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Thematic evaluation of Belgian development co-operation in the education sector

Final Report

APPENDIX III: Evaluation methodological tools



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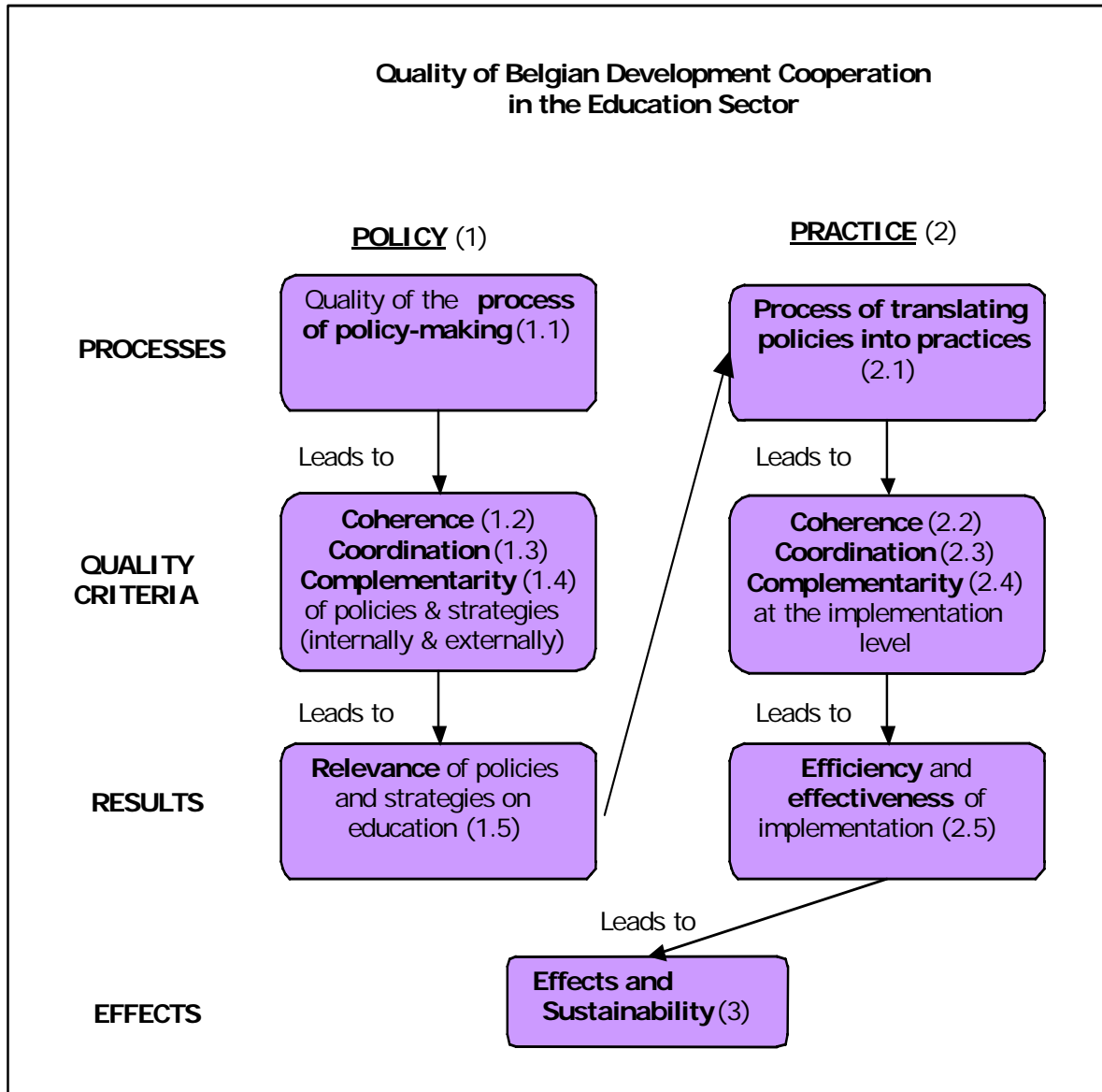
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AREA I Evaluation framework in ENGLISH

Abbreviations

| | |
|--------|---|
| APEFE | <i>Association pour la Promotion de l'Education et de la Formation à l'Etranger</i> |
| BTC | Belgian Technical Co-operation |
| CRC | Convention on the Rights of the Child |
| CS | civil society |
| DA | development assistance |
| DAC | Development Assistance Committee of the OECD |
| DGDC | Directorate General for Co-operation and Development |
| DP | development partner |
| EFA | Education for All |
| EU | European Union |
| FTI | Fast Track Initiative - EFA |
| HE | higher education |
| ICT | information and communications technology |
| MDG | Millennium Development Goals |
| NGO | non-governmental organisation |
| OECD | Organisation for Economic Co-operation and Development |
| PRSP | Poverty Reduction Strategy Paper |
| SR | South Research |
| SWAp | Sector wide approaches to aid |
| TA | technical assistance |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNDP | United Nations Development Program |
| UNICEF | United Nations Children's Fund |
| VVOB | <i>Vlaamse Vereniging Voor Ontwikkelingssamenwerking en technische Bijstand</i> |
| WB | World Bank |

Overview of enquiry logic



The 3 Cs

The 3 Cs, Coherence, Coordination, and Complementarity are at the heart of the enquiry framework. Here are the definitions the evaluation team is working with:

Coherence is demonstrated when interventions financed by DGDC are in accord with overall Belgian development cooperation policy, with the education strategy, with international commitments or agreements, and with interventions from other sectors. Policies and strategies of the Belgian government and of the Belgian partners regarding education do not have contradictions in their scope or practices. Belgian policies and interventions are in line with partner-country priorities, they do not contradict interventions of other international partners in country and they participate to country institutional capacity building.

Complementarity is demonstrated where interventions support one another and the specificities, competences and advantages of different partners provide mutually supportive inputs. It may involve identifying niches and areas in which partners add value to each other in support of the overall aims.

Coordination is shown when, by exchange of information and mutual agreements, partners identify and exploit synergies and reduce duplication, overlap and conflicts. Coordination aims to harmonise practices to optimise efficiency and effectiveness in design, implementation and evaluation of aid interventions.

Note:

The evaluation has prioritised questions of Coherence, Coordination and Complementarity (3Cs), which have informed thinking about changing approaches to development assistance, particularly within the EU. The enquiry framework considers them separately. However, the 3Cs represent linked vertices of the policy aim for harmonisation and effectiveness, and are often manifested together in policy and operational practices.

I.1 Policy and Strategy

| Area | Questions | Sources |
|------------------------|--|--|
| 1.0 Descriptive | | |
| 1.0.1 Policy | <p>What are the main Belgian (DGDC and other actors) policy statements and documents related to education development?</p> <p>What are Belgian priorities for education development?</p> <p>What do policies say about:</p> <ul style="list-style-type: none"> - Education sub-sectors: <ul style="list-style-type: none"> o Early childhood? o Primary education? o Secondary education? o Adult education? o Technical and vocational education? o Higher education? - Teacher education? - Education planning and management? - Education for vulnerable groups and at risk children? - Cross-cutting themes: gender, sustainability, HIV/AIDS - Education as contributor to poverty alleviation? - Education as a right? - Capacity building? | <p>Documentation review</p> <p>Policy audits of DGDC, BTC other actors</p> |
| 1.1 Process | | |
| 1.1.1 Process | <p>What are the processes for education policies and strategy making?</p> <ul style="list-style-type: none"> - Structured? - Participatory (Belgian actors)? - Participatory in partner countries including wide voice of civil society (including children's voices)? - Evidence-based? - Needs-based? - What is 'good practice'? What is the benchmark? <p>How is the complexity of Belgian aid structure reflected in policy making?</p> | <p>Interviews in DGCD, BTC, and with other Belgian actors.</p> |
| 1.1.2. Responsiveness | <p>How does Belgian policy for education approach the needs of:</p> <ul style="list-style-type: none"> - The partner countries in general - Specific circumstances such as: <ul style="list-style-type: none"> o Fragile States? o Conflict and post-conflict situations? o Natural disasters? <p>How has Belgium responded (at the level of policy making) to changes in national (priority shifts, decentralisation, free primary education, privatisation etc) and international contexts (EFA, MDG, FTI, change of aid modalities etc) with regard to</p> | <p>Interviews in DGCD, BTC.</p> <p>Documentation review</p> |

| Area | Questions | Sources |
|---|---|--|
| | education? | |
| 1.1.3 Evaluation and lesson learning | What is the approach to evaluation of education policy? How are evaluation results used in policy-making? | Documentation review Interviews in DGCD, BTC. Other indirect actors. |
| 1.2 Coherence | | |
| 1.2.1 Definition | Is there a clear and operational definition of coherence for policy / strategy makers for all Belgian actors? | Documentation review |
| 1.2.2 Within the Belgian approach to aid and development a. DGCD | Are education development policies and strategies coherent with the development policy of Belgium and make clear the position on education as: <ul style="list-style-type: none"> - Contributor to poverty alleviation? - For economic development? - As a private and public good? - As a right? Are education development policies and strategies coherent with the ones of other sectors? For example: <ul style="list-style-type: none"> - With health initiatives and HIV/AIDS? - Within poverty alleviation and rural development sectors? How do the levels of Belgian development co-operation's material and financial commitments to education and training compare with commitments in other sectors and themes? Do education development policies address sub-sectors of education coherently as part of whole system? Do education policies in the following areas reinforce coherence across the policy framework? <ul style="list-style-type: none"> - Role of HE to build capacity of managers? - Teacher education's role? - Strategies for secondary and post-secondary following UPE moves? - Educational planning and management capacity? - Education for vulnerable groups and at risk children? | Policy statements and strategy papers <ul style="list-style-type: none"> - DGCD - Countries Financial commitments. Country arrangement for sector and cross sector planning. Country strategies. Meeting notes/reports of dialogues with international agencies |
| b. With and among other Belgian actors | Are the strategy papers for education and training (with regard to bilateral co-operation) and the principles enshrined in the implementing partners' strategies/action plans (financed by Belgium) mutually coherent? Especially in terms of: <ul style="list-style-type: none"> - Priority education sub-sectors? - Aid modalities? - Preferred types of interventions? | MOUs with DGCD, policy papers etc of <ul style="list-style-type: none"> - APEFE /VVOB - University Dev. Councils - NGO orgs - Other |

| Area | Questions | Sources |
|---|--|--|
| 1.2.3 With international priorities | <p>Are Belgian policies and strategies coherent with the international education commitments and targets?</p> <ul style="list-style-type: none"> - EFA? - Education specific MDGs? - CRC and other rights agendas? <p>Is there a policy on relative priority of these commitments?</p> <p>Does Belgian financing of international organisations (European Union, UNDP, UNESCO, UNICEF, World Bank etc.) foster Belgium’s influence in developing coherent positions on the international stage?</p> <p>Are policies coherent with changing trends in funding modalities (FTI, SWAp, basket funding, budget support)?</p> <p>Are Belgian education development policies coherent with aid harmonisation processes?</p> | <p>agencies</p> <p>Explicit referencing and analysis of international targets in documentation.</p> <p>Discussion with international partners and DGCD</p> |
| 1.2.4 With Partner countries /Alignment | <p>To what extent does Belgian development co-operation policies and strategies include support for institutional capacity building and the development of its partners’ policies, or help to strengthen them?</p> <p>Do Belgian policies, strategies and commitments on education and training align with beneficiary countries national education?</p> | <p>Interviews in DGCD, BTC</p> <p>Policy and strategy papers</p> <ul style="list-style-type: none"> - DGCD - Countries |
| 1.3 Coordination | | |
| 1.3.1 Definition | <p>Do policies of different actors prioritise “coordination”?</p> | <p>Policy documents</p> <p>Interviews with actors</p> |
| 1.3.2 Belgian partners | <p>Has the policy dialogue and interaction between different Belgian actors been revitalised as suggested in the education strategy?</p> <p>Are policies and strategies coordinated between Belgian actors in Belgium? At country level?</p> <ul style="list-style-type: none"> - Are there common planning tools? - Are there information sharing mechanisms for education matters in beneficiary country? <p>Are there country level agreements between Belgian partners?</p> | <p>Interviews with actors in Belgium and in country.</p> |
| 1.3.3 International partners | <p>What are policies and commitments for coordination in country?</p> <ul style="list-style-type: none"> - Are Belgian actors supposed to play a role in the Education “donor group”? - Do policies foresee the conclusion of harmonisation agreements (related to comon arrangements, simplifying procedures, sharing information, ...) ? | <p>Belgian inputs to international groups.</p> <p>Country-level involvement in. working groups, meeting reports; agreements with</p> |

| Area | Questions | Sources |
|--|--|--|
| | <ul style="list-style-type: none"> - Coordination policies in country (with International partners, from each Belgian actor)? | partners. |
| 1.3.4 Partner countries /Alignment | <p>Are Belgian actors' policies coordinated with government priorities?</p> <p>Is alignment with partner country policies and strategies a stated intention?</p> <p>Does Belgium seek to build alignment and partnerships?</p> | <p>Country strategies etc.</p> <ul style="list-style-type: none"> - DGCD - BTC - All other agencies working in country |
| 1.4 Complementary | | |
| 1.4.1 Definition | Is there a common understanding among Belgian actors of complementarity and ways to achieve it? | |
| 1.4.2 Belgian actors, international partners and partner countries | <p>How is "comparative advantage" assessed and what are Belgium's comparative advantages?</p> <p>What are the Belgian actors views on their respective comparative advantages; are these reflected in their policies?</p> <p>What are the understanding and imperatives for complementarity e.g. between:</p> <ul style="list-style-type: none"> - Education sub-sectors? - Geographical areas? - Language? - Types of intervention? - Aid modalities | <p>Agreements on comparative advantage, sectoral/regional focus</p> <p>Country partners' understanding of Belgian role(s) in interview; in other partners' country analysis.</p> <p>Interviews with Belgian actors.</p> <p>Interviews with country partners.</p> |
| 1.5 Relevance | | |
| 1.5.1 Partner countries Alignment | <p>To what extent are the Belgian education policies relevant to country needs and priorities? Are they timely?</p> <p>Do Belgian education policies reflect the views of many, including the voice of beneficiaries, including children? How is this assured?</p> <p>How are Belgian education policies taking into account country characteristics such as level of decentralisation, of donors' involvement, level of donors' coordination, aid mechanisms in place, existence of SWAp, PRSP, FTI-EFA etc?</p> <p>How are lessons learned identified and incorporated within the policy cycle to improve alignment and make policies more relevant?</p> | <p>Interviews with country partners.</p> <p>Interviews with Belgian actors.</p> |
| 1.5.2 Education | Do Belgian education policies make a relevant contribution to education needs and to debate internationally and in country? | Review of policy documents |

| Area | Questions | Sources |
|-------------|---|--|
| | <ul style="list-style-type: none"> - Education sub-sectors? <ul style="list-style-type: none"> o early childhood? o primary education? o secondary education? o adult education? o technical and vocational education? o higher education? - Teacher education? - Education planning and management? - Education for vulnerable groups and at risk children? - Capacity building? | <p>Interviews with country partners.</p> <p>Interviews with Belgian actors</p> |
| 1.5.3 Tools | <p>Are policies clear enough to facilitate implementation at intervention level in countries?</p> <p>Do Belgian actors and partner countries perceive Belgian education policies as a useful tool?</p> | <p>Interviews with country partners.</p> <p>Interviews with Belgian actors</p> |

I.2 Practice

| Area | Questions | Sources |
|------------------------|---|--|
| 2.0 Descriptive | | |
| 2.0.1 Interventions | <p>What types of education interventions are in place?</p> <ul style="list-style-type: none"> - Support to basic education (facilities, textbooks, curriculum, assessment, mother tongue teaching, inclusive education, education management, school community strengthening, health education etc) - Support to secondary education (facilities, textbooks, curriculum, assessment, ICT, Science education, education management, life skills, health education etc) - Support to technical and vocational education (facilities, textbooks, equipment, curriculum, assessment, ICT, teacher professional development, etc) - Support to universities (infrastructure, curriculum, management, certification, ICT, e-learning, professional development, equipment etc) - Support to adult education: facilities, integrated literacy programs, curriculum, community participation, etc - Support to teacher training: initial/in service, curriculum, certification, incentives, training of trainers, teacher support systems etc <p>What interventions in categories such as:</p> <ul style="list-style-type: none"> - type of intervention (budget aid, TA, programme, etc), - length of the intervention, - channel (direct bilateral, NGOs, APEFE etc), - type of activity (equipment, capacity building, curriculum development, gender mainstreaming etc.) <p>Which trends can be perceived (in terms of education interventions and categories) over the last 5 years?</p> | <p>Project descriptions.</p> <p>Data from DGCD budget system (DAC code sort, country sorts, channel etc. etc.)</p> |
| 2.0.2 Resources | <p>Has Belgium increased support to basic education to respond to Dakar and MDG commitments?</p> <p>Has Belgium increased direct bilateral aid for the education sector as mentioned in the education strategy?</p> | <p>Documentation review</p> <p>Interviews with DGCD, BTC</p> |
| 2.1 Process | | |
| 2.1.1 Implementation | <p>How do different actors translate policy into practice?</p> <ul style="list-style-type: none"> - Establish programme and project priorities? - Participation of partner countries actors, including wide voice of civil society (including children's voices)? - Evidence and lesson learning? - Needs-assessment? - What is seen as 'good practice'? | <p>Interviews in organisations.</p> <p>Project portfolios</p> <p>Country practitioners.</p> |
| 2.1.2 Participation | <p>How are local actors and beneficiaries involved in designing, planning, implementing and evaluating education interventions</p> | |

| Area | Questions | Sources |
|-----------------------------------|--|---|
| | <p>that Belgium finances?</p> <ul style="list-style-type: none"> - Other development agents - Ministry or ministries, - Decentralised administrations, - Private sector, institutions, etc - Beneficiaries (parents, teachers, students, education managers) | |
| 2.1.3 Monitoring and evaluation | <p>What is the evaluation practice and quality of the evaluations implemented?</p> <p>What indicators of success do different Belgian actors use for their interventions?</p> <p>What benchmarking is used to measure success?</p> <p>Do evaluations address and, if so, measure the sustainability of the effects of Belgian education aid?</p> <p>How are evaluation results used to improve practice?</p> <p>Has Belgium collaborated with EU on education indicators for programme and budget aid follow-up (as per the education strategy)?</p> <p>How do Belgium actors learn from each other experiences?</p> | <p>Interviews in organisations.</p> <p>Country practitioners.</p> |
| 2.2 Coherence | | |
| 2.2.1 Belgian actors | <p>Is the Belgian education strategy known and used among Belgian partners in country?</p> <p>Are education interventions coherent:</p> <ul style="list-style-type: none"> - With policy? - Across the different channels? <p>What are mechanisms to ensure and to monitor coherence?</p> <p>What are the constraints on coherence on Belgian development co-operation, and how do these affect practice?</p> <p>Is the profile of actual support coherent with Belgium's policies, e.g.</p> <ul style="list-style-type: none"> - HE vs. Basic - Support to Early Childhood Education, to non-formal and other sectors (outside main MDG target) - Role of private sector (schools, universities, service providers etc.) - Support to planning, management and governance <p>Is there in-country coherence across channels?</p> | <p>Project frameworks, stated objectives, etc.</p> <p>Project preparation documents, interviews with actors involved in preparation.</p> <p>Financial data showing profile of support to sectors etc.</p> <p>Discussions with Belgian partners in country</p> |
| 2.2.2 With international partners | <p>Are Belgian interventions in education sector coherent and harmonised with those of other international agencies?</p> | <p>Interviews with other DPs and documents.</p> |
| 2.2.3 With country priorities | <p>Do interventions fit country priorities, policies and strategies?</p> <ul style="list-style-type: none"> - PRSP | <p>Analysis of national programmes and</p> |

