



Thematic evaluation of the Belgian Development Co- operation in the education sector

Evaluation framework

by



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Document information

Title

Evaluation of Belgian Aid to Education and Training: Evaluation Framework

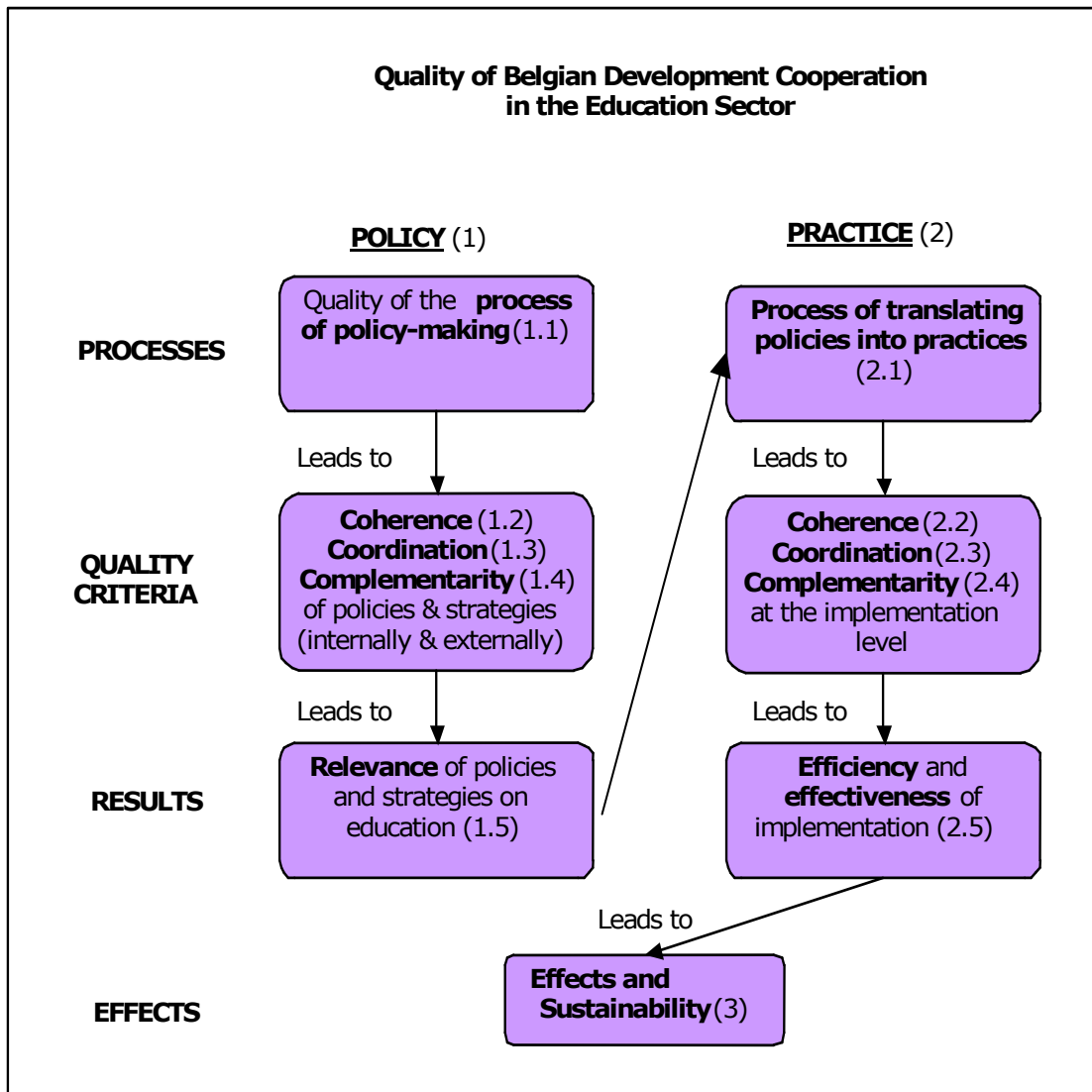
Version Summary

Date	Version	Status
15/9/2006	V2.1	Proposal for clarifying the structure of the framework
19/9/2006	V3.1	Integration of SR comments + another pass
03/10/06	V3.3	LA and JW tidy up!
18/10/06	V3.4	Proofreading and QA (JC)
17/11/06	V.5.3	Including post – PSC comments from SR and EFC

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.

