How often are evaluations carried out in your organization?**
  - (a) Once in a year
  - (b) As per project plan
  - (c) Once in 5 years
  - (d) Other:
- 9. Who do you share your evaluation findings with?**
  - (a) Government
  - (b) International organizations
  - (c) Donor agencies
  - (d) Citizenry
  - (e) Own organization
  - (f) Universities
  - (g) CSOs
  - (h) Other
- 10. Who looks after M&E and evaluation in your organization?**
  - (a) Dedicated M&E officer
  - (b) Planning officer with other responsibilities
  - (c) Program officer with other responsibilities
  - (d) Other:
- 11. Does your organization keep budget provision for evaluation of project/program?**
  - (a) Yes
  - (b) No
  - (c)
- 12. If 'yes' how is your evaluation budget provisioned in your organization?**
  - (a) Adequate budget for M&E provisioned
  - (b) Ad-hoc provision
  - (c) Only donor driven
  - (d) No budget available
  - (e) Never thought of provisioning

### Section III: Evaluation Supply

- 1. What type of evaluations are undertaken by you/your organization?**
  - (a) Prospective (Assessing the likelihood of program success and determining program evaluability)
  - (b) Formative (Focuses on improving performance during implementation)
  - (c) Summative Focuses on outcomes (results, consequences, etc.)
  - (d) Other
- 2. Have you or your organization ever provided training on M&E? \***
  - (a) Yes
  - (b) No
- 3. To whom did you provide the M&E training? (List all applicable)**

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- 4. How frequently did you provide the M&E training?**
  - (a) Yearly
  - (b) Semi-annually
  - (c) Quarterly
  - (d) Other:
- 5. Have you provided any services related to Monitoring and Evaluation to any organization/individuals?**
  - (a) Yes
  - (b) No
- 6. To whom did you provide any services related to Monitoring and Evaluation to any organization/individuals?? (List all applicable)**

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- 7. How frequently did you provide any services related to Monitoring and Evaluation to any organization/individuals??**
  - (a) Yearly
  - (b) Semi-annually
  - (c) Quarterly
  - (d) Other:
- 8. How are you or your experts trained on M&E?**
  - (a) Formally Trained in M&E
  - (b) Trained as part of another training
  - (c) Self-taught on the job
  - (d) Not trained
  - (e) Other
- 9. How confident are you about local experts/national consultant competencies in Evaluation?**
  - (a) Definitely confident
  - (b) Confident
  - (c) Neither confident nor not confident
  - (d) Not confident
  - (e) Definitely not confident

**Section IV: Capacity Development for Evaluation**

**1. What is your rating of evaluation capacity in Bhutan in terms of knowledge and skills?**

| Evaluation Aspect and Rating | Very low | Low | Medium | High | Very high |
|------------------------------|----------|-----|--------|------|-----------|
| Knowledge                    |          |     |        |      |           |
| Skills                       |          |     |        |      |           |
| Attitude                     |          |     |        |      |           |

**2. How would you rate local experts/national consultant on their competencies in Monitoring and Evaluation?**

- (a) Definitely Competent
- (b) Competent
- (c) Neither competent nor incompetent
- (d) Incompetent
- (e) Definitely incompetent
- (f) Don't know

**3. Have you ever availed any training on Monitoring and Evaluation (M&E)?**

- (a) Yes
- (b) No

**4. From whom and where? (List all applicable)**

**5. How satisfied are you with the most recent M&E training availed?**

- (a) Definitely satisfied
- (b) Satisfied
- (c) Neither satisfied nor dissatisfied
- (d) Dissatisfied
- (e) Definitely dissatisfied

**6. Have you ever availed any service related to Monitoring and Evaluation (M&E)?**

- (a) Yes
- (b) No

**7. From whom and where? (List all applicable)**

**8. How satisfied are you with the most recent M&E services availed?**

- (a) Definitely satisfied
- (b) Satisfied
- (c) Neither satisfied nor dissatisfied
- (d) Dissatisfied
- (e) Definitely dissatisfied

**9. How would you prefer receiving evaluation training and services in the post-covid-19?**

- (a) In-person
- (b) Virtual

**10. How would you prefer to receive information about evaluation programs/services? \***

- (a) Through official website
- (b) Through Social Media (FB, Twitter, Instagram, etc.)
- (c) Through Official emails/Newsletter
- (d) Advertisement through mainstream media
- (e) Other:

**Section V: M&E officer/Staff**

**1. Are you an M&E officer/staff?**

- (a) Yes
- (b) No

**2. How would you describe the Monitoring and Evaluation system in your organization?**

**a. Monitoring:**

- (a) Well-planned monitoring system in place
- (b) Monitoring is part of our program/project implementation
- (c) Struggling with poor monitoring system,

**b. Evaluation:**

- (a) We have strong evaluation system in place
- (b) we make sure that our interventions are evaluated
- (c) No evaluation system in place
- (d) Other:

**3. What are the strengths and weaknesses of your monitoring system?**

**a. Strengths:**

- (a) Monitoring embedded in our plans and adequately budgeted
- (b) Well-trained and competent monitoring staff
- (c) Organization fully understand the importance of monitoring role
- (d) Other:

**b. Weaknesses**

- (a) Monitoring not embedded in plans and budget
- (b) No trained and competent staff
- (c) Limited/no understanding of importance of monitoring
- (d) Other:

**4. What are the strengths and weaknesses of your evaluation system?**

**a. Strengths:**

- (a) Evaluation of any intervention embedded in our plans
- (b) Evaluation adequately budgeted
- (c) Fully understand the value of evaluation
- (d) Other:

**b. Weaknesses**

- (a) Evaluation not part of the planning process
- (b) Evaluation not budgeted
- (c) Limited or no understanding of value of evaluation
- (d) Other:

**5. What challenges do you face in undertaking your monitoring and evaluation functions?**

**a. Monitoring:**

- (a) Lack of good Planning
- (b) Implementation problem
- (c) Data issue
- (d) Lack of monitoring skill
- (e) Lack of Budget
- (f) Other:

**b. Evaluation:**

- (a) Lack of evaluation policy
- (b) Lack of evaluation skill
- (c) Limited/no evaluation budget
- (d) Unrecognized need for evaluation
- (e) Unrecognized use of evaluation
- (f) Other:

**6. What areas would you require capacity building?**

**7. Suggest ways of improving monitoring and evaluation practice in Bhutan?**

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**Section VI: Awareness of Evaluation Association of Bhutan (EAB)**

**1. How aware are you about EAB?**

- Fully aware
- Partially aware
- Not aware

**2. From where did you hear about the EAB? \***

- Website
- Social media
- Workshops/training
- Conferences
- Word of mouth
- Other:

**3. Are you affiliated to the EAB? \***

- Yes
- No



- 4. If 'no,' then are you interested to join the EAB?**
  - Yes
  - No
- 5. How could the EAB collaborate with you or your organization? \***
  - Designing Evaluation
  - Conducting evaluation
  - Providing Evaluation Trainings
  - Mentoring and advisory supervision
  - Review of M&E frameworks
  - Review of ToR
  - Review of evaluation reports
  - Other
- 6. We are going to follow up with an interview, would you like to participate? \***
  - Yes
  - No
- 7. Could we have your email ID and phone no.?**
  - E-Mail ID:
  - Phone No.

**Thank you for your time.**