| Area | Questions | Sources |
|---|---|---|
| i.e. alignment | <ul style="list-style-type: none"> - EFA or National Education Plan, - Education sector development plan, etc. <p>To what extent does Belgian development co-operation include support for institutional capacity building and the development of its partners' implementation strategies, or help to strengthen them?</p> | <p>programmes and projects.</p> <p>Discussions with officials in country.</p> |
| 2.2.4 With country practices and educational structures | <p>To what extent is Belgian aid coherent with/across:</p> <ul style="list-style-type: none"> - Education architecture - Educational interventions (e.g. Curriculum<->Assessment<->Teacher Development.) - Line-Ministry administrations - Local partners - National or regional resources - Local practices (e.g. for recruitment and payments of TA/DA and honoraria) | <p>Project reports in country.</p> <p>Discussions with officials, actors and beneficiaries.</p> |
| 2.3 Coordination | | |
| 2.3.1 Amongst Belgian actors | <p>What do Belgian actors do to ensure coordination? Who takes the leadership?</p> <ul style="list-style-type: none"> - In-Belgium - In partner country - In target sectors or sub-sectors - Through joint actions <p>What issues / constraints exist for coordination in Belgium? at country level?</p> <p>Are there mechanisms for monitoring coordination between actors?</p> <p>To what extent and how are the programmes/action plans of the various actors co-ordinated in Belgium/in the partner country?</p> <p>What is the perceived value added of coordination for Belgian actors?</p> | <p>Analysis of practice around projects and country programmes.</p> <p>Interviews with Belgian actors and country partners.</p> |
| 2.3.2 With International partners | <p>How do Belgian actors co-ordinate with international colleagues (role in Education donor group, ...)?</p> <p>What role, if any, does Belgium play in mechanisms for co-ordinating the work of the donors in the partner countries?</p> <p>What are the relationships with other DPs?</p> <p>Coherence/harmonisation with other DPs: are there joint planning, harmonisation agreements, regular meetings, etc?</p> | <p>Agreements.</p> <p>Reports of meetings etc.</p> <p>Feedback from in-country partners.</p> |
| 2.3.3 With governments /other in-country organisations (e.g. universities, local education NGOs) in country | <p>How do Belgian actors coordinate with government and other local stakeholders in country?</p> <ul style="list-style-type: none"> - Is there information sharing (for plans and outcomes) between Belgian actors and local governments / and other country stakeholders? - Is there joint coordinated planning of activities? - Are there clear coordination mechanisms? To what extent are they used? To what extent are they effective? | <p>Project reports (projects involving other in-country actors)</p> |

| Area | Questions | Sources |
|---|---|--|
| | What is role in coordinating local NGO activities? | |
| 2.4 Complementary | | |
| 2.4.1 DGCD /BTC | How do DGCD and BTC see their complementary roles: who does what? Is there clarity? Overlap or “interference”? Do education interventions in practice complement work in other priority sectors? | Previous evaluations Interviews DGCD and BTC. The Act and clarifications |
| 2.4.2 Other Belgian actors | What are their comparative advantages, how is this used to build complementarity? What are in-country agreements /practices for complementarity? Who takes leadership for complementarity? What are the mechanisms for monitoring complementarity: in Belgium, in partner country? | Analysis of practice around projects and country programmes. Interviews with Belgian actors and country partners. |
| 2.4.3 With governments /other in-country organisations (e.g. universities, local education NGOs) in country | Are the roles of the Belgian and local partners - related to the different aspects of project implementation - clearly identified? What is the role / input of Belgian actors during the different stages of implementation? <ul style="list-style-type: none"> - Has this role / input been commonly agreed upon with the local partner? - Does it respond to a real added value Belgian actors can have over local partners? | Interviews with Belgian actors and country partners. |
| 2.4.4. DPs | What is the Belgian input to operations in multilateral agencies, e.g. are there Belgian technical experts at UNESCO, UNICEF, and the World Bank? , what are their roles? And What influence do they have? | Interviews DGCD, staff in international organisations. Interviews with DPs/agencies |
| 2.5 Efficiency and effectiveness | | |
| 2.5.1 Approaches | Programme vs project approach: what implications for efficiency and effectiveness? What lessons have been learned on effectiveness of: <ul style="list-style-type: none"> - Technical Assistance; - Capacity-building - Links, twinning - Study fellowships - Etc. | In-country reports Discussions with Belgian actors and with in-country officials. |
| 2.5.2 Budgeting and disbursements | Have improved coherence, coordination and complementarity led to budgets and financial flows better corresponding with | Financial data |

| Area | Questions | Sources |
|-------------------|---|--|
| and disbursements | forecasts? Do they fit budget cycles of the ministry / educational institutions in country? | Analysis of practice of projects and programmes. |
| 2.5.4 Management | Has implementation become more efficient as a result of improved coherence, coordination and complementarity? <ul style="list-style-type: none"> - Cost-effective and timely procurement - Appropriate timing and personnel for TA? - Use of local expertise and resources - Monitoring and responding to events - etc. | Disbursement record Programme and Project Reports |
| 2.5.5 Evaluation | To which extent do the culture and practices of evaluating interventions allow for feedback and lesson learning? Do interventions use countries' (~ international) key indicators? | Project design and project evaluation reports. |

I.3 Effects

| Area | Questions | Sources |
|---|--|---|
| 3.1 Effects | | |
| 3.1.1 Belgian actors | <p>As a result of improved coherence, coordination and complementarity at policy and practice level:</p> <ul style="list-style-type: none"> - Do Belgian actors have an increased understanding and adherence to policies and practices? - Is there an open debate on policy and practice issues in education in Belgium? - Have there been changes in the ways Belgian actors design education support interventions? - Are partnerships reinforced? - Have statistics services at DGCD been enlarged to compare programme and projects inputs and outputs as mentioned in the education strategy? - Have the coordination mechanisms been adopted by Belgian actors in Belgium and in partner country to promote effectiveness and efficiency in Belgian technical co-operation? | <p>Interviews with Belgian actors</p> <p>Interviews in partner countries</p> <p>Meeting report</p> <p>Media reports</p> |
| 3.1.2 In country actors | Are South-South partnerships reinforced by Belgium's actions? | Interviews in partner countries |
| 3. 1.3 Policy | <p>What has been the contribution of Belgian aid to interventions and practices on decision-making and policy changes at country level?</p> <p>How has Belgian development co-operation contributed to the future of the partner countries' education policies in terms of?</p> <ul style="list-style-type: none"> - Recurrent costs? - Capacity? - Decreasing waste? - Responsiveness? - Cost-effectiveness? | Interviews in partner countries |
| 3.1.4 Capacity building and institutional development | <p>To what extent have institutional development and capacity-building actions (e.g. of the universities and other educational establishments) strengthened the national system?</p> <p>To which extent has Belgium development cooperation contributed to increased organisational, planning and management capacities?</p> <p>Have scholarships strengthened capacities of national and local education managers?</p> <p>To what extent have scholarships and fellowships participated into institutional capacity building at national level?</p> | Interviews in partner countries |
| 3.1.5 Governance | <p>Has Belgian aid contributed to the partner government capacity/ability / willingness to implement its stated policy?</p> <p>Has Belgian support contributed to transparency and accountability:</p> | <p>Interviews in partner countries</p> <p>Governance and accountability reports (of</p> |

| Area | Questions | Sources |
|----------------------------|--|---------------------------------|
| | <ul style="list-style-type: none"> - at schools or other educational institutions? - Communities? - decentralised administrations? - nationally, within the polity and CS? | Belgian or other agencies). |
| 3.1.6 Participation | Has Belgium support and practice increased local actors and beneficiaries participation in designing, planning, implementing and evaluating education interventions that Belgium finances? | Interviews in partner countries |
| 3.1.7 Lesson-learning | To what extent are lessons learnt from the experiences of the various actors shared and used? | Interviews in partner countries |
| 3.1.8 Transaction costs | Has Belgian education aid reduced burden on countries and local resources (people and money) as a result of better coordination and establishment of procedures and mechanisms? | Interviews in partner countries |
| 3.1.9 Educational outcomes | <p>Are there clear Belgian contributions to improvement against the standard indicators? How sustainable are these contributions?</p> <ul style="list-style-type: none"> - EFA (UNESCO core indicators) - MDG target indicators - Access - Completion - Inclusion (i.e. of marginalised groups) <p>What contributions by Belgian co-operation are there to indicators of “quality” (e.g. school life expectancy, pupil/teacher ratio, trained primary school teachers, % of female teachers in primary education, etc)? How sustainable are these contributions?</p> <p>Are there measurable effects in other sectors e.g.:</p> <ul style="list-style-type: none"> - Universities and other HE institutions - Vocational, pre-vocational, out-of-school children - Literacy - Early childhood <p>How sustainable are these effects?</p> | Interviews in partner countries |
| 3.1.9 Cross-cutting issues | <p>What effect has Belgian co-operation had on education for girls and boys? Have key indicators changed?</p> <p>Did interventions contribute to:</p> <ul style="list-style-type: none"> - Gender equity (for boys and girls, men and women) - Environmental sustainability and environmental educations - HIV/AIDS | Interviews in partner countries |

AREA II Investigation toolkit for Phase 2

The investigation toolkit is derived from the enquiry framework.

It provides: (i) an overview of the methodology and tools for phase 2 and, (ii) investigation templates for different type of respondents for phase 2.

I.4 Overview of evaluation methodology and tools

I.4.1 DGDC and BTC

Interviews is the preferred investigation method for key personnel in departments. Small group meetings will be carried out with personnel who have similar jobs but with a different focus in regions or sub-sectors.

| Tools | Recipient | Purpose |
|-------------------------------|---|--|
| Request for documents | | To inform the Critical Inventory Documentary information on 18 partner countries and specific interventions |
| Interview guide | <ul style="list-style-type: none"> - Directorate-General D0 - Education and training expert (Ms Dusépulchre), - Bilateral grants officers (Ms Degrugillier) - D2.2 for literacy - D3.1 for NGOs that have education projects in the South. - D3.2 for CIUF and VLIR (Mr Bourgeois, Dirk Molderez) - D3.3 for APEFE and VVOB. (Mr d'Adesky) + Ariane Boulard for other partners - D4 - Director of BTC - Education Advisor for BTC | Gather information on policy, strategy, programming and practice |
| Group consultations | <ul style="list-style-type: none"> - The selected projects/programmes' managers in DGDC - BTC personnel in Belgium (per region and or sub-sector) | Gather information on policy, strategy, programming and practice |
| Follow-up questions by email. | All, as necessary | Follow up issues arising in country field missions and discussions with other actors. Clarification, validation |

1.4.2 Belgian actors and indirect partners (in Belgium)

Interviews is the preferred investigation method for key personnel in APEFE, VVOB and University councils (CIUF/VLIR).

Small group meetings will be carried out with personnel who have similar jobs but with a different focus in regions or sub-sectors, and with NGO representatives.

Email questionnaire is the preferred investigation method to broaden the number of respondents, mainly among NGOs and other partners in Belgium.

| Tools | Recipient | Purpose |
|---|---|--|
| Request for documents | APEFE/VVOB Universities University Councils NGOs specialised in education Other partners | To inform the Critical Inventory Documentary information on specific partner countries and projects |
| Interview guide | NGOs specialised in education APEFE/VVOB University councils Coordination cells for development cooperation within universities (UCOS) | Gather information on policy, strategy and practice from key Belgian actors |
| Group consultation | University personnel NGOs | Gather information on policy, strategy, programming and practice from key Belgian actors |
| Email questionnaire or phone interview (based on interview guide) | NGO federations NGOs with specific approaches to education Other partners | Other indirect partners can contribute to the evaluation. |
| Email questionnaire | All actors for a given case study country | Inform partners of the field mission, request for information, questions related to the framework |

1.4.3 Other actors (international)

Telephone interviews are the preferred investigation method for key players in aid and development or education.

| Tools | Recipient | Purpose |
|-------------------------------|--|---|
| Document search and review | | To inform the Critical Inventory Documentary information relevant to specific partner countries, policies, strategies and projects |
| Telephone interview guide | EU Belgian staff in International organisations ? | Gather information on policy, strategy and practice |
| Follow-up questions by email. | Development partners - Depending on country selection | Follow up issues arising in country field missions and discussions with other actors. |

1.4.4 Partner countries

| Tools | Recipient | Purpose |
|------------------------------------|---|---|
| Document search and review | EfC and SR's Contacts and Associates in-country | <p>To inform the Critical Inventory Documents on international harmonization, aid modalities, bilateral and multilateral aid</p> <p>Documentary information relevant to 18 partner countries, policies, strategies and projects</p> |
| Request for background information | <p>Belgian Embassy (DGDC Attaché)</p> <p>BTC representatives in the country</p> | <p>Collect key education documents in 18 partner countries</p> <p>DPs' in-country policy, strategy and programming documentation</p> |

I.5 Interview, and consultation meeting guides

I.5.1 Interview guide for DGDC and BTC staff (in Belgium)

| Framework areas | Comments |
|--|---|
| 1.1.1 Process 1.1.2 Responsiveness 1.1.3 Evaluation and lesson learning | <ul style="list-style-type: none"> • What are the processes for education policies and strategy making? • How is the complexity of Belgian aid structure reflected in policy making? • How does Belgian policy for education approach the general or specific needs of countries? • How has Belgium responded (at the level of policy making) to changes in national and international contexts with regard to education? • What is the approach to evaluation of education policy? |
| 1.2 Coherence within Belgian actors with partner countries with international partners | <ul style="list-style-type: none"> • Do education development policies address sub-sectors of education coherently as part of whole system? • Do education policies reinforce coherence across the policy framework? (ie role of HE in capacity building for managers, Strategies for secondary and post-secondary following UPE moves, Educational planning and management capacity, Education for vulnerable groups and at risk children) • Are the strategy papers for education and training (with regard to bilateral co-operation) and the principles enshrined in the implementing partners' strategies/action plans (financed by Belgium) mutually coherent? • Are Belgian education development policies coherent with (i) international education commitments; (ii) aid harmonisation processes? • (How) are Belgian policies, strategies and commitments on education and training align with beneficiary countries national education policies? • To what extent does Belgian development co-operation policies and strategies include support for institutional capacity building and the development of its partners' policies, or help to strengthen them? |
| 1.3 Coordination with Belgian partners with partner countries | <ul style="list-style-type: none"> • Are policies and strategies coordinated between Belgian actors in Belgium? At country level? Is it found important to coordinate between Belgian actors? Why (not)? • How does Belgium seek to build alignment and the partnerships? With whom? • How are Belgian actors' policies coordinated with government priorities? |
| 1.4 Complementarity | <ul style="list-style-type: none"> • How is "comparative advantage" assessed and what are Belgium's comparative advantages? • What are the understanding and imperatives for complementarity e.g. between: Education sub-sectors? Language? Types of intervention/modality? • What is or should be the complementarity between the different Belgian channels of aid? What are the comparative advantages of the different actors? |

| | |
|--|--|
| <p>1.5 Relevance Alignment Education Tools</p> | <ul style="list-style-type: none"> • How are Belgian education policies relevant to the needs of individual beneficiaries? How is this assured? How do they reflect the views of many, inc. beneficiaries? • How are Belgian education policies relevant to country characteristics such as level of decentralisation, of donors' involvement, level of donors' coordination, aid mechanisms in place, existence of SWAp, PRSP, FTI-EFA etc? • How are lessons learned identified and incorporated within the policy cycle to improve alignment and make it more relevant? • Do Belgian education policies make a relevant contribution to education needs and to debate internationally and in country? • Are policies clear enough to facilitate implementation at intervention level in countries? |
| <p>2.0.2 Resources</p> | <ul style="list-style-type: none"> • Has Belgium increased direct bilateral aid for the education sector as mentioned in the education strategy? |
| <p>2.1.1 Implementation</p> | <ul style="list-style-type: none"> • How do different actors translate policy into practice? <ul style="list-style-type: none"> - Establish programme and project priorities? - Participation of partner countries actors, including wide voice of civil society (including children's voices)? - Evidence and lesson learning? - Needs-assessment? - What is seen as 'good practice'? |

Small group meeting guide for DGDC and BTC staff (in Belgium)

The facilitator will adapt the template guide above according to the specificities of the respondents. All areas should however be covered.

1.5.2 Interview guides for Belgian actors and indirect partners

| Framework areas | Comments |
|---|---|
| <p>1.1.1 Process</p> <p>1.1.2 Responsiveness</p> <p>1.1.3 Evaluation and lesson learning</p> | <ul style="list-style-type: none"> • What are the processes for education policies and strategy making? • What position(s) does your organisation take to DGDC policies and strategies? • Views from your organisation on relevance of Belgian Co-operation policy to partner countries needs and circumstances and international trends • What is the approach of your organisation to evaluation of education policy? • How are evaluation lessons used in policy-making in your organisation? |
| <p>1.2 Coherence within Belgian actors</p> <p>with partner countries</p> <p>with international partners</p> | <ul style="list-style-type: none"> • Is your organisation looking for coherence of its education development policies with: <ul style="list-style-type: none"> ○ International education commitments ○ Aid harmonisation processes ○ DGDC policies and strategies ○ National education policies and strategies (in the partner country) ○ Your partner organisations' educational policies and strategies ○ Other? • How is this guaranteed? • Are the strategy papers for education and training (with regard to bilateral co-operation) and the principles enshrined in your organisation' strategies/action plans (financed by Belgium) mutually coherent? Especially in terms of: <ul style="list-style-type: none"> ○ Priority education sub-sectors? ○ Aid modalities? ○ Preferred types of interventions? • How does your organisation ensure that education policies are relevant to country needs and are timely? • How does your organisation ensure that education policies are relevant to country characteristics such as level of decentralisation, of donors' involvement, level of donors' coordination, aid mechanisms in place, existence of SWAp, PRSP, FTI-EFA etc? |
| <p>1.3 Coordination with Belgian partners</p> <p>with partner countries</p> | <ul style="list-style-type: none"> • Has the policy dialogue and interaction between different Belgian actors been revitalised as suggested in the education strategy? Why / on which issues do you think that dialogue and interaction between Belgian partners is important? • Are policies and strategies coordinated between Belgian actors in Belgium? At country level? • Are your organisation's policies coordinated with actors in partner country: government - institutes? Other actors? |
| <p>1.4 Complementarity of Belgian actors</p> | <ul style="list-style-type: none"> • What are your organisation's views on its respective comparative advantages compared to other Belgian factors; are these reflected in their policies? • What is or should be the role of NGOs / university cooperation / other actors in development cooperation on education, compared to the role of other actors (in Belgium and in the partner countries)? |

| | |
|--|--|
| <p>1.5 Relevance Alignment Education Tools</p> | <ul style="list-style-type: none"> • How does your organisation ensure that education policies are relevant to country needs and are timely? • How do you assure that policies address the needs of the beneficiaries and reflect the views of many, including the voice of beneficiaries, including children? • How does your organisation ensure that education policies are relevant to country characteristics such as level of decentralisation, of donors' involvement, level of donors' coordination, aid mechanisms in place, existence of SWAp, PRSP, FTI-EFA etc? • How does your organisation ensure that lessons learned are identified and incorporated within the policy cycle to improve alignment and make it more relevant? • Does your organisation perceive Belgian education policies as a useful tool? |
| <p>2.0 Type of interventions</p> | <ul style="list-style-type: none"> • What types of education interventions your organisation has in place? |
| <p>2.1 Process 2.1.1 Implementation</p> | <ul style="list-style-type: none"> • How does your organisation translate policy into practice? <ul style="list-style-type: none"> - Establish programme and project priorities? - Participation of partner countries actors, including wide voice of civil society (including children's voices)? - Evidence and lesson learning? - Needs-assessment? - What is seen as 'good practice'? |
| <p>3. 1. Effects</p> | <ul style="list-style-type: none"> • What are your organisation's perceptions of the overall impact of Belgian actors' interventions? |

Consultation meeting guide for Belgian actors and indirect partners

For NGOs and other partners (other than APEFE and VVOB)

| Framework areas | Comments |
|--|---|
| 1.1.1 Process 1.1.2 Responsiveness 1.1.3 Evaluation and lesson learning | <ul style="list-style-type: none"> • What are the processes for education policies and strategy making? • What position(s) does your organisation take to DGDC policies and strategies? • Views from your organisation on relevance of Belgian Co-operation policy to partner countries needs and circumstances and international trends |
| 1.2 Coherence within Belgian actors with partner countries with international partners | <ul style="list-style-type: none"> • Are the strategy papers for education and training (with regard to bilateral co-operation) and the principles enshrined in the implementing partners' strategies/action plans (financed by Belgium) mutually coherent? Especially in terms of: <ul style="list-style-type: none"> - Priority education sub-sectors? - Aid modalities? - Preferred types of interventions? |
| 1.3 Coordination with Belgian actors with partner countries | <ul style="list-style-type: none"> • Are policies and strategies coordinated between your organisation and other Belgian actors in Belgium? At country level? • Are your organisations' policies coordinated with government priorities? |
| 1.4 Complementarity | <ul style="list-style-type: none"> • What are your organisation's views on its respective comparative advantages compared to other Belgian factors; are these reflected in their policies? • What is or should be the role of NGOs / university cooperation / other actors in development cooperation on education, compared to the role of other actors (in Belgium and in the partner countries) |
| 1.5 Relevance Alignment Education Tools | <ul style="list-style-type: none"> • How do you assure that policies reflect the views of many, including the voice of beneficiaries, including children? • How are lessons learned identified and incorporated within the policy cycle to improve alignment and make it more relevant? • Does your organisation perceive Belgian education policies as a useful tool? |
| 2.0 Type of interventions | <ul style="list-style-type: none"> • What types of education interventions are in place? |
| 2.1 Process Implementation | <ul style="list-style-type: none"> • How do your organisation translate policy into practice? • How are local actors and beneficiaries involved in planning, implementing and evaluating your policies? |
| 3. 1. Effects | <ul style="list-style-type: none"> • What are your organisation's perceptions of the overall impact of Belgian actors' interventions? |