AREA I: 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	<p>What is the approach to evaluation of education policy?</p> <p>How are evaluation results used in policy-making?</p>	<p>Documentation review</p> <p>Interviews in DGCD, BTC.</p> <p>Other indirect actors.</p>
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
<p>1.2.2 Within the Belgian approach to aid and development</p> <p>a. DGCD</p>	<p>Are education development policies and strategies coherent with the development policy of Belgium and make clear the position on education as:</p> <ul style="list-style-type: none"> - Contributor to poverty alleviation? - For economic development? - As a private and public good? - As a right? <p>Are education development policies and strategies coherent with the ones of other sectors? For example:</p> <ul style="list-style-type: none"> - With health initiatives and HIV/AIDS? - Within poverty alleviation and rural development sectors? <p>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?</p> <p>Do education development policies address sub-sectors of education coherently as part of whole system?</p> <p>Do education policies in the following areas reinforce coherence across the policy framework?</p> <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? 	<p>Policy statements and strategy papers</p> <ul style="list-style-type: none"> - DGCD - Countries <p>Financial commitments.</p> <p>Country arrangement for sector and cross sector planning.</p> <p>Country strategies.</p> <p>Meeting notes/reports of dialogues with international agencies</p>
b. With and among other Belgian actors	<p>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:</p> <ul style="list-style-type: none"> - Priority education sub-sectors? - Aid modalities? - Preferred types of interventions? 	<p>MOUs with DGCD, policy papers etc of</p> <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	Do policies of different actors prioritise "coordination"?	<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>	Interviews with actors in Belgium and in country.
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 Complementarity		
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>

AREA II: 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> <p>Online questionnaires</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> <p>Online questionnaires</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 i.e. alignment	<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
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> <p>Online questionnaire</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 Complementarity		
2.4.1 DGCD /BTC	<p>How do DGCD and BTC see their complementary roles: who does what? Is there clarity? Overlap or “interference”?</p> <p>Do education interventions in practice complement work in other priority sectors?</p>	<p>Previous evaluations</p> <p>Interviews DGCD and BTC.</p> <p>The Act and clarifications</p>
2.4.2 Other Belgian actors	<p>What are their comparative advantages, how is this used to build complementarity?</p> <p>What are in-country agreements /practices for complementarity? Who takes leadership for complementarity?</p> <p>What are the mechanisms for monitoring complementarity: in Belgium, in partner country?</p>	<p>Analysis of practice around projects and country programmes.</p> <p>Interviews with Belgian actors and country partners.</p>
2.4.3 With governments /other in-country organisations (e.g. universities, local education NGOs) in country	<p>Are the roles of the Belgian and local partners - related to the different aspects of project implementation - clearly identified?</p> <p>What is the role / input of Belgian actors during the different stages of implementation?</p> <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? 	<p>Interviews with Belgian actors and country partners.</p>
2.4.4. DPs	<p>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?</p>	<p>Interviews DGCD, staff in international organisations.</p> <p>Interviews with DPs/agencies</p>
2.5 Efficiency and effectiveness		
2.5.1 Approaches	<p>Programme vs project approach: what implications for efficiency and effectiveness?</p> <p>What lessons have been learned on effectiveness of:</p> <ul style="list-style-type: none"> - Technical Assistance; - Capacity-building - Links, twinning - Study fellowships - Etc. 	<p>In-country reports</p> <p>Discussions with Belgian actors and with in-country officials.</p>
2.5.2 Budgeting and disbursements	<p>Have improved coherence, coordination and complementarity led to budgets and financial flows better corresponding with</p>	<p>Financial data</p>

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.

AREA III: 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	<p>Are South-South partnerships reinforced by Belgium's actions?</p>	<p>Interviews in partner countries</p>
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? 	<p>Interviews in partner countries</p>
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>	<p>Interviews in partner countries</p>
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> <ul style="list-style-type: none"> - at schools or other educational institutions? 	<p>Interviews in partner countries</p> <p>Governance and accountability reports (of Belgian or other</p>

Area	Questions	Sources
	<ul style="list-style-type: none"> - 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