Email questionnaire for NGOs

PART I: Support to education and training in the South: what is done?
IMPORTANT NOTE: WHAT IS INCLUDED IN THIS EVALUATION AND WHAT NOT?

| ARE INCLUDED | ARE NOT INCLUDED |
|---|--|
| <ul style="list-style-type: none"> - Interventions that have training or education as their <i>'core strategy'</i>. This INCLUDES interventions in - Only interventions co-financed by DGDC, included in your <u>Action Plan</u> under 'partner financing' or 'sending personnel abroad' - Interventions that respond to these criteria, even if they are not presented as 'education projects' to DGDC | <ul style="list-style-type: none"> - Skills training activities in function of broader intervention strategies - Education activities in <u>Belgium</u> - Interventions not co-financed by DGDC |

1. Indicate in the following table in which areas you are financing (/implementing/supporting) interventions of training and education in the South - according to the criteria mentioned above?

| Area | Interventions in this area? |
|---|--|
| Early childhood education | <input type="radio"/> YES <input type="radio"/> NO |
| Primary education (formal and informal) | <input type="radio"/> YES <input type="radio"/> NO |
| Secondary education (formal and informal) | <input type="radio"/> YES <input type="radio"/> NO |
| Higher education | <input type="radio"/> YES <input type="radio"/> NO |
| Teacher training | <input type="radio"/> YES <input type="radio"/> NO |
| Education policy formulation and implementation | <input type="radio"/> YES <input type="radio"/> NO |
| Educational research | <input type="radio"/> YES <input type="radio"/> NO |

| Area | Interventions in this area? |
|---|---|
| Basic life skills training for youth and adults (e.g. alphabetisation programs) | <input type="radio"/> YES <input type="radio"/> NO |
| Vocational/professional training for youth and adults | <input type="radio"/> YES <input type="radio"/> NO |
| Health education | <input checked="" type="radio"/> YES <input type="radio"/> NO |
| Environmental education | <input type="radio"/> YES <input type="radio"/> NO |
| Lobby and advocacy in the field of education | <input type="radio"/> YES <input type="radio"/> NO |
| Scholarship and fellowship programs | <input type="radio"/> YES <input type="radio"/> NO |
| Other? Please specify: | <input type="radio"/> YES <input type="radio"/> NO |
| | <input type="radio"/> YES <input type="radio"/> NO |

If you only have "NO"-answers, go directly to question 4. Otherwise, continue with question 2.

2. Geographical distribution

In the yellow column, indicate which countries are included in your Action Plan (IN GENERAL)

In the green column, indicate in which of these countries you have interventions in the field of education (but only if co-financed by DGDC)

| Country | We have interventions (in general) | We have interventions in education |
|------------------------------|------------------------------------|------------------------------------|
| a) Sub-saharan Africa | | |
| RDCongo | <input type="checkbox"/> | <input type="checkbox"/> |
| Rwanda | <input type="checkbox"/> | <input type="checkbox"/> |
| Burundi | <input type="checkbox"/> | <input type="checkbox"/> |
| Senegal | <input type="checkbox"/> | <input type="checkbox"/> |
| Mali | <input type="checkbox"/> | <input type="checkbox"/> |
| Niger | <input type="checkbox"/> | <input type="checkbox"/> |
| Benin | <input type="checkbox"/> | <input type="checkbox"/> |
| Mozambique | <input type="checkbox"/> | <input type="checkbox"/> |
| South Africa | <input type="checkbox"/> | <input type="checkbox"/> |
| Tanzania | <input type="checkbox"/> | <input type="checkbox"/> |
| Uganda | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Other?</i> | <input type="checkbox"/> | <input type="checkbox"/> |

| Country | We have interventions (in general) | We have interventions in education |
|---------------------------------------|------------------------------------|------------------------------------|
| b) Maghreb and the Middle East | | |
| Algeria | <input type="checkbox"/> | <input type="checkbox"/> |
| Morocco | <input type="checkbox"/> | <input type="checkbox"/> |
| Palestinian Adm Areas | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Other?</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Latin America | | |
| Ecuador | <input type="checkbox"/> | <input type="checkbox"/> |
| Peru | <input type="checkbox"/> | <input type="checkbox"/> |
| Bolivia | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Other?</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Asia (excl. Middle East) | | |
| Vietnam | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Other?</i> | <input type="checkbox"/> | <input type="checkbox"/> |

PART II: Coordination, coherence and complementarity with other actors
3. Which policy documents or implementation strategies of other actors do you take into account when planning and implementing education / training projects in the South?

Select the best fitting option:

- Use the yellow columns in case you or your partners actively look for coherence or coordination with policies/practices of other actors
- Use the green columns in case you or your partners rather look for complementarity with what others are doing.
- Use the grey column in case the policies/ practices of other actors have no influence on your own or your partners' activities

| Existing policies / practices in education: | We <u>coordinate</u> or look for <u>coherence</u> | | We look for <u>complementarity</u> | | Has no influence on our work | Don't know |
|---|---|-----------------------|------------------------------------|-----------------------|------------------------------|-----------------------|
| | Very much | To some degree | Very much | To some degree | | |
| 1. the DGDC strategy note on education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Belgian bilateral projects in education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Interventions of other Belgian actors in the South: VLIR, CIUF, VVOB, APEFE, ... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Interventions/policies of non-belgian bilateral donors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Interventions/policies of multilateral donors (e.g. UNICEF) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Education policy of the partner country | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Existing schools, education systems, ... in the partner country | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Interventions/policies of other NGOs in the partner country | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other? Please specify: | | | | | | |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PART III: Your vision on the role of NGOs in financing education / training activities in the South
4. Education is in the first place the responsibility of the state. Nevertheless NGOs can still play an important role.

What should be the role of Belgian NGOs - NOT NECESSARILY YOUR OWN NGO - and their southern partners in training and education in the South?

Complete the following table:

| A ROLE FOR NGOs is+A53 ... | Fully agree | Rather agree | Rather disagree | Fully disagree | No opinion |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ... to provide basic education in areas where there are no schools | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... to provide education to children not reached by the regular school system (e.g. because they are too poor, have a physical handicap, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... to provide informal education, complementary to the regular school system: vocational training, alphabetisation, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... to financially support existing schools, so that they can make essential investments in infrastructure, equipment, materials, ... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... to contribute to the improvement of the quality of education: development of materials, curricula, ... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... to send books, computers, materials, ... to schools in the South | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... to invest in the development of innovative /alternative approaches for teaching and education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... to strengthen the organisational and institutional capacities of existing schools | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... to send Belgian teachers to the South, especially to areas where there is a shortage of teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... to organise education on transversal development issues: environment, gender, HIV/AIDS, ... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... to provide different kinds of training and education to adults, according to their needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... to lobby towards local and national governments, so that they take up their responsibility in education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... to work with local and/or national governments in order to improve the overall education system in a region or country | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other important roles for NGOs in training and education (in the South)? Please specify: | | | | | |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. How many of your staff-members work on 'partner financing' / 'sending personnel abroad' (including personnel abroad)

6. Additional comments

Use the box below if you want to make any additional comments to this questionnaire:

1.5.3 Other actors (international)

Telephone interview guide for international partners

The questionnaire will be devised after identification of the list of respondents.

AREA III Investigation toolkit for Phase 3

This evaluation toolkit was devised for the country case studies. The methodology used to select the case studies is presented in AREA IV.

I.6 Overview of evaluation methodology and tools for field mission countries

| Tools | Recipient | Purpose |
|---|---|---|
| Field mission road map | Consultants DGDC and Belgian partners | Coordination and completeness |
| Request for country background information | Education Donors Group Belgian Embassy (DGDC Attaché) Other actors (international) in-country | Collect key education documents in field mission countries DPs' in-country policy, strategy and programming documentation |
| Request for Belgian project/interventions information | BTC APEFE/VVOB Universities and scientific institutions NGOs Other partners | Collect key documents on selected interventions for this evaluation in each country Inform typology of interventions. Inform list of respondents in countries. Gather information on effectiveness, efficiency and impact of Belgian interventions. |
| Interview guides | DGDC attachés Resident representatives of BTC MoE officers Ministry officers responsible for international relations / aid Chair of the Education Donors Group | Gather information on national policies, strategies, operational circumstances, aid harmonisation activities, resource issues and constraints on interventions Gather information on effectiveness, efficiency and impact of Belgian co-operation at national levels |
| Consultation meeting templates | Belgian actors (APEFE, VVOB, Universities and Scientific Institutions, NGOs) DP groups at national / local level NGO staff at local level Provincial/district officials Representatives of beneficiary groups | Stimulate discussion about effect of Belgian co-operation and interventions at local level and identification of key local issues |
| Follow-up questions by e-mail | National and local interlocutors | Clarification, factual validation etc. |
| Reporting | Consultants | Completeness and cohesion. |

I.7 Field mission road map

This list of key steps and meetings will be used by the evaluators and distributed to DGDC, DGDC attachés and key Belgian actors in country. It does not preclude other sources of information.

| Group | Participants | Action |
|----------------------------------|--|--|
| Preparation | | |
| DGDC | Attachés | Documentation request on Belgian activities and country background information |
| Belgian actors | BTC, APEFE/VVOB, Universities and scientific institutions, NGOs, other partners if any | Request for Belgian project/interventions information |
| Evaluators and DGDC | EfC, DGDC and attachés | Preparation of field missions |
| Evaluators | EfC, SR and national consultants | Documentation review |
| In country mission | | |
| Belgian actors | DGDC attachés | Interview |
| | BTC representative | Interview |
| | APEFE coordinator and VVOB representative if any | Interview |
| | NGO project coordinators | Consultation meetings |
| Ministry Officials | Basic Education Department | Interview |
| MoE | Secondary Education Department | Interview |
| | TVET Department | Interview |
| | Higher Education Department | Interview |
| Other Ministry officials | Ministry officer representative to the Education Donor Group | Interview |
| | Ministry officials responsible of international relations/aid | Interview |
| | Ministry of Labour, Ministry of Health as relevant | Interview |
| Development partners | Chair of the Education Donors Group | Interview |
| | DP groups at national / local level | Consultation meeting |
| Projects | Local partner universities project coordinators | Interviews/Consultation meetings |
| | NGO staff at local level | Consultation meeting |
| | Provincial/district officials | Consultation meeting |
| | Representatives of beneficiary groups | Consultation meeting |
| | Experts and consultants if in country | Consultation meeting |
| All relevant stakeholders | Belgian actors Ministry officials Development partners | Debriefing workshop to validate findings and take comments |
| Reporting | EfC, SR and national consultants | Country fact sheet and mission report |

I.8 The framework

The enquiry framework is at the heart of the field mission investigation. Available in English, French, Dutch and Spanish, it will be distributed to key respondents.

The framework is bounded in a separate document and available in electronic format at:

http://efc.idnet.net/projects/belgium_page/thematic_evaluation_belgium.jsp

I.9 Interview and meeting guides: Belgian actors

I.9.1 Interview guides for DGDC attachés and Resident Representatives of BTC

| Framework areas | Comments |
|--|--|
| <p>Area 1: Policy and strategy</p> <p>1.1 Process</p> <p>1.2 Coherence</p> <p>1.3 Complementarity</p> <p>1.4 Coordination</p> <p>1.5 Relevance</p> | <p>Policy and strategy in country: needs assessment, mechanisms and effectiveness</p> <p>Process of country strategy note writing, participation, inc. beneficiaries</p> <p>Responsiveness to needs and aid priority/modalities shift</p> <p>Evaluation and lesson learning</p> <p>Coherence and complementarity with other Belgian actors' country policies</p> <p>Coherence and complementarity with other donors' country policies</p> <p>Coherence with partner countries</p> <p>Policy commitments regarding coordination in country: among Belgian partners, with partner countries, with other development partners</p> <p>Policy relevant to beneficiaries, to education system</p> <p>Policies are useful tools</p> |
| <p>Area 2: Practice</p> <p>2.1 Process</p> <p>2.2 Coherence</p> <p>2.3 Coordination</p> <p>2.4 Complementarity</p> <p>2.5 Efficiency and effectiveness</p> | <p>Typology of interventions</p> <p>Process of translation of policy into practice (for BTC) – mechanisms in place, including M&E</p> <p>Use of the education strategy note</p> <p>Mechanisms to ensure coherence of interventions between Belgian partners, with other donors and partner countries</p> <p>Coordination mechanisms and constraints on coordination between Belgian partners, with other donors and partner countries</p> <p>Complementarity of education interventions with the ones of other sectors</p> <p>Role in relation to implementation, monitoring and evaluation</p> <p>Range and effectiveness of interventions supported by Belgian co-operation</p> <p>Integration of cross-cutting issues</p> <p>Constraints on effectiveness</p> <p>Budgeting and disbursement and management of interventions</p> |
| <p>Area 3: Effects</p> | <p>Perceived effects of increased coherence, complementarity and coordination</p> <p>Perceived effects on policy changes in country</p> <p>Perceived effect on capacity building at national/district level</p> <p>Perceived effects of scholarships and fellowships</p> <p>Perceived effect on partner country's governance, transparency and accountability</p> <p>Perceived effects on beneficiaries</p> <p>Perceived effects on education outcomes</p> |

| | |
|--|---|
| | <p>Perceived effects on cross-cutting issues</p> <p>Lesson learning</p> <p>Sustainability issues, constraints on sustainability</p> |
|--|---|

1.9.2 Interview guides for Belgian actors (APEFE/VVOB/NGO coordinators, university representatives if any)

| Framework areas | Comments |
|--|---|
| <p>Area 1: Policy and strategy</p> <p>1.1 Process</p> <p>1.2 Coherence</p> <p>1.3 Complementarity</p> <p>1.4 Coordination</p> <p>1.5 Relevance</p> | <p>Policy and strategy in country: needs assessment, mechanisms, participation and effectiveness</p> <p>Use of DGDC education strategy note</p> <p>Coverage of education sub-sectors</p> <p>Responsiveness to needs and aid priority/modalities shift</p> <p>Evaluation and lesson learning</p> <p>Coherence and complementarity with other Belgian actors' country policies</p> <p>Coherence and complementarity with other donors' country policies</p> <p>Coherence with partner countries</p> <p>Policy commitments regarding coordination in country: among Belgian partners, with partner countries, with other development partners</p> <p>Policy relevant to beneficiaries, to education system</p> <p>Policies are useful tools</p> |
| <p>Area 2: Practice</p> <p>2.1 Process</p> <p>2.2 Coherence</p> <p>2.3 Coordination</p> <p>2.4 Complementarity</p> <p>2.5 Efficiency and effectiveness</p> | <p>Typology of interventions</p> <p>Process of translation of policy into practice – mechanisms in place, participation, M&E</p> <p>Mechanisms to ensure coherence of interventions between Belgian partners, with other donors and partner countries</p> <p>Coordination mechanisms and constraints on coordination between Belgian partners, with other donors and partner countries</p> <p>Complementarity of education interventions with the ones of other sectors</p> <p>Role in relation to implementation, monitoring and evaluation</p> <p>Range and effectiveness of interventions supported by Belgian co-operation.</p> <p>Constraints on effectiveness</p> <p>Integration of cross-cutting issues</p> <p>Constraints on budgeting and disbursement and management of interventions</p> |
| <p>Area 3: Effects</p> | <p>Perceived effects of increased coherence, complementarity and coordination</p> <p>Perceived effects on policy changes in country</p> <p>Perceived effect on capacity building at national/district level</p> <p>Perceived effects of scholarships and fellowships</p> <p>Perceived effect on partner country's governance, transparency and accountability</p> <p>Perceived effects on beneficiaries</p> <p>Perceived effects on transaction costs</p> <p>Perceived effects on education outcomes</p> |

| | |
|--|---|
| | <p>Perceived effects on cross-cutting issues</p> <p>Lesson learning</p> <p>Sustainability issues, constraints on sustainability</p> |
|--|---|

I.10 Interview and meeting guides: Ministry officials

I.10.1 Interview guides for MoE officers and officers of other relevant Ministries

| Framework areas | Comments |
|--|--|
| <p>Area 1 Policy and Strategy</p> <p>1.1 Process</p> <p>1.2 Coherence</p> <p>1.3 Complementarity</p> <p>1.4 Coordination</p> <p>1.5 Relevance</p> | <p>Consultative mechanisms in-country for ensuring alignment of Belgian policies / strategies with national priorities</p> <p>Relevance of Belgian co-operation with regard to education sub-sectors and priority cross-cutting areas</p> <p>Clarity of Belgian co-operation policy and objectives</p> <p>Policy commitment from Belgium in terms of coherence and coordination with partner countries</p> <p>Perceived relevance of Belgian cooperation education policy</p> |
| <p>Area 2: Practice</p> <p>2.1 Process</p> <p>2.2 Coherence</p> <p>2.3 Coordination</p> <p>2.4 Complementarity</p> <p>2.5 Efficiency and effectiveness</p> | <p>Participation of country partners in design, implementation and evaluation of Belgian interventions</p> <p>Are Belgian interventions in line with country strategies, priorities and existing interventions</p> <p>The extent and effectiveness of Belgian co-operation in working with in-country governance and education infrastructure</p> <p>Effectiveness of Belgium and Belgian actors in coordinating at country level</p> <p>Comparative advantage of Belgian actors clear</p> <p>Effectiveness of Belgian interventions approach and of types of interventions</p> <p>Information sharing and lesson learning</p> |
| <p>Area 3: Effects</p> | <p>The government's perspective on the overall effectiveness and impact of interventions funded by Belgian co-operation especially in terms of:</p> <ul style="list-style-type: none"> - reinforcement of South-South partnerships - contribution to country education policy changes - contribution to capacity building at national/local level - contribution to governance, transparency and accountability - contribution to ownership - contribution to lesson sharing - contribution to educational outcomes - contribution to cross-cutting approaches |

1.10.2 Interview guides for Ministry officers responsible for international relations / aid

| Framework areas | Comments |
|--|--|
| <p>Area 1: Policy and strategy</p> <p>1.2 Coherence</p> <p>1.3. Coordination</p> <p>1.4 Complementarity</p> <p>1.5 Relevance</p> | <p>Country arrangements for cross-sector planning</p> <p>Levels of Belgian co-operation commitments to education and training and other sectors, areas</p> <p>In-country structures and mechanisms for coordinating aid flows between DPs and government</p> <p>Relevance of Belgian approach</p> |
| <p>Area 2: Practice</p> <p>2.1 Process</p> <p>2.2 Coherence</p> <p>2.3 Coordination</p> <p>2.4 Complementarity</p> <p>2.5 Efficiency and effectiveness</p> | <p>Views on Belgian alignment with country priorities, general national priorities and education specific priorities</p> <p>Views on Belgian coordination with country partners and with other development partners</p> <p>Belgian responsiveness to budget cycles and changes in financial mechanisms</p> <p>Financial flows, budget and disbursement in practice</p> <p>Views on Belgian comparative advantage</p> <p>Views on Belgian monitoring and evaluation practices and lesson sharing</p> |
| <p>Area 3: Effects</p> | <p>The government's perspective on the overall effectiveness and impact of interventions funded by Belgian co-operation especially in terms of:</p> <ul style="list-style-type: none"> - reinforcement of South-South partnerships - contribution to capacity building at national/local level - contribution to governance, transparency and accountability - contribution to reduction of transaction costs - contribution to ownership - contribution to lesson sharing - contribution to cross-cutting approaches |

1.10.3 Interview guides for Ministry officer representative to the Education Donors Group

| Framework areas | Comments |
|--|--|
| <p>Area 1: Policy and strategy</p> <p>1.2 Coherence</p> <p>1.3. Coordination</p> <p>1.4 Complementarity</p> <p>1.5 Relevance</p> | <p>Consultative mechanisms in-country for ensuring alignment of Belgian policies / strategies with national priorities</p> <p>Relevance of Belgian co-operation with regard to education sub-sectors and priority cross-cutting areas</p> <p>Clarity of Belgian co-operation policy and objectives</p> <p>Policy commitment from Belgium in terms of coherence and coordination with partner countries</p> <p>Perceived relevance of Belgian cooperation education policy</p> |
| <p>Area 2: Practice</p> <p>2.1 Process</p> <p>2.2 Coherence</p> <p>2.3 Coordination</p> <p>2.4 Complementarity</p> <p>2.5 Efficiency and effectiveness</p> | <p>Views on Belgian alignment with country priorities, general national priorities and education specific priorities</p> <p>Participation of country partners in design, implementation and evaluation of Belgian interventions</p> <p>The extent and effectiveness of Belgian co-operation in working with in-country governance and education infrastructure</p> <p>Views on Belgian coordination with country partners and with other development partners</p> <p>Effectiveness of Belgium and Belgian actors in coordinating at country level</p> <p>Belgian responsiveness to budget cycles and changes in financial mechanisms</p> <p>Effectiveness of Belgian interventions approach and of types of interventions</p> <p>Views on Belgian comparative advantage (of different actors)</p> <p>Views on Belgian monitoring and evaluation practices and lesson sharing</p> |
| <p>Area 3: Effects</p> | <p>The government's perspective on the overall effectiveness and impact of interventions funded by Belgian co-operation especially in terms of:</p> <ul style="list-style-type: none"> - reinforcement of South-South partnerships - contribution to country education policy changes - contribution to capacity building at national/local level - contribution to governance, transparency and accountability - contribution to ownership - contribution to lesson sharing - contribution to educational outcomes - contribution to cross-cutting approaches |

I.11 Interview and meeting guides: Development partners

I.11.1 Interview guides for Chair of the Education Donors Group

| Framework areas | Comments |
|---|---|
| Area 1: Policy and strategy 1.2 Coherence 1.3. Coordination 1.4 Complementarity 1.5 Relevance | Mechanisms for coordinating policy and strategy among DPs and with government Clarity of Belgian co-operation policy and objectives Policy commitments of donors coordination, harmonisation and alignment at country level Complementarity of Belgian co-operation with international partners and changing aid modalities as they affect the partner country Specific contribution of Belgian co-operation to education sub-sectors and priority cross-cutting areas |
| Area 2: Practice 2.1 Process 2.2 Coherence 2.3 Coordination 2.4 Complementarity 2.5 Efficiency and effectiveness | Coherence of Belgian co-operation interventions and commitments with other DPs, with country priorities Effectiveness of and constraints on coordination among DPs and Belgian role within that Participation of country partners in design, implementation and evaluation of DPs' interventions in general and Belgian interventions in particular The extent and effectiveness of Belgian co-operation in working with in-country governance and education infrastructure Effectiveness of Belgium and Belgian actors in coordinating at country level Belgian responsiveness to budget cycles and changes in financial mechanisms Effectiveness of Belgian interventions approach and of types of interventions Views on Belgian comparative advantage (of different actors) Views on Belgian monitoring and evaluation practices and lesson sharing |
| Area 3: Effects | The government's perspective on the overall effectiveness and impact of interventions funded by Belgian co-operation especially in terms of: <ul style="list-style-type: none"> - reinforcement of South-South partnerships - contribution to country education policy changes - contribution to capacity building at national/local level - contribution to governance, transparency and accountability - contribution to ownership - contribution to lesson sharing - contribution to educational outcomes - contribution to cross-cutting approaches |

I.11.2 Consultation meeting guide for DP groups at national / local level

| Framework areas | Comments |
|--|--|
| <p>Area 1: Policy and strategy</p> <p>1.2 Coherence</p> <p>1.3. Coordination</p> <p>1.4 Complementarity</p> <p>1.5 Relevance</p> | <p>Mechanisms for coordinating policy and strategy among DPs and with government</p> <p>Policy commitments of donors coordination, harmonisation and alignment at country level</p> <p>Complementarity of Belgian co-operation with international partners and changing aid modalities as they affect the partner country</p> <p>Belgian inputs to operations coordination with other DPs</p> <p>Specific contribution of Belgian co-operation to education sub-sectors and priority cross-cutting areas</p> |
| <p>Area 2: Practice</p> <p>2.1 Process</p> <p>2.2 Coherence</p> <p>2.3 Coordination</p> <p>2.4 Complementarity</p> <p>2.5 Efficiency and effectiveness</p> | <p>Coherence of Belgian co-operation interventions and commitments with other DPs</p> <p>Effectiveness of and constraints on coordination among DPs and Belgian role within that</p> <p>Participation of country partners in design, implementation and evaluation of DPs' interventions in general and Belgian interventions in particular</p> <p>The extent and effectiveness of Belgian co-operation in working with in-country governance and education infrastructure</p> <p>Effectiveness of Belgium and Belgian actors in coordinating at country level</p> <p>Effectiveness of Belgian interventions approach and of types of interventions</p> <p>Views on Belgian comparative advantage (of different actors)</p> <p>Views on Belgian monitoring and evaluation practices and lesson sharing</p> |
| <p>Area 3: Effects</p> | <p>The government's perspective on the overall effectiveness and impact of interventions funded by Belgian co-operation especially in terms of:</p> <ul style="list-style-type: none"> - reinforcement of South-South partnerships - contribution to country education policy changes - contribution to capacity building at national/local level - contribution to governance, transparency and accountability - contribution to ownership - contribution to lesson sharing - contribution to educational outcomes - contribution to cross-cutting approaches |

I.12 Interview and meeting guides: Project participants

I.12.1 Local partner universities and project coordinators

| Framework areas | Comments |
|--|--|
| <p>Area 1 Policy and Strategy</p> <p>1.1 Process</p> <p>1.2 Coherence</p> <p>1.3 Complementarity</p> <p>1.4 Coordination</p> <p>1.5 Relevance</p> | <p>Alignment of Belgian policies / strategies with national priorities</p> <p>Relevance of Belgian co-operation with regard to education sub-sectors and priority cross-cutting areas</p> <p>Clarity of Belgian co-operation policy and objectives</p> <p>Perceived relevance of Belgian cooperation education policy</p> |
| <p>Area 2: Practice</p> <p>2.1 Process</p> <p>2.2 Coherence</p> <p>2.3 Coordination</p> <p>2.4 Complementarity</p> <p>2.5 Efficiency and effectiveness</p> | <p>Typology of interventions</p> <p>Participation of beneficiaries in project design, implementation and evaluation</p> <p>Monitoring and evaluation of interventions financed by the Belgium cooperation</p> <p>Learning lesson and sharing experiences between interventions funded by the Belgium cooperation</p> <p>Coherence of interventions with local context and infrastructure</p> <p>Role of Belgian and local partners clearly identified in the project cycle</p> <p>Role of Belgium interventions in building capacities of partner universities</p> <p>Coordination mechanisms and constraints on coordination between Belgian partners and partner universities</p> <p>Range and effectiveness of interventions supported by Belgian co-operation.</p> <p>Constraints on effectiveness</p> <p>Integration of cross-cutting issues</p> <p>Constraints on budgeting and disbursement and management of interventions</p> |
| <p>Area 3: Effects</p> | <p>What are partner universities' perceptions of the effectiveness and efficiency of Belgian co-operation policies, range of interventions, implementation practices and educational outcomes?</p> <p>Perceived effects of increased coherence, complementarity and coordination</p> <p>Perceived effects on policy changes in country, in institution</p> <p>Perceived effect on capacity building at national/district level</p> <p>Perceived effects of scholarships and fellowships</p> <p>Perceived effect on partner's governance, transparency and accountability</p> <p>Perceived effects on beneficiaries</p> |

| | |
|--|--|
| | <p>Perceived effects on education outcomes</p> <p>Perceived effects on cross-cutting issues</p> <p>Lesson learning</p> <p>Sustainability issues, constraints on sustainability</p> |
|--|--|

1.12.2 Consultation meeting guide for NGO staff at local level and experts and consultants if in country

| Framework areas | Comments |
|--|---|
| <p>Area 2: Practice</p> <p>2.1 Process</p> <p>2.2 Coherence</p> <p>2.3 Coordination</p> <p>2.4 Complementarity</p> <p>2.5 Efficiency and effectiveness</p> | <p>Typology of interventions</p> <p>Participation of beneficiaries in project design, implementation and evaluation</p> <p>Monitoring and evaluation of interventions financed by the Belgium cooperation</p> <p>Learning lesson and sharing experiences between interventions funded by the Belgium cooperation</p> <p>Coherence of interventions with local context and infrastructure</p> <p>Role of Belgian and local partners clearly identified in the project cycle</p> <p>Role of Belgium interventions in building capacities of partner NGOs</p> <p>Coordination mechanisms and constraints on coordination between Belgian partners and NGOs (if not Belgian)</p> <p>Range and effectiveness of interventions supported by Belgian co-operation.</p> <p>Constraints on effectiveness</p> <p>Integration of cross-cutting issues</p> <p>Constraints on budgeting and disbursement and management of interventions</p> |
| <p>Area 3: Effects</p> | <p>What are local NGO staff/experts perceptions of the effectiveness and efficiency of Belgian co-operation policies, range of interventions, implementation practices and educational outcomes?</p> <p>Perceived effects of increased coherence, complementarity and coordination</p> <p>Perceived effects on policy changes in country</p> <p>Perceived effect on capacity building at national/district level</p> <p>Perceived effects of scholarships and fellowships</p> <p>Perceived effect on partner country's governance, transparency and accountability</p> <p>Perceived effects on beneficiaries</p> <p>Perceived effects on transaction costs</p> <p>Perceived effects on education outcomes</p> <p>Perceived effects on cross-cutting issues</p> <p>Lesson learning</p> <p>Sustainability issues, constraints on sustainability</p> |

1.12.3 Consultation meeting guide for Provincial/district officials

| Framework areas | Comments |
|--|---|
| <p>Area 2: Practice</p> <p>2.1 Process</p> <p>2.2 Coherence</p> <p>2.3 Coordination</p> <p>2.4 Complementarity</p> <p>2.5 Efficiency and effectiveness</p> | <p>Participation of partner country district representatives and beneficiaries in project design, implementation and evaluation</p> <p>Monitoring and evaluation of interventions financed by the Belgium cooperation</p> <p>Learning lesson and sharing experiences between interventions funded by the Belgium cooperation in a particular region</p> <p>Coherence of interventions with local context and infrastructure</p> <p>Role of Belgian and local partners clearly identified in the project cycle</p> <p>Role of Belgium interventions in building capacities</p> <p>Coordination mechanisms and constraints on coordination between Belgian partners and local government</p> <p>Range and effectiveness of interventions supported by Belgian co-operation.</p> <p>Constraints on effectiveness</p> <p>Integration of cross-cutting issues</p> <p>Constraints on budgeting and disbursement and management of interventions</p> <p>Relevant coverage of education sub-sectors</p> |
| <p>Area 3: Effects</p> | <p>What are local district officials' perceptions of the effectiveness and efficiency of Belgian co-operation policies, range of interventions, implementation practices and educational outcomes?</p> <p>Perceived effects of increased coherence, complementarity and coordination</p> <p>Perceived effects on policy changes in country</p> <p>Perceived effect on capacity building at national/district level</p> <p>Perceived effects of scholarships and fellowships</p> <p>Perceived effect on partner country's governance, transparency and accountability</p> <p>Perceived effects on beneficiaries</p> <p>Perceived effects on transaction costs</p> <p>Perceived effects on education outcomes</p> <p>Perceived effects on cross-cutting issues</p> <p>Lesson learning</p> <p>Sustainability issues, constraints on sustainability</p> |

1.12.4 Consultation meeting guide for Representatives of beneficiary groups

| Framework areas | Comments |
|--|--|
| <p>Area 2: Practice</p> <p>2.1 Process</p> <p>2.2 Coherence</p> <p>2.3 Coordination</p> <p>2.4 Complementarity</p> <p>2.5 Efficiency and effectiveness</p> | <p>Type of intervention</p> <p>Participation of beneficiaries in project design, implementation and evaluation</p> <p>Coherence of interventions with local context and infrastructure</p> <p>Role of Belgian and local partners clearly identified in the project cycle</p> <p>Integration of cross-cutting issues</p> <p>Relevant coverage of education sub-sectors</p> |
| <p>Area 3: Effects</p> | <p>Perceived effect on capacity building at national/district level</p> <p>Perceived effects of scholarships and fellowships</p> <p>Perceived effect on partner country's governance, transparency and accountability</p> <p>Perceived effects on beneficiaries</p> <p>Perceived effects on education outcomes</p> <p>Perceived effects on cross-cutting issues</p> <p>Lesson learning</p> <p>Sustainability issues, constraints on sustainability</p> |

I.13 Debriefing workshop

Feedback workshops will be organised at the end of each field mission for DGD attachés, representatives of BTC and of other Belgian actors, Ministry officials and other stakeholders as relevant, to present emerging conclusions and gather feedback on these that will then be integrated into the country fact sheet and mission report.

The workshop invitations will be sent by the attachés so that protocol is respected.

I.14 Reporting format for field visits

The consultant team in country will be required to produce 2 documents after each field visit:

- A country fact sheet (I.1)
- A mission report (I.2)

I.14.1 Country fact sheet template

The country fact sheet will build up on the existing country pages presented in the Critical inventory and the Inception report. The fact sheet will comprise:

Contents

1. A summary paragraph on education and aid contexts in country,
2. Key statistics related to Belgian aid in the education and training sector,
3. Key population and socio-economic data and indicators
4. Key education indicators (use UNESCO indicators from Global Monitoring Report)
5. Exhaustive list of Belgian education interventions in country between 2002 and 2006
6. Typology of Belgian education interventions in country (summary)
7. Type and number of beneficiaries of Belgian interventions
8. Strengths and weaknesses of Belgian actors' interventions: coherence, complementarity, coordination
9. Belgian role in education donors community
10. Strong local partnerships
11. Summary of factors that contributed to successful outcomes
12. Summary of factors that have limited the success of outcomes

Format

Please use the Word template provided "Style sheet for mission report" for reporting: avoid fancy and redundant formatting.

1.14.2 Mission report template

Contents

A single report is required for each country, with the following sections:

1. Country background (max 2 pps)
 1. Key educational trends
 2. Profile of international presence
 3. Profile of Belgian presence
 4. Organisation of development partnership
 5. Contexts
2. Findings (max 10 pps) - based on Part 2 of the framework.
 6. Policy trends and relevance
 7. From policy to practice - processes
 8. Interventions typology in country
 9. Coherence
 10. Complementarity
 11. Coordination
 12. Efficiency and effectiveness
3. Effects (max 3 pps)
 13. Effects of Belgian support
 14. Factors that contributed to successful outcomes
 15. Factors that have limited the success of outcomes
 16. Other effects according to framework areas (Part III)
4. Lessons learnt and recommendations (max 3 pps)
5. Annexes
 17. Interview list (Name, job title, organisation)
 18. Key documents consulted (use the bibliographic reference format as per GMR, for references and for the citations in the text)

Format

Please use the Word template provided “Style sheet for mission report” for reporting: avoid fancy and redundant formatting.

I.15 Reference materials

A bibliography corresponding to all documents filed under a country folder for this evaluation will be reproduced here.

The country folder will be sent in advance to all consultants participating in field missions.

I.16 Contact lists

A list of contacts will be established for each country, including all relevant Belgian actors contact, Ministry officials, project coordinators, education donors community members etc.

AREA IV SELECTION OF CASE STUDIES

I.17 Country field studies

I.17.1 Selection criteria

The TOR stated that during the third phase of the evaluation field missions would be conducted to six different countries. The second meeting of the Steering Committee of October 25, 2006, decided that these field visits would be limited to six out of the 18 priority countries.

The selection of the six countries was then done on the basis of the following criteria, partially derived from the TOR:¹

- Concentration of programmes/projects/interventions by country and by actor; we interpret this criteria as: a relative preference for countries that receive an important part of Belgian aid;
- Geographical coverage (mainly Africa, one country in Latin America, one in Asia); we suggest extending this criterion by ensuring also a geographic coverage *within* Africa;
- Diversity of channels (direct bilateral aid, NGOs, APEFE, VVOB, VLIR, CIUF, FBS, multilateral arrangements); we interpreted this criteria as a relative preference for countries where many Belgian actors implement projects and programmes.

Where these criteria would not allow a clear cut choice between two or more countries, additional criteria could be used to further guide the decision making process, for instance:

- Avoid countries that have been included in recent important evaluations;
- Include countries with interesting experiences with regard to the relationship between direct bilateral aid and aid channelled through other Belgian actors;
- Include at least one country where Belgium has acted as lead agency in the education sector.

The evaluation team assessed the feasibility of including each of the 18 partner countries in the evaluation, on the basis of the criteria mentioned above. The results of this analysis were presented for discussion to the extended PSC meeting of November 29th, 2006. The PSC reached a consensus on five of the six case studies. The final decision regarding the 6th country was left to the team of consultants.

¹ The TOR included a longer list of selection criteria, but it was found that these do not only relate to country selection, but also to the selection of programs and projects to be included in the analysis during the field visits.

| Country/sub-continent | Relative importance of aid in ed. sector (*) | Actors | Diversity of channels (**) | | | | | | DAC Codes (***) | | | | | | |
|--------------------------------|--|--------------------------|-------------------------------|--------------------------|------------------------------|--------------------------------------|--|---------------------------|--|-----------------------------------|------------------|-----------------|---------------------|--------------------------|---------------------------------------|
| | | | D1 Governmental Programmes | D2 Special Programmes | D3.1 Non-govt. prog. NGOs | D3.2 Non-govt. prog. Universities | D3.3 Non-govt. prog. Other partners | D4 Multilateral and EU | Education policy and administrative management | Education facilities and training | Teacher training | Basic education | Secondary education | Post-secondary education | Education under other DAC / CRS codes |
| Maghreb and Middle East | | | | | | | | | | | | | | | |
| Algeria | 17 | CTB, DGDC, APEFE, CIUF | 84.4% | -- | -- | 7.6% | 8% | -- | -- | -- | 8% | -- | -- | 22% | 69.7% |
| Morocco | 12 | All except VVOB | 42.2% | -- | 1.2% | 25.8% | 30.8% | -- | 1.2% | -- | 30.8% | 0.5% | 12.6% | 29% | 26% |
| Palestinian Adm. Areas | 7 | All except CIUF and VVOB | 82.7% | -- | 2.1% | 1.5% | 13.6% | -- | 0.1% | 48.3% | 38.3% | 0.7% | 0.1% | 4.5% | 7.9% |
| West Africa | | | | | | | | | | | | | | | |
| Benin | 9 | All except VVOB | 29% | -- | 0.7% | 37.8% | 32.5% | -- | 3.2% | -- | 32.5% | 0.0% | 7.0% | 48.6% | 8.7% |
| Mali | 10 | CIUF, CTB, DGDC | 97.5% | -- | -- | 1.1% | -- | 1.3% | 1.0% | 0.0% | -- | 83.2% | -- | 7.8% | 7.9% |
| Niger | 15 | CIUF, CTB, DGDC | 90.5% | -- | -- | 9.5% | -- | -- | 0.0% | -- | -- | 49.4% | -- | 32.2% | 18.4% |
| Senegal | 11 | All except VLIR and VVOB | 15.3% | 0.2% | 5.5% | 8.9% | 68.4% | -- | 0.6% | 0.5% | 68.5% | 5.5% | 1.1% | 18.3% | 5.5% |
| Central Africa | | | | | | | | | | | | | | | |
| Burundi | 8 | All except VLIR and VVOB | 74.4% | -- | 1.7% | 14.7% | 9.2% | -- | -- | 2.2% | 9.2% | 44.5% | -- | 25.9% | 18.2% |
| Congo Dem. Rep. | 1 | All | 44.1% | 7.6% | 12.4% | 23.4% | 12.4% | -- | 0.3% | 16.7% | 12.5% | 12.7% | 14.3% | 28.7% | 14.7% |
| Rwanda | 3 | All | 43.7% | -- | 5.4% | 17.2% | 33.7% | -- | -- | 6.8% | 24.1% | 11.1% | 2.6% | 31.9% | 23.5% |

| East and Southern Africa | | | | | | | | | | | | | | | |
|---------------------------------|----|-----------------------|-------|-------|-------|-------|-------|------|-------|------|-------|-------|-------|-------|-------|
| Mozambique | 18 | ONG, CTB, VLIR | 77.7% | -- | 15.2% | 4.2% | -- | 2.9% | -- | -- | -- | -- | -- | 50.6% | 49.4% |
| South Africa | 13 | DGDC, CTB, VLIR, NGO | 34.7% | 10.8% | 14.3% | 40.3% | -- | -- | 10.8% | -- | -- | 20.2% | 9.4% | 54.4% | 5.2% |
| Tanzania | 4 | DGDC, CTB, VLIR, NGO | 62.3% | 1.8% | 10.3% | 22.4% | -- | -- | -- | -- | -- | 55.7% | 9.9% | 31.4% | 3.0% |
| Uganda | 16 | All except APEFE | 55.6% | -- | 31.2% | 13.1% | 0.1% | -- | 0.8% | 0.1% | -- | 51.1% | 7.1% | 26.6% | 14.3% |
| Asia | | | | | | | | | | | | | | | |
| Vietnam | 2 | All | 18.0% | -- | 0.4% | 49.8% | 31.7% | 0.1% | -- | 0.1% | 23.6% | 0.4% | -- | 64.4% | 9.9% |
| Latin America | | | | | | | | | | | | | | | |
| Bolivia | 6 | All except VVOB | 10.8% | -- | 16.1% | 55.7% | 17.1% | 0.4% | 0.1% | -- | 17.5% | 2.1% | 11.2% | 56.8% | 12.2% |
| Ecuador | 5 | All except APEFE | 9.7% | -- | 15.5% | 35.8% | 39.0% | -- | -- | -- | -- | 5.2% | 10.3% | 77.5% | 7.0% |
| Peru | 14 | All except APEFE/VVOB | 22.2% | -- | 21.5% | 56.2% | -- | -- | 0.2% | -- | -- | 4.5% | 12.8% | 66.0% | 16.5% |

1.17.2 Proposed countries

As an outcome of the selection process, the following six countries will be included as case studies in Phase 3 of the thematic evaluation:

- Central Africa: DR Congo
Burundi
- East and Southern Africa: Tanzania
- West Africa: Benin
- Latin America: Ecuador
- Asia: Vietnam

Note that no country has been selected in the Maghreb and the Middle East. However, it has been decided that Morocco will be visited in case security reasons should not permit to visit DR Congo.

AREA V Evaluation framework – French version

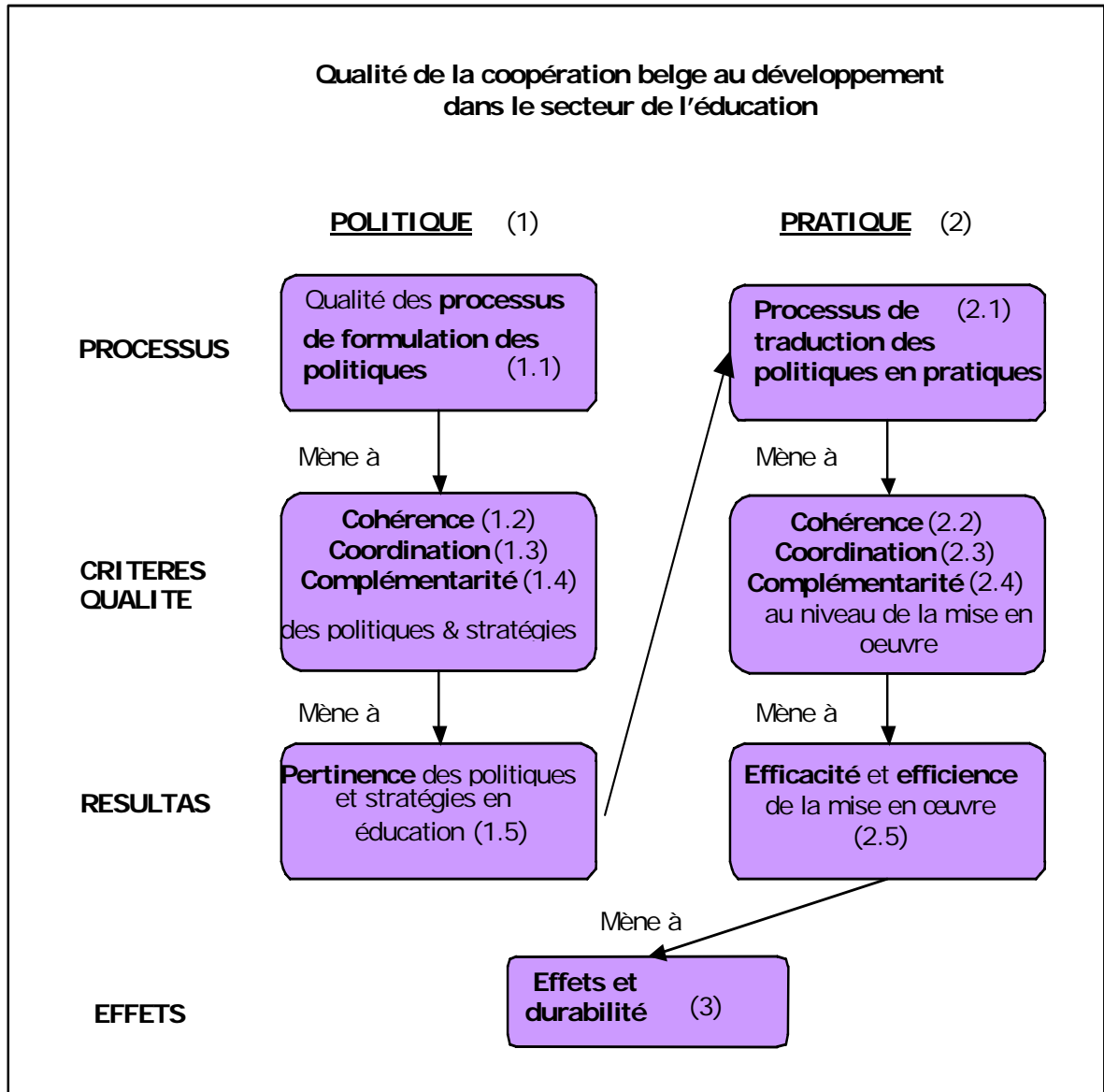
Titre

Coopération au développement belge dans le secteur de l'éducation: cadre d'action de l'évaluation

Abréviations et acronymes

| | |
|---------|---|
| AD | Assistance au développement |
| APEFE | <i>Association pour la Promotion de l'Education et de la Formation à l'Etranger</i> |
| AT | Assistance technique |
| BM | Banque mondiale |
| CAD | Comité d'aide au développement de l'OCDE |
| CTB | Coopération technique belge |
| CRC/CDE | Convention on the Rights of the Child/Convention pour les Droits de l'Enfant |
| DGDC | Direction générale de la coopération au développement |
| EPT | Education pour tous |
| EPU | Enseignement Primaire Universel |
| ES | Enseignement supérieur |
| FTI | Initiative Fast-Track de l'EPT (Initiative de mise en œuvre accélérée IMO) |
| OCDE | Organisation pour la coopération au développement économique |
| OMD | Objectifs du millénaire en matière de développement |
| ONG | Organisation non gouvernementale |
| PD | Partenaire de développement |
| PRSP | Poverty Reduction Strategy Paper (Cadre stratégique de croissance et de lutte contre la pauvreté ou CSLP) |
| SC | Société civile |
| SR | South Research |
| SWAp | Sector wide approaches to aid (approches sectorielles) |
| TIC | Technologies de l'information et de la communication |
| UE | Union européenne |
| UNDP | United Nations Development Program |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| VVOB | <i>Vlaamse Vereniging Voor Ontwikkelingssamenwerking en technische Bijstand</i> (Association flamande pour la coopération au développement et l'assistance technique) |

Vue d'ensemble de la logique du cadre d'investigation



Les trois C

Les trois C, cohérence, coordination et complémentarité, sont au cœur du cadre d'investigation. Voici les définitions employées par l'équipe d'évaluation :

Cohérence:

Les interventions financées par la DGCD cadrent dans la politique générale de coopération au développement et la stratégie en matière d'éducation ainsi qu'avec les engagements internationaux, et sont compatibles avec les interventions dans d'autres secteurs. Les politiques et stratégies du gouvernement belge en matière d'éducation ne sont pas en contradiction avec celles des partenaires belges. Les politiques et les interventions belges cadrent avec les priorités du pays ; elles ne sont pas incompatibles avec les interventions d'autres partenaires internationaux dans le pays et elles contribuent au développement des capacités institutionnelles du pays.

Coordination:

La coordination passe par l'échange d'informations et la conclusion d'accords mutuels de façon à ce que les partenaires identifient, mettent à profit leurs synergies et limitent ainsi répétitions, chevauchements et conflits. La coordination vise à harmoniser les pratiques de plusieurs partenaires en vue d'optimiser la performance et l'efficacité.

Complémentarité :

La complémentarité met en évidence l'interdépendance des interventions, identifie les spécificités, les compétences et les avantages comparatifs des divers partenaires afin qu'ils s'entraident par leur contribution respective ; dans un même temps, elle repère les niches et les domaines dans lesquels les partenaires peuvent apporter une plus-value à l'ensemble.

Note:

L'évaluation a donné la priorité aux questions de cohérence, de coordination et de complémentarité (les 3 C) qui sont à la base de la réflexion à mener sur la façon de changer les stratégies d'aide au développement, en particulier au sein de l'U.E. Si le cadre d'investigation les considère séparément, les 3 C représentent néanmoins les trois maillons indissociables de l'objectif stratégique global d'harmonisation et de performance, et apparaissent dès lors souvent ensemble dans la politique et les pratiques opérationnelles.

DOMAINE I : Politique et stratégie

| Domaine | Questions | Sources |
|-----------------------|--|---|
| 1.0 Descriptif | | |
| 1.0.1 Politique | <p>Quels sont les principaux documents et déclarations belges (DGCD et autres acteurs) en rapport avec le développement de l'éducation ?</p> <p>Quelles sont les priorités belges en matière de développement de l'éducation ?</p> <p>Que stipulent les politiques pour ce qui est des sujets suivants:</p> <ul style="list-style-type: none"> - Sous-secteurs de l'éducation : <ul style="list-style-type: none"> o Petite enfance ? o Enseignement primaire ? o Enseignement secondaire ? o Formation des adultes ? o Enseignement technique et professionnel ? o Enseignement supérieur ? - Formation des enseignants ? - Planification et gestion de l'éducation ? - Education pour les groupes de population vulnérables et les enfants à risque ? - Thèmes transsectoriels : genre, durabilité, VIH/SIDA ? - l'Education comme facteur contribuant à enrayer la pauvreté? - l'Education en tant que droit ? - Développement des capacités ? | <p>Consultation de la documentation</p> <p>Audits de la politique de la DGDC, de la CTB et d'autres acteurs</p> |
| 1.1 Processus | | |
| 1.1.1 Processus | <p>Quels types de processus président à l'élaboration des politiques et stratégies en matière d'éducation ?</p> <ul style="list-style-type: none"> - Structurés ? - Participatifs (acteurs belges) ? - Participatifs dans les pays partenaires, en ce compris une large voix accordée à la société civile (comprenant des voix d'enfants) ? - Fondés sur des preuves ? - Fondés sur les besoins ? - Qu'est-ce qu'une « bonne pratique » ? Quel est le benchmark ? <p>Comment la complexité de la structure belge de l'aide se reflète-t-elle dans la définition de la politique ?</p> | <p>Interviews au sein de la DGCD, de la CTB, ainsi qu'avec d'autres acteurs belges.</p> |
| 1.1.2. Réactivité | <p>Comment la politique belge en matière d'éducation répond-elle aux besoins :</p> <ul style="list-style-type: none"> - des pays partenaires en général - dans des circonstances spécifiques telles que : <ul style="list-style-type: none"> o les Etats fragiles ? | <p>Interviews au sein de la DGCD, de la CTB.</p> <p>Consultation de la documentation</p> |

| Domaine | Questions | Sources |
|---|--|---|
| | <ul style="list-style-type: none"> ○ les situations de conflit et de post-conflit ? ○ les catastrophes naturelles ? <p>Comment la Belgique a-t-elle répondu (dans l'élaboration de sa politique) aux changements intervenus dans le contexte national (glissements de priorités, décentralisation, enseignement primaire gratuit, privatisation, etc.) et international (EPT, OMD, initiative « fast-track » (FTI/IMOA), changement des modalités d'aide) en matière d'éducation ?</p> | la documentation |
| 1.1.3 Evaluation et enseignements tirés | <p>Quelle démarche évaluative a-t-on choisie pour la politique de l'éducation ?</p> <p>Comment intègre-t-on les résultats de l'évaluation dans la définition de la politique ?</p> | <p>Consultation de la documentation</p> <p>Interviews au sein de la DGCD, de la CTB</p> <p>Autres acteurs indirects</p> |
| 1.2 Cohérence | | |
| 1.2.1 Définition | Existe-t-il, pour les décideurs politiques et stratégiques, une définition claire et opérationnelle de la cohérence, qui s'applique à tous les acteurs belges ? | Consultation de la documentation |
| 1.2.2 Dans le cadre de l'approche belge en matière d'aide et de développement a. la DGCD | <p>Les politiques et stratégies de développement de l'éducation sont-elles cohérentes avec la politique de développement de la Belgique et traduisent-elles suffisamment clairement le rôle de l'éducation :</p> <ul style="list-style-type: none"> - en tant que facteur contributif à la réduction de la pauvreté ? - dans le développement économique ? - en tant que bien privé et public ? - en tant que droit ? <p>Les politiques et stratégies de développement de l'éducation sont-elles cohérentes avec celles des autres secteurs ? Par exemple :</p> <ul style="list-style-type: none"> - par rapport aux initiatives en matière de santé et de VIH/SIDA ? - par rapport à la réduction de la pauvreté et au développement rural ? <p>Comment la hauteur des engagements matériels et financiers de la coopération belge au développement en matière d'enseignement et de formation se rapporte-t-elle à celle dans d'autres secteurs et thèmes ?</p> <p>Les politiques de développement de l'éducation ciblent-elles avec cohérence les sous-secteurs de l'éducation comme étant les parties d'un grand ensemble ?</p> <p>Les politiques de l'éducation dans les domaines suivants renforcent-elles la cohérence globale du cadre politique ?</p> <ul style="list-style-type: none"> - Le rôle de l'ES dans le développement de la capacité des gestionnaires ? | <p>Déclarations de politique et documents stratégiques</p> <ul style="list-style-type: none"> - DGCD - Pays <p>Engagements financiers</p> <p>Dispositif de planification sectorielle et transsectorielle valable pour le pays</p> <p>Stratégies au niveau des pays.</p> <p>Comptes rendus de réunion/transcriptions d'entretiens avec les agences internationales</p> |

| Domaine | Questions | Sources |
|---|--|--|
| | <ul style="list-style-type: none"> - Le rôle éducatif de l'enseignant ? - Les stratégies pour l'enseignement secondaire et post-secondaire suite à l'évolution de l'enseignement primaire universel (EPU) ? - Les capacités de planification et de gestion éducatives ? - L'éducation des groupes de population vulnérables et des enfants à risque ? | |
| b. Avec et entre les autres acteurs belges | Les documents stratégiques en matière d'éducation et de formation (relatifs à la coopération bilatérale) et les principes inscrits dans les stratégies/plans d'action des partenaires chargés de la mise en œuvre (financés par la Belgique) sont-ils cohérents les uns par rapport aux autres ? En particulier en termes de : <ul style="list-style-type: none"> - sous-secteurs prioritaires d'éducation ? - modalités d'aide ? - types préférentiels d'interventions ? | Mémoires d'entente (MOU) avec la DGCD, documents de politique <ul style="list-style-type: none"> - de l'APEFE /VVOB - des Conseils de développement des universités - des ONG - d'autres agences |
| 1.2.3 Avec les priorités internationales | Les politiques et stratégies belges sont-elles cohérentes avec les engagements et objectifs éducatifs internationaux ? <ul style="list-style-type: none"> - EPT ? - OMD spécifiques à l'éducation ? - CRC/CDE et autres agendas de droits ? Existe-t-il une politique définissant la priorité relative de ces engagements ? <p>Le soutien financier de la Belgique aux organisations internationales (Union européenne, UNDP, UNESCO, UNICEF, Banque mondiale, etc.) grandit-il l'influence de la Belgique dans l'adoption de positions cohérentes sur la scène internationale ?</p> Les politiques sont-elles cohérentes avec les tendances évolutives en matière de modalités de financement (Initiative Fast-Track (FTI/IMOA), approches sectorielles en matière d'aide (SWAp), « panier commun » (basket funding), appui budgétaire) ? Les politiques belges de développement de l'éducation sont-elles cohérentes avec les processus d'harmonisation de l'aide ? | Référencement explicite et analyse des objectifs internationaux dans la documentation. <p>Discussion avec les partenaires internationaux et la DGCD</p> |
| 1.2.4 Avec les pays partenaires /Alignement | Dans quelle mesure les politiques et stratégies belges de coopération au développement englobent-elles l'aide au développement des capacités institutionnelles et l'élaboration des politiques de ses partenaires, ou une aide en vue de les consolider ? <p>Les politiques, stratégies et engagements belges en matière d'éducation et de formation cadrent-ils avec ceux de l'éducation nationale des pays bénéficiaires ?</p> | Interviews au sein de la DGCD, de la CTB <p>Documents de politique et de stratégie</p> <ul style="list-style-type: none"> - DGCD |

| Domaine | Questions | Sources |
|------------------------------------|--|---|
| | l'éducation nationale des pays bénéficiaires ? | - Pays |
| 1.3 Coordination | | |
| 1.3.1 Définition | Les politiques des différents acteurs donnent-elles la priorité à la « coordination » ? | Documents de politique Interviews avec les acteurs |
| 1.3.2 Partenaires belges | <p>Le dialogue politique et l'interaction entre les différents acteurs belges ont-ils été re-dynamisés comme suggéré dans la stratégie en matière d'éducation ?</p> <p>Les politiques et stratégies sont-elles coordonnées entre les acteurs belges en Belgique ? Au niveau du pays ?</p> <ul style="list-style-type: none"> - Y a-t-il des outils de planification communs ? - Y a-t-il des mécanismes de partage de l'information pour les matières éducatives dans le pays bénéficiaire ? <p>Existe-t-il, au niveau du pays, des accords entre partenaires belges ?</p> | Interviews avec les acteurs en Belgique et dans les pays. |
| 1.3.3 Partenaires internationaux | <p>Quels sont les politiques et les engagements dévolus à la coordination dans le pays ?</p> <ul style="list-style-type: none"> - Les acteurs belges sont-ils censés jouer un rôle dans le « groupe de bailleurs » Education ? - Les politiques prévoient-elles la conclusion d'accords d'harmonisation (portant sur des dispositions communes, la simplification des procédures, le partage d'informations, ...) ? - Les politiques de coordination dans le pays (avec les partenaires internationaux, de chaque acteur belge) ? | <p>Contributions belges aux groupes internationaux.</p> <p>Implication au niveau du pays dans des groupes de travail, comptes rendus de réunion ; accords avec les partenaires.</p> |
| 1.3.4 Pays partenaires /Alignement | <p>Les politiques des acteurs belges sont-elles en phase avec les priorités du gouvernement ?</p> <p>L'alignement sur les politiques et stratégies du pays partenaire est-il une intention déclarée ?</p> <p>La Belgique cherche-t-elle à favoriser l'alignement et les partenariats ?</p> | <p>Stratégies au niveau des pays, etc.</p> <ul style="list-style-type: none"> - DGCD - CTB - Toutes les autres agences à l'œuvre dans le pays. |
| 1.4 Complémentarité | | |
| 1.4.1 Définition | Y a-t-il entre les acteurs belges une entente commune sur la complémentarité et les voies pour y arriver ? | |
| 1.4.2 Acteurs belges, partenaires | Comment l' « avantage comparatif » est-il évalué et quels sont les avantages comparatifs de la Belgique ? | Accords sur l'avantage comparatif, focus |

| Domaine | Questions | Sources |
|--------------------------------------|---|--|
| internationaux et pays partenaires | <p>Quel regard les acteurs belges portent-ils sur leurs avantages comparatifs respectifs ? Se reflète-t-il dans leur politique ?</p> <p>Quelle entente existe-t-il en matière de complémentarité et quels sont les impératifs de complémentarité notamment entre :</p> <ul style="list-style-type: none"> - les sous-secteurs de l'éducation ? - les zones géographiques ? - les langues ? - les types d'interventions ? - les modalités d'aide ? | <p>sectoriel/régional</p> <p>Entente des partenaires dans le pays sur le(s) rôle(s) belge(s) au cours d'une interview ; dans l'analyse des pays par d'autres partenaires ?</p> <p>Interviews avec les acteurs belges.</p> <p>Interviews avec les partenaires dans le pays.</p> |
| 1.5 Pertinence | | |
| 1.5.1 Pays partenaires Alignement | <p>Dans quelle mesure les politiques belges de l'éducation sont-elles pertinentes à l'égard des besoins et priorités du pays ? Viennent-elles en temps opportun ?</p> <p>Les politiques belges de l'éducation reflètent-elles une opinion largement partagée, en ce compris la voix des bénéficiaires, celle des enfants ? Comment y a-t-on veillé ?</p> <p>Comment identifie-t-on les enseignements tirés et les intègre-t-on dans le cycle politique afin d'améliorer l'alignement et de rendre les politiques plus pertinentes ?</p> | <p>Interviews avec les partenaires dans le pays.</p> <p>Interviews avec les acteurs belges.</p> |
| 1.5.2 Education | <p>Les politiques belges en matière d'éducation contribuent-elles avec pertinence aux besoins éducatifs et au débat sur le plan international et dans le pays ?</p> <ul style="list-style-type: none"> - Sous-secteurs éducatifs ? <ul style="list-style-type: none"> o petite enfance ? o enseignement primaire ? o enseignement secondaire ? o formation pour adultes ? o enseignement technique et professionnel ? o enseignement supérieur ? - Formation des enseignants ? - Planification et gestion éducatives ? - Education pour les groupes de population vulnérables et les enfants à risque ? - Développement des capacités ? | <p>Consultation des documents de politique.</p> <p>Interviews avec les partenaires dans le pays.</p> <p>Interviews avec les acteurs belges.</p> |
| 1.5.3 Outils | <p>Les politiques sont-elles suffisamment claires pour faciliter la mise en oeuvre au niveau des interventions dans les pays ?</p> <p>Les acteurs belges et les pays partenaires perçoivent-ils les politiques belges en matière d'éducation comme un outil utile ?</p> | <p>Interviews avec les partenaires dans le pays et les acteurs belges.</p> |

DOMAINE II : Pratique

| Domaine | Questions | Sources |
|-----------------------|---|--|
| 2.0 Descriptif | | |
| 2.0.1 Interventions | <p>Quels types d'interventions en matière d'éducation sont en place ?</p> <ul style="list-style-type: none"> - Aide à l'enseignement primaire (installations, manuels, programme d'études, évaluation, enseignement de la langue maternelle, éducation inclusive, gestion éducative, renforcement de la communauté scolaire, éducation à la santé, etc.) - Aide à l'enseignement secondaire (installations, manuels, programme d'études, évaluation, TIC, enseignement des sciences, gestion éducative, aptitudes à la vie quotidienne, éducation à la santé, etc.) - Aide à l'enseignement technique et professionnel (installations, manuels, équipement, programme d'études, évaluation, TIC, développement professionnel de l'enseignant, etc.) - Aide aux universités (infrastructure, programme d'études, gestion, certification, TIC, e-learning, développement professionnel, équipement, etc.) - Aide à la formation pour adultes : installations, programmes intégrés d'alphabétisation, programme d'études, participation à la communauté, etc. - Aide à la formation des enseignants : initiale/en activité, programmes d'études, certification, primes, formation des formateurs, systèmes de soutien aux enseignants, etc. <p>A quelles caractéristiques les interventions répondent-elles notamment en termes de :</p> <ul style="list-style-type: none"> - type d'intervention (appui budgétaire, AT, programme, etc), - durée de l'intervention, - canal (bilatéral direct, ONG, APEFE, etc.), - type d'activité (équipement, développement des capacités, développement du programme d'études, intégration de la dimension de genre (gender mainstreaming), etc.) <p>Quelles tendances peut-on observer (en termes d'interventions et de catégories) sur ces 5 dernières années ?</p> | <p>Descriptions de projet.</p> <p>Données issues du système de budgétisation de la DGCD (tri par code CAD, tris par pays, canal, etc.)</p> |
| 2.0.2 Ressources | <p>La Belgique a-t-elle intensifié son aide à l'enseignement primaire pour respecter les engagements de Dakar et des OMD ?</p> <p>La Belgique a-t-elle intensifié son aide bilatérale directe au secteur éducatif comme il est mentionné dans la stratégie en matière d'éducation ?</p> | <p>Consultation de la documentation</p> <p>Interviews avec la DGCD, la CTB</p> |
| 2.1 Processus | | |
| 2.1.1 Mise en oeuvre | <p>Comment les différents acteurs mettent-ils la politique en pratique ?</p> <ul style="list-style-type: none"> - Etablissement de priorités dans les programmes et les projets ? - Participation des acteurs dans les pays partenaires, en ce | <p>Interviews au sein des organisations</p> <p>Portefeuilles de projets</p> |

| Domaine | Questions | Sources |
|----------------------------------|--|--|
| | compris une large voix prêtée à la société civile (y compris celle des enfants) ? <ul style="list-style-type: none"> - Preuves et enseignements tirés ? - Evaluation des besoins ? - Que considère-t-on comme une « bonne pratique » ? | projets Praticiens dans le pays. Questionnaires en ligne. |
| 2.1.2 Participation | Comment les acteurs locaux et les bénéficiaires sont-ils impliqués dans la conception, la planification, la mise en œuvre et l'évaluation des interventions éducatives financées par la Belgique ? <ul style="list-style-type: none"> - les autres agents de développement - le ou les ministères, - les administrations décentralisées, - le secteur privé, les institutions, etc. - les bénéficiaires (parents, enseignants, étudiants, gestionnaires éducatifs) | |
| 2.1.3 Surveillance et évaluation | Quelle est la pratique de l'évaluation et la qualité des évaluations mises en œuvre ? Quels sont les indicateurs de succès qu'utilisent les différents acteurs belges pour leurs interventions ? Quel benchmarking emploie-t-on pour mesurer la réussite ? Les évaluations s'intéressent-elles et, si oui, mesurent-elles la durabilité des effets de l'aide belge à l'éducation ? Comment utilise-t-on les résultats de l'évaluation pour améliorer la pratique ? La Belgique a-t-elle participé avec l'UE à l'élaboration des indicateurs éducatifs pour le suivi des programmes et des aides budgétaires (conformément à la stratégie en matière d'éducation) ? Comment les acteurs belges mettent-ils à profit les expériences des uns et des autres ? | Interviews au sein des organisations. Praticiens dans le pays. Questionnaires en ligne. |
| 2.2 Cohérence | | |
| 2.2.1 Acteurs belges | La stratégie belge en matière d'éducation est-elle connue et utilisée parmi les partenaires belges dans le pays ? Les interventions éducatives sont-elles cohérentes : <ul style="list-style-type: none"> - par rapport à la politique ? - entre les différents canaux ? Quels mécanismes a-t-on prévus pour assurer et surveiller la cohérence ? Quelles sont les contraintes en matière de cohérence qui pèsent sur la coopération belge au développement, et comment affectent-elles la pratique ? Le profil de l'aide effective est-il cohérent avec les politiques de la Belgique, par exemple : | Cadres de référence des projets, objectifs déclarés, etc. Documents préparatoires au projet, interviews avec les acteurs impliqués dans la préparation. Données financières révélant le profil de l'aide aux |

| Domaine | Questions | Sources |
|--|---|---|
| | <ul style="list-style-type: none"> - Enseignement supérieur vs. primaire - Aide à l'éducation maternelle, aux secteurs non formel et autres (en dehors de l'objectif OMD principal) - Rôle du secteur privé (écoles, universités, prestataires de services, etc.) - Aide à la planification, à la gestion et à la gouvernance <p>Y a-t-il, au niveau du pays, une cohérence à travers tous les canaux ?</p> | secteurs, etc. Discussions avec les partenaires belges dans le pays |
| 2.2.2 Avec les partenaires internationaux | Les interventions belges dans le secteur éducatif sont-elles cohérentes et harmonisées par rapport à celles des autres agences internationales ? | Interviews avec d'autres PD et documents. |
| 2.2.3 Avec les priorités du pays, en l'occurrence l'alignement | <p>Les interventions sont-elles compatibles avec les priorités, les politiques et les stratégies du pays ?</p> <ul style="list-style-type: none"> - PRSP/CSLP - EPT ou Plan national d'Education, - Plan de développement sectoriel pour l'éducation, etc. <p>Dans quelle mesure la coopération belge au développement englobe-t-elle l'aide au développement des capacités institutionnelles et le développement des stratégies de mise en oeuvre des partenaires, ou contribue-t-elle à les renforcer ?</p> | <p>Analyse des programmes et projets nationaux.</p> <p>Discussions avec les fonctionnaires dans le pays.</p> |
| 2.2.4 Avec les pratiques du pays et les structures éducatives | <p>Dans quelle mesure l'aide belge est-elle cohérente :</p> <ul style="list-style-type: none"> - avec l'architecture éducative - à travers toutes les interventions éducatives (p. ex. Programme d'études <>Evaluation<>Développement des enseignants) - avec les administrations hiérarchiques - par rapport aux partenaires locaux - par rapport aux ressources nationales ou régionales - par rapport aux pratiques locales (pour le recrutement et les paiements de l'AT et de l'AD et des honoraires) | <p>Rapports de projets dans le pays.</p> <p>Discussions avec les fonctionnaires, les acteurs et les bénéficiaires.</p> |
| 2.3 Coordination | | |
| 2.3.1 Entre les acteurs belges | <p>Que font les acteurs belges pour assurer la coordination ? Qui endosse le rôle directeur dans ce processus ?</p> <ul style="list-style-type: none"> - en Belgique - dans le pays partenaire - dans les secteurs ou sous-secteurs cibles - à travers des actions conjointes <p>Quels sont les problèmes/contraintes en matière de coordination en Belgique ? au niveau du pays ?</p> <p>Existe-t-il des mécanismes pour surveiller la coordination entre acteurs ?</p> <p>Dans quelle mesure et comment les programmes/plans d'action des différents acteurs sont-ils coordonnés en Belgique/dans le pays partenaire ?</p> <p>Quelle est la plus-value perçue de la coordination pour les</p> | <p>Analyse de la pratique liée aux projets et programmes des pays.</p> <p>Interviews avec les acteurs belges et les partenaires dans le pays.</p> <p>Questionnaire en ligne</p> |

| Domaine | Questions | Sources |
|---|---|--|
| | acteurs belges ? | |
| 2.3.2 Avec les partenaires internationaux | <p>Comment les acteurs belges coordonnent-ils leur action avec celle de leurs collègues internationaux (rôle dans le groupe de donateurs Education,...) ?</p> <p>Quel rôle, s'il en est, la Belgique joue-t-elle dans les mécanismes de coordination du travail des donateurs dans les pays partenaires ?</p> <p>Quels sont les rapports avec les autres PD ?</p> <p>Cohérence/harmonisation avec les autres PD : y a-t-il une planification commune, des accords d'harmonisation, des réunions régulières, etc. ?</p> | <p>Accords</p> <p>Comptes rendus des réunions, etc.</p> <p>Feed-back des partenaires dans le pays.</p> |
| 2.3.3 Avec les gouvernements/ d'autres organisations dans le pays (p. ex. les universités, les ONG locales d'éducation) | <p>Comment les acteurs belges coordonnent-ils leur action avec celle du gouvernement et des autres parties prenantes locales dans le pays ?</p> <ul style="list-style-type: none"> - Y a-t-il échange d'informations (pour les prévisions et les résultats) entre acteurs belges et gouvernements locaux / et les autres parties prenantes dans le pays ? - Y a-t-il une planification coordonnée commune des activités ? - Existe-t-il des mécanismes de coordination claires ? Dans quelle mesure les fait-on intervenir ? Dans quelle mesure sont-ils performants ? <p>Quel est le rôle des acteurs belges dans la coordination des activités de l'ONG locale ?</p> | <p>Rapports de projets (projets impliquant d'autres acteurs dans le pays)</p> |
| 2.4 Complémentarité | | |
| 2.4.1 DGCD /CTB | <p>Comment la DGCD et la CTB conçoivent-elles leur rôle complémentaire : Qui fait quoi ? Est-ce clair pour l'une et l'autre ? Empiètent-elles l'une sur l'autre ou y a-t-il des « interférences » ?</p> <p>Les interventions éducatives accomplissent-elles dans la pratique du travail dans d'autres secteurs prioritaires ?</p> | <p>Evaluations antérieures</p> <p>Interviews avec la DGCD et la CTB.</p> <p>La loi et ses éclaircissements</p> |
| 2.4.2 Les autres acteurs belges | <p>Quels sont leurs avantages comparatifs ? Comment sont-ils mis à profit pour développer la complémentarité ?</p> <p>Quels sont, en matière de coordination, les accords/pratiques dans le pays ? Qui endosse le rôle directeur en matière de complémentarité ?</p> <p>Quels sont les mécanismes de surveillance de la complémentarité : en Belgique, dans le pays partenaire ?</p> | <p>Analyse de la pratique en matière de projets et de programmes dans les pays.</p> <p>Interviews avec les acteurs belges et les partenaires</p> |
| 2.4.3 Avec les gouvernements/d'autres | <p>Le rôle des partenaires belges et locaux – par rapport aux différents aspects de la mise en oeuvre des projets – est-il clairement défini ?</p> | <p>Interviews avec les acteurs belges et les</p> |

| Domaine | Questions | Sources |
|--|--|--|
| organisations dans le pays (p. ex. les universités, les ONG locales d'éducation) | clairement défini ? Quel est le rôle/la contribution des acteurs belges dans les différentes phases de mise en oeuvre ? <ul style="list-style-type: none"> - Ce rôle/cette contribution a-t-il/elle été convenu d'un commun accord avec le partenaire local ? - Est-ce que les acteurs belges représentent une plus-value réelle en plus des partenaires locaux ? | partenaires dans le pays. |
| 2.4.4. Les PD | Quelle est la contribution belge dans le fonctionnement des agences multilatérales ? Y a-t-il, par exemple, des experts techniques belges au sein de l'UNESCO, de l'UNICEF et de la Banque mondiale ? Quel est leur rôle ? Et quelle influence ont-ils ? | Interviews à la DGCD, personnel des organisations internationales. Interviews avec les PD/agences |
| 2.5 Efficacité et Performances | | |
| 2.5.1 Approches | Approche par programme vs par projet : quelles sont les implications pour l'efficacité et les performances ? Quels enseignements en termes de performances a-t-on tirés : <ul style="list-style-type: none"> - de l'Assistance technique; - du développement des capacités - des liens, du jumelage - des bourses d'études universitaires - etc. ? | Rapports dans le pays. Discussions avec les acteurs belges et les fonctionnaires dans le pays. |
| 2.5.2 Budgétisation et dépenses | La cohérence, la coordination et la complémentarité optimisées ont-elles permis d'obtenir des budgets et des flux financiers correspondant davantage aux prévisions ? Cadrent-ils dans les cycles budgétaires du ministère et des institutions de l'éducation dans le pays ? | Données financières Analyse de la pratique des projets et programmes |
| 2.5.4 Gestion | La mise en oeuvre a-t-elle gagné en efficacité suite à la cohérence, la coordination et la complémentarité optimisées ? <ul style="list-style-type: none"> - Achats et marchés passés en temps voulu et à bon rapport coût/performance? - Calendrier et personnels adéquats pour l'AT? - Recours à l'expertise et aux ressources locales? - Surveillance et réaction aux événements? | Registre des dépenses Rapports des programmes et des projets |
| 2.5.5 Evaluation | Dans quelle mesure la culture et la pratique évaluatives des interventions permettent-elles d'assurer un feed-back et de tirer des enseignements ? Les interventions ont-elles recours aux indicateurs-clés (internationaux) du pays en question ? | Rapports d'études de projet et d'évaluation de projets. |

DOMAINE III : Les Effets

| Domaine | Questions | Sources |
|---|--|---|
| 3.1 Effets | | |
| 3.1.1 Acteurs belges | <p>Suite à la cohérence, la coordination et la complémentarité optimisées au niveau de la politique et de la pratique :</p> <ul style="list-style-type: none"> - Les acteurs belges comprennent-ils et adhèrent-ils mieux aux politiques et aux pratiques ? - Y a-t-il un libre débat sur les questions de politique et de pratique éducatives en Belgique ? - A-t-on noté des changements dans la façon de concevoir les interventions d'aide en matière d'éducation par les acteurs belges ? - Les partenariats s'en trouvent-ils renforcés ? - Les services de statistiques de la DGCD ont-ils été étendus afin de pouvoir comparer les données de départ et d'arrivée comme mentionné dans la stratégie en matière d'éducation ? - Les mécanismes de coordination ont-ils été adoptés par les acteurs belges en Belgique et dans le pays partenaires afin de promouvoir l'efficacité et les performances de la coopération technique belge ? | <p>Interviews avec les acteurs belges.</p> <p>Interviews dans les pays partenaires.</p> <p>Compte rendu de réunion.</p> <p>Reportages des médias.</p> |
| 3.1.2 Acteurs dans le pays | <p>Les partenariats Sud-Sud se trouvent-ils renforcés par les actions de la Belgique ?</p> | <p>Interviews dans les pays partenaires.</p> |
| 3.1.3 Politique | <p>Quelle a été la contribution de l'aide belge aux interventions et à la pratique en matière de prise de décision et de changements politiques au niveau du pays ?</p> <p>Comment la coopération belge au développement a-t-elle contribué à l'avenir des politiques éducatives des pays partenaires en termes de :</p> <ul style="list-style-type: none"> - coûts récurrents ? - capacité ? - réduction du gaspillage ? - réactivité ? - rapport coût/performance ? | <p>Interviews dans les pays partenaires</p> |
| 3.1.4 Développement des capacités et développement institutionnel | <p>Dans quelle mesure les actions de développement institutionnel et de développement des capacités (notamment des universités et d'autres établissements éducatifs) ont-elles renforcé le système national ?</p> <p>Dans quelle mesure la coopération belge au développement a-t-elle contribué à développer les capacités d'organisation, de planification et de gestion ?</p> <p>Les bourses scolaires ont-elles renforcé les capacités des gestionnaires éducatifs nationaux et locaux ?</p> <p>Dans quelle mesure les bourses scolaires et universitaires ont-elles contribué au développement des capacités institutionnelles au niveau national ?</p> | <p>Interviews dans les pays partenaires</p> |

| Domaine | Questions | Sources |
|---|--|--|
| 3.1.5 Gouvernance | <p>L'aide belge a-t-elle contribué aux capacités/aux aptitudes/à la volonté de mise en œuvre de la politique déclarée par le gouvernement du pays partenaire ?</p> <p>Le soutien belge a-t-il contribué à plus de transparence et de responsabilisation :</p> <ul style="list-style-type: none"> - dans les écoles et les autres institutions éducatives ? - dans les communautés ? - dans les administrations décentralisées ? - à l'échelle nationale, dans les milieux politiques et dans la SC ? | <p>Interviews dans les pays partenaires</p> <p>Rapports de gouvernance et de responsabilisation (des agences belges ou autres)</p> |
| 3.1.6 Participation | <p>L'appui et la pratique de la Belgique ont-ils permis aux acteurs locaux et aux bénéficiaires de participer davantage à la conception, la planification, la mise en œuvre et l'évaluation des interventions éducatives financées par la Belgique ?</p> | <p>Interviews dans les pays partenaires</p> |
| 3.1.7 Enseignements tirés | <p>Dans quelle mesure partage-t-on et met-on à profit les enseignements tirés des expériences des différents acteurs ?</p> | <p>Interviews dans les pays partenaires</p> |
| 3.1.8 Coûts de transaction | <p>L'aide belge à l'éducation a-t-elle allégé la charge pour les pays et les ressources locales (les gens et les fonds) grâce à une meilleure coordination et définition des procédures et mécanismes ?</p> | <p>Interviews dans les pays partenaires</p> |
| 3.1.9 Résultats en matière d'éducation | <p>Note-t-on, par rapport aux indicateurs standard, une contribution claire de la Belgique aux progrès ? Dans quelle mesure ces contributions sont-elles durables ?</p> <ul style="list-style-type: none"> - EPT (indicateurs clés de l'UNESCO) - Cibles, indicateurs des OMD - Accès - Achèvement - Inclusion (des groupes marginalisés) <p>Quelles sont les contributions de la coopération belge aux indicateurs de « qualité » (p. ex. espérance de vie scolaire, ratio élève/enseignant, enseignants du primaire qui ont été formés, % de femmes enseignantes dans l'enseignement primaire, etc.) ? Dans quelle mesure ces contributions sont-elles durables ?</p> <p>Note-t-on des effets mesurables dans d'autres secteurs, notamment :</p> <ul style="list-style-type: none"> - Les universités et autres établissements d'ES - L'enseignement professionnel et préprofessionnel, les enfants non scolarisés - L'alphabétisation - La petite enfance ? <p>Dans quelle mesure ces effets sont-ils durables ?</p> | <p>Interviews dans les pays partenaires</p> |
| 3.1.9 Questions transversales | <p>Quel a été l'effet de la coopération belge sur l'éducation des filles et des garçons ? Les indicateurs-clés ont-ils changé ?</p> <p>Les interventions ont-elles contribué :</p> <ul style="list-style-type: none"> - à l'égalité des genres (pour les filles et les garçons, les hommes | <p>Interviews dans les pays partenaires</p> |

| Domaine | Questions | Sources |
|---------|--|---------|
| | et les femmes) ? - à la durabilité environnementale et à l'éducation à l'environnement ? - à la lutte contre le VIH/SIDA ? | |

AREA VI Evaluation framework – Dutch version

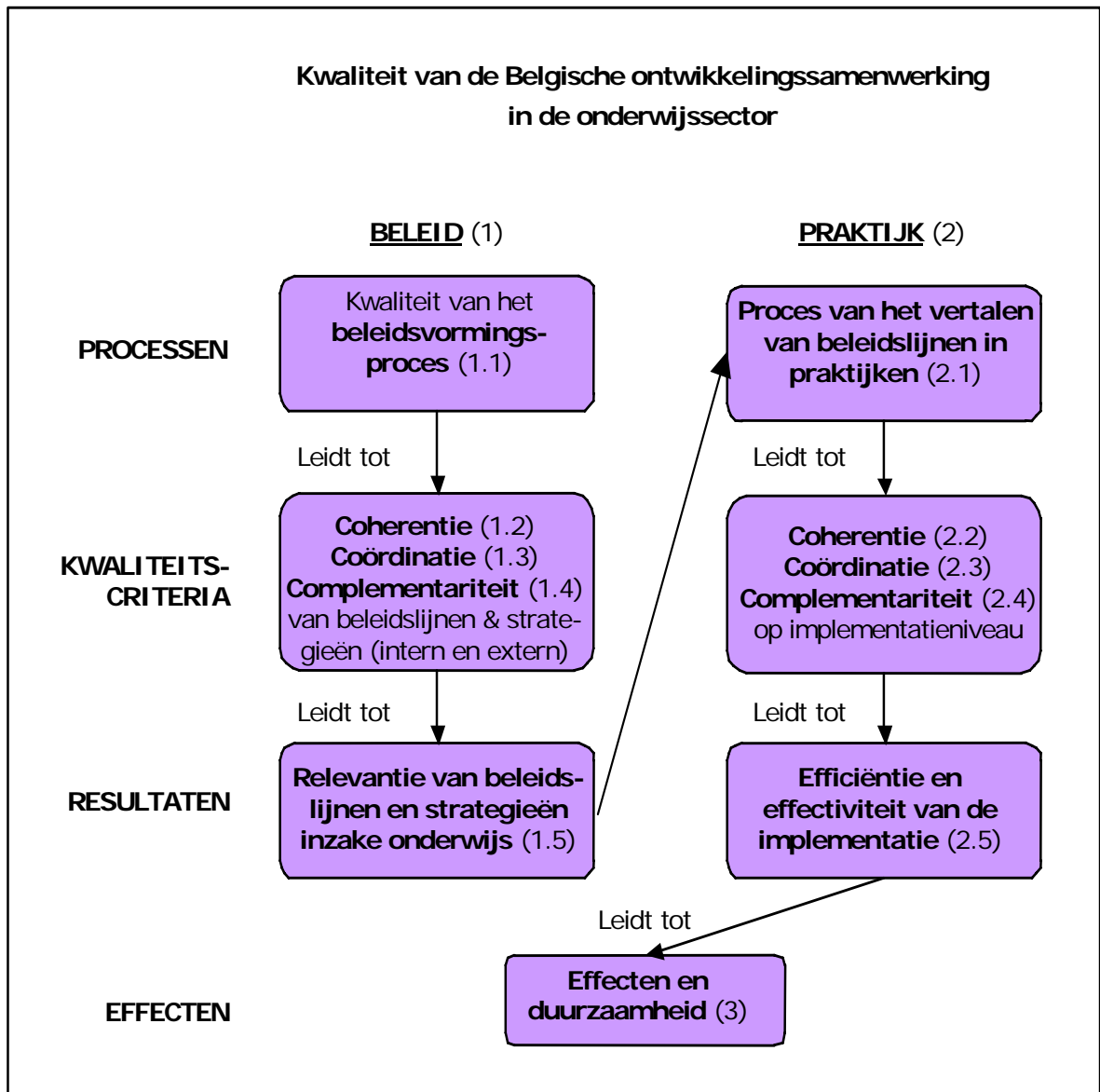
Titel

Evaluatie van de Belgische Hulp voor Onderwijs en Vorming: evaluatiekader

Afkortingen

| | |
|--------|---|
| APEFE | <i>Association pour la Promotion de l'Education et de la Formation à l'Etranger</i> |
| BTC | Belgische Technische Coöperatie |
| CRC | Verdrag inzake de Rechten van het Kind |
| CS | Civiele maatschappij (maatschappelijk middenveld) |
| DA | Ontwikkelingshulp |
| DAC | Comité Ontwikkelingssamenwerking van de OESO |
| DGOS | Directie-Generaal Ontwikkelingssamenwerking |
| DP | Ontwikkelingspartner |
| EFA | Onderwijs voor allen |
| EU | Europese Unie |
| FTI | Fast Track Initiatief - EFA |
| HO | Hoger onderwijs |
| ICT | Informatie- en communicatietechnologie |
| MDG | Millenniumontwikkelingsdoelstellingen |
| NGO | Niet-gouvernementele organisatie |
| OESO | Organisatie voor Economische Samenwerking en Ontwikkeling |
| PRSP | Strategienota voor Armoedebestrijding |
| SR | South Research |
| SWAp | Sectorbrede aanpak van hulpverlening |
| TA | Technische assistentie |
| UNESCO | Organisatie van de Verenigde Naties voor Onderwijs, Wetenschappen en Cultuur |
| UNDP | Ontwikkelingsprogramma van de Verenigde Naties |
| UNICEF | Kinderfonds van de Verenigde Naties |
| VVOB | <i>Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand</i> |
| WB | Wereldbank |

Overzicht van de onderzoekslogica



De 3 C's

De 3 C's - Coherentie, Coördinatie en Complementariteit - vormen de kern van het onderzoekskader. Hieronder volgen de definities waarmee het evaluatieteam werkt:

Coherentie:

De interventies die worden gefinancierd door de DGOS zijn in overeenstemming met het globale Belgische beleid inzake ontwikkelingssamenwerking, met de onderwijsstrategie en met de aangegane internationale engagementen en zijn afgestemd op interventies uit andere sectoren. De beleidslijnen en strategieën van de Belgische regering en de Belgische partners op het gebied van onderwijs vertonen geen tegenstrijdigheden. De Belgische beleidslijnen en interventies zijn afgestemd op de prioriteiten van het betreffende land, niet in strijd met de interventies van andere internationale partners die actief zijn in dat land en dragen bij tot de institutionele *capacity building* (versterking van de capaciteit) in het land in kwestie.

Coördinatie:

Coördinatie wordt gerealiseerd door de uitwisseling van informatie en door onderlinge akkoorden, zodat partners synergieën kunnen vaststellen en benutten en dubbel werk, overlappingsen en conflicten kunnen vermijden. Coördinatie is gericht op de harmonisering van de praktijken van verschillende partners om de efficiëntie en de effectiviteit ervan te optimaliseren.

Complementariteit:

Complementariteit stelt de onderlinge afhankelijkheid van interventies alsook de specificiteiten, competenties en comparatieve voordelen van verschillende partners vast om inputs te leveren die elkaar ondersteunen, niches te onderkennen en domeinen te bepalen waarop partners een toegevoegde waarde kunnen geven aan het geheel.

Opmerking:

Bij de evaluatie werd de voorrang gegeven aan vragen met betrekking tot Coherentie, Coördinatie en Complementariteit (de 3 C's), die het nadenken over wijzigingen in de benadering van de ontwikkelingshulp, in het bijzonder binnen de EU, hebben beïnvloed. Binnen het onderzoekskader worden deze componenten afzonderlijk beschouwd. De 3 C's zijn echter onderling verbonden hoekstenen van de beleidsdoelstelling om de harmonisering en de effectiviteit te verhogen en komen zowel in het beleid als in de operationele praktijken vaak samen voor.

DOMEIN 1 Beleid en strategie

| Domein | Vragen | Bronnen |
|-------------------------|--|---|
| 1.0 Omschrijving | | |
| 1.0.1 Beleid | <p>Welke zijn de voornaamste Belgische beleidsverklaringen en -documenten met betrekking tot onderwijsontwikkeling (van DGOS en andere actoren)?</p> <p>Welke zijn de Belgische prioriteiten op het gebied van onderwijsontwikkeling?</p> <p>Wat zeggen de beleidslijnen over:</p> <ul style="list-style-type: none"> - Subsectoren van het onderwijs: <ul style="list-style-type: none"> o Voorschools onderwijs? o Lager onderwijs? o Middelbaar onderwijs? o Volwassenenonderwijs? o Technisch en beroepsonderwijs? o Hoger onderwijs? - Lerarenopleiding? - Onderwijsplanning en -beheer? - Onderwijs voor kwetsbare groepen en risicokinderen - Transversale thema's (<i>cross-cutting issues</i>): gendergelijkheid, duurzaamheid, HIV/AIDS - Onderwijs als bijdrage tot de vermindering van de armoede? - Onderwijs als een recht? - <i>Capacity building</i> (versterking van de capaciteit)? | Review van de documentatie Beleidsaudits van DGOS, BTC en andere actoren |
| 1.1 Proces | | |
| 1.1.1 Proces | <p>Welke zijn de kenmerken van de processen die ten grondslag liggen aan de beleidslijnen en de strategievorming inzake onderwijs?</p> <ul style="list-style-type: none"> - Gestructureerd? - Participatorisch (Belgische actoren)? - Participatorisch in de partnerlanden, met een beduidende inspraak van de civiele maatschappij (eveneens met inspraak van kinderen)? - Gebaseerd op objectieve gegevens (bewijzen)? - Gebaseerd op behoeften? - Wat is 'goede praktijk'? Wat is de maatstaf (<i>benchmark</i>)? <p>Hoe wordt de complexiteit van de Belgische hulpverleningsstructuur in de beleidsvorming weerspiegeld?</p> | Interviews in DGOS, BTC en met andere Belgische actoren. |
| 1.1.2.Responsiviteit | <p>Hoe speelt het Belgische onderwijsbeleid in op de behoeften:</p> <ul style="list-style-type: none"> - van de partnerlanden in het algemeen - in specifieke omstandigheden, als: <ul style="list-style-type: none"> o Zwakke staten? o Conflict- en post-conflictsituaties? o Natuurrampen? <p>Hoe heeft België (op het niveau van de beleidsvorming)</p> | Interviews in DGOS, BTC. Review van de documentatie |

| Domein | Vragen | Bronnen |
|---|--|--|
| | gereageerd op veranderingen in nationale (wijzigende prioriteiten, decentralisatie, gratis basisonderwijs, privatisering etc.) en internationale contexten (EFA, MDG, FTI, wijzigingen in hulpverleningsmodaliteiten etc.) met betrekking tot onderwijs? | |
| 1.1.3 Evaluatie en lessen | Welke is de aanpak van de evaluatie van het onderwijsbeleid? Hoe worden de resultaten van evaluaties voor de beleidsvorming gebruikt? | Review van de documentatie. Interviews in DGOS, BTC. Andere indirecte actoren. |
| 1.2 Coherentie | | |
| 1.2.1 Definitie | Bestaat er een duidelijke en werkbare definitie van coherentie voor beleids-/strategievormers voor alle Belgische actoren? | Review van de documentatie |
| 1.2.2 Binnen de Belgische aanpak van hulpverlening en ontwikkeling a. DGOS | <p>Zijn de beleidslijnen en strategieën met betrekking tot onderwijsontwikkeling coherent met het ontwikkelingsbeleid van België en maken ze het standpunt inzake onderwijs duidelijk:</p> <ul style="list-style-type: none"> - als bijdrage tot de bestrijding van de armoede? - als bijdrage tot de economische ontwikkeling? - als privaat en publiek goed? - als een recht? <p>Zijn de beleidslijnen en strategieën met betrekking tot onderwijsontwikkeling coherent met die van andere sectoren? Bijvoorbeeld:</p> <ul style="list-style-type: none"> - met initiatieven op het vlak van gezondheid en HIV/AIDS-bestrijding? - met die van sectoren die zich met armoedebestrijding en plattelandsontwikkeling bezighouden? <p>Hoe kan het niveau van de materiële en financiële engagementen van de Belgische ontwikkelingssamenwerking op het gebied van onderwijs en vorming worden vergeleken met de verbintenissen die werden aangegaan voor andere sectoren en thema's?</p> <p>Richten beleidslijnen inzake onderwijsontwikkeling zich op een coherente manier tot subsectoren van het onderwijs als deel van het gehele systeem?</p> <p>Versterken onderwijsbeleidslijnen op de volgende gebieden de coherentie van het volledige beleidskader?</p> <ul style="list-style-type: none"> - Rol van het hoger onderwijs in de ontwikkeling van de capaciteit van managers? - De rol van de lerarenopleiding? - Strategieën voor het middelbaar en postsecundair onderwijs in de lijn van initiatieven voor het universeel basisonderwijs? - Onderwijsplanning en beheerscapaciteit? - Onderwijs voor kwetsbare groepen en risicokinderen? | <p>Beleidsverklaringen en strategische documenten</p> <ul style="list-style-type: none"> - DGOS - Landen <p>Financiële engagementen.</p> <p>Landspecifieke regelingen voor sectorale en sectoroverschrijdende planning.</p> <p>Landenstrategieën.</p> <p>Nota's van vergaderingen / verslagen van gesprekken met internationale instanties</p> |

| Domein | Vragen | Bronnen |
|---|---|--|
| b. Met en tussen andere Belgische actoren | Zijn de strategienota's voor onderwijs en vorming (met betrekking tot bilaterale samenwerking) en de principes die vastgelegd zijn in de strategieën en actieplannen van de uitvoerende partners (gefinancierd door België) onderling coherent? Voornamelijk in termen van: <ul style="list-style-type: none"> - prioritaire subsectoren van het onderwijs? - hulpverleningsmodaliteiten? - bevoorrechte types van interventies? | Protocolakkoorden (MOU's) met DGOS, beleidsnota's etc. van <ul style="list-style-type: none"> - APEFE /VVOB - Universitaire ontwikkelingsraden - Niet-gouvernementele organisaties - Anderen |
| 1.2.3 Met internationale prioriteiten | Zijn Belgische beleidslijnen en strategieën coherent met de internationale engagementen en doelstellingen inzake onderwijs? <ul style="list-style-type: none"> - EFA? - Onderwijsspecifieke MDG's? - CRC en andere rechtenagenda's? Bestaat er een beleid met betrekking tot de relatieve prioriteit van deze engagementen? Heeft de Belgische financiering van internationale organisaties (Europese Unie, UNDP, UNESCO, UNICEF, Wereldbank etc.) een positief effect op de invloed van België op de ontwikkeling van coherente standpunten op internationaal vlak? Zijn de beleidslijnen coherent met veranderende tendensen in financieringsmodaliteiten (FTI, SWAp, <i>basket funding</i> (samenbrengen van fondsen), budgetondersteuning)? Zijn Belgische beleidslijnen inzake onderwijsontwikkeling coherent met de processen ter harmonisering van de hulpverlening? | Expliciete verwijzing naar en analyse van internationale doelstellingen in de documentatie. Discussie met internationale partners en DGOS |
| 1.2.4 Met partnerlanden/afstemming | In welke mate ondersteunen de beleidslijnen en strategieën van de Belgische ontwikkelingssamenwerking de institutionele capaciteitsversterking en de ontwikkeling van de beleidslijnen van haar partners of helpen ze deze versterken? Zijn Belgische beleidsinitiatieven, strategieën en engagementen inzake onderwijs en vorming afgestemd op de nationale onderwijsaanpak in de begunstigde landen? | Interviews in DGOS, BTC Beleid en strategische documenten <ul style="list-style-type: none"> - DGOS - Landen |
| 1.3 Coördinatie | | |
| 1.3.1 Definitie | Wordt bij de beleidsinitiatieven van de verschillende actoren prioriteit gegeven aan "coördinatie"? | Beleidsdocumenten Interviews met actoren |
| 1.3.2 Belgische partners | Werd de dialoog en de wisselwerking met betrekking tot het beleid tussen de verschillende Belgische actoren nieuw leven ingeblazen zoals in de onderwijsstrategie werd gesuggereerd? | Interviews met actoren in België en in het land. |

| Domein | Vragen | Bronnen |
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| | Zijn beleidslijnen en strategieën gecoördineerd tussen de Belgische actoren in België? Op landenniveau? <ul style="list-style-type: none"> - Zijn er gemeenschappelijke planningsinstrumenten? - Zijn er mechanismen voor de uitwisseling van informatie over onderwijsaangelegenden in het begunstigde land? Zijn er overeenkomsten op landenniveau tussen Belgische partners? | |
| 1.3.3 Internationale partners | Welke zijn de beleidslijnen en engagementen met betrekking tot coördinatie in het land? <ul style="list-style-type: none"> - Zijn de Belgische actoren verondersteld een rol te spelen in de "donorgroep" met betrekking tot onderwijs? - Voorzien beleidsinitiatieven de sluiting van harmoniseringsakkoorden (met betrekking tot gemeenschappelijke regelingen, de vereenvoudiging van procedures, de uitwisseling van informatie, ...)? - Welke zijn de coördinatiemaatregelen in het land (met internationale partners, van elke Belgische actor). | Belgische input in internationale groepen. Betrokkenheid op landenniveau in werkgroepen, verslagen van vergaderingen; overeenkomsten met partners. |
| 1.3.4 Partnerlanden / Afstemming | Zijn de beleidslijnen van de Belgische actoren gecoördineerd met de prioriteiten van de regering? Is de afstemming op de beleidsinitiatieven en strategieën in de partnerlanden een uitgesproken doelstelling? Streeft België naar het realiseren van een afstemming en de opbouw van partnerschappen? | Landenstrategieën etc. <ul style="list-style-type: none"> - DGOS - BTC - Alle andere instanties die in het land werken |
| 1.4 Complementariteit | | |
| 1.4.1 Definitie | Zien de Belgische actoren complementariteit en de manieren om die te realiseren op dezelfde manier? | |
| 1.4.2 Belgische actoren, internationale partners en partnerlanden | Hoe wordt een "comparatief voordeel" bepaald en welke zijn de comparatieve voordelen van België? Hoe zien de Belgische actoren hun respectieve comparatieve voordelen en worden deze in hun beleidsinitiatieven weerspiegeld? Hoe wordt complementariteit gezien en welke zijn de dwingende vereisten voor complementariteit, bijvoorbeeld tussen: <ul style="list-style-type: none"> - subsectoren van het onderwijs? - geografische gebieden? - talen? - types van interventie? - modaliteiten van de hulpverlening | Akkoorden over comparatieve voordelen, sectorale / regionale focus Inschatting van de Belgische rol(len) door de partners in het land, via interviews; in de landenanalyse van andere partners. Interviews met Belgische actoren. Interviews met |

| Domein | Vragen | Bronnen |
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| | | partners in het land. |
| 1.5 Relevantie | | |
| 1.5.1 Partnerlanden / Afstemming | <p>In welke mate zijn de Belgische beleidslijnen inzake onderwijs relevant voor de behoeften en prioriteiten van het land? Worden ze tijdig uitgevoerd?</p> <p>Weerspiegelen de Belgische beleidslijnen inzake onderwijs de meningen van een groot aantal mensen, met inbegrip van de opinie van de begunstigen en van kinderen? Hoe wordt dit verzekerd?</p> <p>Hoe houden de Belgische beleidslijnen inzake onderwijs rekening met de kenmerken van het land, zoals de mate van decentralisatie, van betrokkenheid van de donors, van coördinatie tussen de donors, bestaande hulpverleningsmechanismen, het bestaan van SWAp, PRSP, FTI-EFA etc.?</p> <p>Hoe worden uit de ervaringen lessen getrokken en in de beleidscyclus opgenomen om de afstemming te verbeteren en de relevantie van de beleidslijnen te vergroten?</p> | Interviews met partners in het land. Interviews met Belgische actoren. |
| 1.5.2 Onderwijs | <p>Leveren Belgische beleidslijnen een relevante bijdrage tot de onderwijsbehoeften en tot een debat hierover, zowel op internationaal vlak als in het land zelf?</p> <ul style="list-style-type: none"> - Subsector van het onderwijs? <ul style="list-style-type: none"> o voorschools onderwijs? o lager onderwijs? o middelbaar onderwijs? o volwassenenonderwijs? o technisch en beroepsonderwijs? o hoger onderwijs? - Lerarenopleiding? - Onderwijsplanning en -beheer? - Onderwijs voor kwetsbare groepen en risicokinderen? - <i>Capacity building</i> (versterking van de capaciteit)? | Review van beleidsdocumenten. Interviews met partners in het land. Interviews met Belgische actoren. |
| 1.5.3 Instrumenten | <p>Zijn de beleidslijnen duidelijk genoeg om de implementering te vergemakkelijken bij interventies in de betreffende landen?</p> <p>Zien Belgische actoren en partnerlanden de Belgische beleidslijnen inzake onderwijs als een nuttig instrument?</p> | Interviews met partners in het land. Interviews met Belgische actoren. |

DOMEIN II: Praktijk

| Domein | Vragen | Bronnen |
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| 2.0 Omschrijving | | |
| 2.0.1 Interventies | <p>Welke types van onderwijsinterventies worden uitgevoerd?</p> <ul style="list-style-type: none"> - Ondersteuning van het basisonderwijs (faciliteiten, leerboeken, curriculum, evaluatie, onderwijs in de moedertaal, inclusief onderwijs, onderwijsmanagement, versterking van de schoolgemeenschap, gezondheidseducatie etc.) - Ondersteuning van het middelbaar onderwijs (faciliteiten, leerboeken, curriculum, evaluatie, ICT, wetenschapseducatie, onderwijsmanagement, levensvaardigheden, gezondheidseducatie etc.) - Ondersteuning van het technisch en beroepsonderwijs (faciliteiten, leerboeken, uitrusting, curriculum, evaluatie, ICT, professionele ontwikkeling van leerkrachten etc.). - Ondersteuning van universiteiten (infrastructuur, curriculum, management, certificering, ICT, e-leren, professionele ontwikkeling, uitrusting etc.) - Ondersteuning van het volwassenenonderwijs: faciliteiten, geïntegreerde alfabetiseringsprogramma's, curriculum, deelname van de gemeenschap etc.). - Ondersteuning van de lerarenopleiding: initieel/op het werk, curriculum, certificering, incentives, lerarenopleiding, ondersteuningssystemen voor leraren, etc. <p>Welke interventies in categorieën als:</p> <ul style="list-style-type: none"> - type interventie (budgetondersteuning, TA, programma etc.). - duur van de interventie - kanaal (rechtstreeks, bilateraal, NGO's, APEFE etc), - type activiteit (uitrusting, capaciteitsversterking, curriculum, ontwikkeling, gender mainstreaming etc.) <p>Welke trends kunnen worden onderkend (in termen van onderwijsinterventies en categorieën) in de afgelopen 5 jaar?</p> | <p>Project-beschrijvingen</p> <p>Gegevens van het DGOS-budgetsysteem (gesorteerd op DAC-code, gesorteerd per land, kanaal, etc. etc.)</p> |
| 2.0.2 Middelen | <p>Heeft België zijn ondersteuning van het basisonderwijs versterkt om tegemoet te komen aan Dakar en de engagementen van de MDG's?</p> <p>Heeft België zijn rechtstreekse bilaterale hulp aan de onderwijssector vergroot, zoals vermeld in de onderwijsstrategie?</p> | <p>Review van de documentatie</p> <p>Interviews met DGOS, BTC</p> |
| 2.1 Proces | | |
| 2.1.1 Implementatie | <p>Hoe vertalen verschillende actoren het beleid in de praktijk?</p> <ul style="list-style-type: none"> - Opstelling van programma en projectprioriteiten? - Deelname van actoren in partnerlanden, met inbegrip van ruime inspraak van de civiele maatschappij (en van de kinderen)? - Objectieve gegevens (bewijzen) en geleerde lessen? - Behoeftenevaluatie? - Wat wordt als 'goede praktijk' beschouwd? | <p>Interviews in organisaties.</p> <p>Project-portefeuilles</p> <p>Mensen uit de praktijk in de landen</p> |

| Domein | Vragen | Bronnen |
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| | | Online-vragenlijsten |
| 2.1.2 Deelname | Hoe worden de lokale actoren en de begunstigden betrokken bij het ontwerp, de planning, de uitvoering en de beoordeling van onderwijsinterventies die door België worden gefinancierd? <ul style="list-style-type: none"> - Andere ontwikkelingsinstanties - Ministerie of ministeries - Gedecentraliseerde administraties - Privé-sector, instellingen etc. - Begunstigden (ouders, leerkrachten, studenten, onderwijsmanagers) | |
| 2.1.3 Opvolging en evaluatie | Hoe worden de evaluaties in de praktijk uitgevoerd en welke is de kwaliteit van de uitgevoerde evaluaties? Welke succesindicatoren gebruiken de diverse Belgische actoren voor hun interventies? Welke maatstaven (benchmarking) worden gebruikt om succes te meten? Houden evaluaties rekening met de duurzaamheid van de effecten van de Belgische onderwijssteuning en, zo ja, wordt dit gemeten? Hoe worden de resultaten van de evaluaties gebruikt om de praktijk te verbeteren? Heeft België samengewerkt met de EU over onderwijsindicatoren voor de opvolging van de programma- en budgetondersteuning (zoals vastgelegd in de onderwijsstrategie)? Hoe leren Belgische actoren van elkaars ervaringen? | Interviews in organisaties. Mensen uit de praktijk in de landen Online-vragenlijsten |
| 2.2 Coherentie | | |
| 2.2.1 Belgische actoren | Is de Belgische onderwijsstrategie gekend en wordt ze door de verschillende Belgische partners in het land gebruikt? Zijn de onderwijsinterventies coherent: <ul style="list-style-type: none"> - met het beleid? - over de verschillende kanalen heen? Welke mechanismen worden gebruikt om de coherentie te verzekeren en op te volgen? Welke zijn de beperkingen voor de coherentie van de Belgische ontwikkelingssamenwerking en hoe beïnvloeden deze de praktijk? Is het profiel van de effectieve ondersteuning coherent met de beleidslijnen van België, bijvoorbeeld: <ul style="list-style-type: none"> - hoger onderwijs tegenover basisonderwijs - ondersteuning van het voorschoolse onderwijs, niet-formele of andere sectoren (buiten de voornaamste MDG-doelstelling) | Projectkaders, opgegeven doelstellingen etc. Documenten m.b.t. de projectvoorbereiding, interviews met bij de voorbereiding betrokken actoren. Financiële gegevens die het profiel van de ondersteuning aan de sectoren tonen etc. |

| Domein | Vragen | Bronnen |
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| | <ul style="list-style-type: none"> - Rol van de privé-sector (scholen, universiteiten, diensten, leveranciers etc.) - Ondersteuning van planning, beheer en beleid Is er coherentie over de verschillende kanalen heen binnen het land? | Gesprekken met Belgische partners in het land |
| 2.2.2 Met internationale partners | Zijn Belgische interventies in de onderwijssector coherent en afgestemd op die van andere internationale instanties? | Interviews met andere DP's en documenten. |
| 2.2.3 Met landenprioriteiten, m.a.w. afstemming | Zijn de interventies afgestemd op de prioriteiten, de beleidslijnen en de strategieën van het land? <ul style="list-style-type: none"> - PRSP - EFA of Nationaal Onderwijsplan, - Ontwikkelingsplan voor de onderwijssector etc. In welke mate ondersteunt de Belgische ontwikkelings-samenwerking de institutionele capaciteitsversterking en de ontwikkeling van de implementatiestrategieën van zijn partners of helpt ze dit versterken? | Analyse van nationale programma's en projecten. Gesprekken met officiële vertegenwoordigers in het land. |
| 2.2.4 Met praktijken in het land en onderwijs-structuren | In welke mate is de Belgische hulp coherent met/doorheen: <ul style="list-style-type: none"> - Onderwijsarchitectuur - Onderwijsinterventies (bijv. Curriculum <> Evaluatie<> Ontwikkeling van Leerkrachten). - Administraties van lijnministeries - Lokale partners - Nationale of regionale middelen - Lokale praktijken (bijv. voor de aanwerving en betaling van TA/DA en honoraria) | Projectverslagen in het land. Gesprekken met officiële vertegenwoordigers, actoren en begunstigden. |
| 2.3 Coördinatie | | |
| 2.3.1 Tussen de Belgische actoren | Wat doen Belgische actoren om de coördinatie te verzekeren? Wie neemt de leiding op zich? <ul style="list-style-type: none"> - In België - In het partnerland - In doelsectoren of subsectoren - Door gezamenlijke acties Welke zijn de problemen/beperkingen op het vlak van coördinatie in België? Op het niveau van het land? Zijn er mechanismen voor de opvolging van de coördinatie tussen de actoren? In welke mate en hoe zijn de programma's/actieplannen van de verschillende actoren gecoördineerd in België/in het partnerland? Welke is de vastgestelde toegevoegde waarde van de coördinatie voor Belgische actoren? | Analyse van de praktijk m.b.t. projecten en landenprogramma's. Interviews met Belgische actoren en partners in het land Online-vragenlijst |
| 2.3.2 Met internationale partners | Hoe verloopt de coördinatie van Belgische actoren met internationale collega's (rol in de donorgroep, onderwijs...)? Welke rol speelt België desgevallend in de coördinatie- | Akkoorden Verslagen van vergaderingen |

| Domein | Vragen | Bronnen |
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| | mechanismen van het werk van de donors in de partnerlanden? Welke zijn de relaties met andere DP's? Coherentie/harmonisatie met andere DP's: is er een gezamenlijke planning, zijn er harmoniseringsakkoorden, vinden er regelmatige vergaderingen plaats etc? | etc. Feedback van partners in het land. |
| 2.3.3 Met regeringen/andere organisaties in het land (bijv. universiteiten, lokale NGO's actief in onderwijs) | Hoe verloopt de coördinatie van Belgische actoren met overheden en andere lokale stakeholders in het land? <ul style="list-style-type: none"> - Wordt er informatie uitgewisseld (met betrekking tot plannen en resultaten) tussen Belgische actoren en lokale overheden/andere stakeholders in het land? - Is er een gezamenlijke, gecoördineerde planning van de activiteiten? - Zijn er duidelijke coördinatiemechanismen? In welke mate worden deze gebruikt? In welke mate worden ze effectief toegepast? Welke is de rol in de coördinatie van de activiteiten van de lokale NGO's? | Projectverslagen (projecten waarbij andere actoren in het land betrokken zijn) |
| 2.4 Complementariteit | | |
| 2.4.1 DGOS /BTC | Hoe zien DGOS en BTC hun complementaire rollen: wie doet wat? Is het duidelijk? Overlapping of "interferentie"? Vullen onderwijsinterventies in de praktijk het werk in andere prioritaire sectoren aan? | Voorafgaande evaluaties Interviews in DGOS en BTC. De Wet en toelichtingen |
| 2.4.2 Andere Belgische actoren | Welke zijn hun comparatieve voordelen, hoe worden deze gebruikt om complementariteit op te bouwen? Welke zijn de akkoorden/praktijken in het land met betrekking tot complementariteit? Wie neemt de leiding met betrekking tot de complementariteit op zich? Welke zijn de mechanismen voor de opvolging van de complementariteit: in België, in het partnerland? | Analyse van de praktijk m.b.t. projecten en landenprogramma's. Interviews met Belgische actoren en partners in het land. |
| 2.4.3 Met regeringen/andere organisaties in het land (bijv. universiteiten, lokale NGO's actief in onderwijs) | Zijn de rollen van de Belgische en lokale partners - met betrekking tot de verschillende aspecten van de concrete uitvoering van het project – duidelijk bepaald? Welke is de rol / input van de Belgische actoren tijdens de verschillende uitvoeringsstappen? <ul style="list-style-type: none"> - Werd deze rol / input gezamenlijk overeengekomen met de lokale partner? - Beantwoordt dit aan een werkelijke toegevoegde waarde die Belgische actoren aan lokale partners geven? | Interviews met Belgische actoren en partners in het land. |
| 2.4.4. DP's | Welke is de Belgische input voor operaties in multilaterale instanties, bijv. zijn er Belgische technische experts bij | Interviews DGOS personeel |

| Domein | Vragen | Bronnen |
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| | instanties, bijv. zijn er Belgische technische experts bij UNESCO, UNICEF en de Wereldbank? Welke zijn hun rollen? En welke invloed hebben ze? | DGOS, personeel in internationale organisaties. Interviews met DP's/instanties |
| 2.5 Efficiëntie en effectiviteit | | |
| 2.5.1 Benaderingen | Programma- versus projectaanpak: welke zijn de implicaties voor efficiëntie en effectiviteit? Welke lessen moeten worden geleerd over effectiviteit van: <ul style="list-style-type: none"> - technische bijstand - <i>capacity building</i> (versterking van de capaciteit) - samenwerkingsverbanden, <i>twinning</i> - <i>study fellowships</i> (onderzoeksbeurzen) - etc. | Verslagen gemaakt in het land Gesprekken met Belgische actoren en met officiële vertegenwoordigers in het land. |
| 2.5.2 Budgettering en uitgaven | Hebben een verbetering van de coherentie, coördinatie en complementariteit tot budgetten en financiële stromen geleid die beter overeenstemmen met de voorspellingen? Passen zij in de budgetcycli van het ministerie / de onderwijsinstellingen in het land? | Financiële gegevens Analyse van de praktische uitvoering van projecten en programma's |
| 2.5.4 Beheer (management) | Is de implementatie efficiënter geworden door de betere coherentie, coördinatie en complementariteit? <ul style="list-style-type: none"> - Rendabiliteit en tijdige levering - Aangepaste timing en personeel voor TA? - Gebruik van lokale expertise en middelen - Opvolging en inspelen op gebeurtenissen - Etc. | Overzicht van de uitgaven Programma- en projectverslagen |
| 2.5.5 Evaluatie | In welke mate leiden het gebruik om interventies te evalueren en de toegepaste praktijken ertoe dat feedback wordt gegeven en lessen kunnen worden getrokken? Worden bij interventies sleutelindicatoren van de betreffende landen (of internationale sleutelindicatoren) gebruikt? | Projectontwerpen en project-evaluatie-rapporten. |

DOMEIN III: Effecten

| Domein | Vragen | Bronnen |
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| 3.1 Effecten | | |
| 3.1.1 Belgische actoren | <p>Tengevolge van de betere coherentie, coördinatie en complementariteit op beleidsniveau en in de praktijk:</p> <ul style="list-style-type: none"> - worden beleidsinitiatieven en praktijken door Belgische actoren beter begrepen en strikter gevolgd? - wordt er in België een open debat gevoerd over beleids- en praktijkangelegenheden in het onderwijs? - zijn er veranderingen opgetreden in de manier waarop Belgische actoren onderwijsondersteunende interventies ontwikkelen? - worden partnerschappen versterkt? - werden statistische diensten binnen DGOS uitgebreid om de inputs en outputs van programma's en projecten met elkaar te vergelijken, zoals in de onderwijsstrategie vermeld? - werden de coördinatiemechanismen door Belgische actoren in België en in het partnerland overgenomen om de effectiviteit en de efficiëntie van de Belgische technische coöperatie te bevorderen? | Interviews met Belgische actoren Interviews in partnerlanden Verslagen van vergaderingen Mediaverslagen |
| 3.1.2 Actoren in het land | Worden Zuid-Zuidpartnerschappen door de acties van België versterkt? | Interviews in partnerlanden |
| 3.1.3 Beleid | <p>Welke was de invloed van de bijdrage van de Belgische hulpverlening aan interventies en praktijken op de besluitvorming en de beleidsveranderingen op landenniveau?</p> <p>Hoe heeft de Belgische ontwikkelingssamenwerking bijgedragen tot de toekomst van het onderwijsbeleid in de partnerlanden op het gebied van:</p> <ul style="list-style-type: none"> - terugkerende kosten? - capaciteit? - afvalvermindering? - responsiviteit? - rendabiliteit? | Interviews in partnerlanden |
| 3.1.4 Capaciteitsopbouw en institutionele ontwikkeling | <p>In welke mate hebben acties met het oog op institutionele ontwikkeling en capaciteitsopbouw (bijv. van de universiteiten en andere onderwijsinstellingen) het nationale systeem versterkt?</p> <p>In welke mate heeft de Belgische ontwikkelingssamenwerking bijgedragen tot een verbetering van de organisatie-, plannings- en beheerscapaciteiten?</p> <p>Hebben studiebeurzen de capaciteiten van nationale en lokale onderwijsmanagers versterkt?</p> <p>In welke mate hebben studiebeurzen en fellowships bijgedragen tot de institutionele capaciteitsversterking op nationaal niveau?</p> | Interviews in partnerlanden |
| 3.1.5 Bestuur | <p>Heeft de Belgische hulpverlening bijgedragen tot het vermogen / de bekwaamheid / de bereidheid van de regering in het partnerland om het geformuleerde beleid te implementeren?</p> <p>Heeft de Belgische steun bijgedragen tot een grotere transparantie en verantwoordingsplicht?</p> | Interviews in partnerlanden Bestuurs- en verantwoordingsrapporten (van |

| Domein | Vragen | Bronnen |
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| | en verantwoordingsplicht? <ul style="list-style-type: none"> - in scholen of andere onderwijsinstellingen? - gemeenschappen? - gedecentraliseerde administraties? - nationaal, binnen het beleid en de CS? | Belgische en andere instanties). |
| 3.1.6 Deelname | Heeft de Belgische steun en praktijk de betrokkenheid van lokale actoren en begunstigen verhoogd bij de ontwikkeling, de planning, de implementatie en de evaluatie van door België gefinancierde onderwijsinterventies? | Interviews in partnerlanden |
| 3.1.7 Geleerde lessen | In welke mate werden de lessen die uit de ervaringen van de diverse actoren werden getrokken aan anderen meegedeeld en gebruikt? | Interviews in partnerlanden |
| 3.1.8 Transactie-kosten | Heeft de Belgische onderwijssteuning de druk op de landen en op de lokale middelen (mensen en geld) verminderd door een betere coördinatie en door de opstelling van procedures en mechanismen? | Interviews in partnerlanden |
| 3.1.9 Onderwijs-resultaten | Werden door België duidelijke bijdragen geleverd tot een verbetering ten opzichte van standaardindicatoren? Hoe duurzaam zijn die bijdragen? <ul style="list-style-type: none"> - EFA (kernindicatoren UNESCO) - MDG-doelindicatoren - toegankelijkheid - voltooiing - integratie (met name van gemarginaliseerde groepen) Welke bijdragen heeft de Belgische samenwerking geleverd tot "kwaliteitsindicatoren" (bijv. verwachte levensduur van de school, leerlingen/leerkrachten-ratio, aantal opgeleide onderwijzers in het basisonderwijs, % vrouwelijke leerkrachten in het basisonderwijs etc.)? Hoe duurzaam zijn deze bijdragen? <p>Zijn er meetbare effecten in andere sectoren, bijv.:</p> <ul style="list-style-type: none"> - universiteiten en andere instellingen voor hoger onderwijs? - beroepsonderwijs, beroepsvoorbereidend onderwijs, niet-schoolgaande kinderen? - alfabetisme (geletterdheid)? - voorschools onderwijs? Hoe duurzaam zijn deze effecten? | Interviews in partnerlanden |
| 3.1.9 Transversale problemen | Welk effect heeft de Belgische samenwerking gehad op het onderwijs voor meisjes en jongens? Zijn sommige sleutelindicatoren veranderd? <p>Hebben de interventies bijgedragen tot:</p> <ul style="list-style-type: none"> - gendergelijkheid (voor jongens en meisjes, mannen en vrouwen)? - milieuduurzaamheid en milieu-educatie? - de strijd tegen HIV/AIDS? | Interviews in partnerlanden |



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