Enabel

EXECUTIVE SUMMARY

Final Evaluation of the BeGlobal Programme

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Belgium

Cota asbl

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Agence belge de développement

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1 Evaluation presentation

The objective of the BeGlobal programme is to promote Global Citizenship Education (GCE) among young people (aged 3-30) so that they can take individual or collective action towards a fairer, more inclusive, and more sustainable world. In collaboration with its many partners and the GCE community in Belgium and abroad, BeGlobal aims to inspire, connect, challenge, and mobilise young people and key stakeholders in both formal and informal education in Belgium.

The specific objective is to embed and strengthen the Sustainable Development Goals (SDGs) and GCE within the Belgian education system on a long-term basis. This is structured around three key results:

1. **Result 1 (R1):** A conducive environment is fostered to encourage education stakeholders to integrate GCE and the SDGs into their agendas and initiatives.
2. **Result 2 (R2):** Education stakeholders are empowered to provide high-quality Information, Education, and Communication (IEC) on GCE and the SDGs.
3. **Result 3 (R3):** Young people (aged 15-30), trained and made aware in both school and non-school settings, have access to opportunities to engage in international solidarity initiatives.

The total budget for the BeGlobal programme is €8,571,375, fully funded by Belgium.

The main users of the evaluation are the Steering Committee members, the BeGlobal implementation team, and the team responsible for formulating the next intervention phase.

The evaluation covers the implementation period from 1 September 2021 to 31 August 2024. However, the programme will continue its activities until 31 August 2025.

The data collection process took place in two phases. The first phase, conducted remotely, involved providing documentation and holding meetings with the BeGlobal team to define the schedule, resources, and sites to be visited. A field data collection phase was then conducted in Belgium from 12 November to 9 December 2024. Additional interviews were carried out following an initial feedback session. The centres and individuals interviewed were not selected randomly but based on their role in the project, the information they held, their impact, and their accessibility. In total, one focus group discussion, 45 in-depth individual interviews, and observations at five BeGlobal-organised events/activities were conducted.

Finally, the evaluation team identified three major limitations. Firstly, the unavailability of some stakeholders, which limited the diversity of perspectives. Secondly, the unified programme, which was a particular focus, only started in April 2023. This short implementation period restricted the ability to fully assess the impact of the actions undertaken. Thirdly, inadequate indicator tracking, which failed to provide sufficient data to support the findings. This hindered the analysis of results achievement.

2 Findings and conclusions

2.1 Findings by OECD-DAC Criteria[1]

Relevance	B	Since 2023, the programme has generally aligned with the context and the GCE strategy, incorporating themes such as decolonisation and critical thinking, alongside the three key components of GCE: formal education, mobilisation, and advocacy. Although the "Leave No One Behind" (LNOB) approach—central to Result 3 and the broader Theory of Change (ToC)—is addressed, its practical integration remains limited. The programme meets expressed needs and is recognised for its expertise, neutrality, and federating role, as well as the practical tools it provides.
Coherence	B	A collaboration agreement was signed between BeGlobal, the French- and German-speaking federation of development cooperation associations (Acodev), and the National Centre for Development Cooperation (CNCD) in March 2024. Consultation meetings have been established to enhance synergy with these structures. However, challenges remain that limit certain aspects of coherence. These include a lack of visibility and clarity regarding the programme's objectives. Frequent shifts in programme direction have caused some stakeholders to lose their bearings, making it harder to identify potential collaborations.
Effectiveness	B	The approach proposed by Enabel for GCE has been effective in institutional support (Result 1) and in strengthening education stakeholders (Result 2). Initiatives targeting young people directly (Result 3) have shown promising outcomes, but their overall effectiveness remains insufficient. The inter-community approach, however, has facilitated exchanges and knowledge-sharing within the BeGlobal team.
Efficiency	C	The programme's efficiency is moderate, with the following strengths: 1. Organisational improvements fostering better internal coherence and a constructive, albeit fragile, team dynamic. 2. A disbursement rate of 68% as of January 2025, which appears satisfactory given the numerous changes in programme implementation. 3. Strong commitment from staff and partners. 4. Growing reach of online databases through the integration of initiatives into Dutch-speaking ministerial platforms. 5. Stakeholders confirm the absence of major delays, although some activities experienced occasional interruptions. However, efficiency weaknesses include staff turnover at the start of the project, weaknesses in the monitoring system, disparities between linguistic communities, and underutilisation of resources related to Result 3, which consequently lowers the overall disbursement rate.
Sustainability	B	The sustainability of the programme is based on strong institutionalisation of Global Citizenship Education, embedded within educational policies through strengthened collaborations with ministries. Actions such as exchanges and training with UNESCO schools, as well as the dissemination of pedagogical tools like *Questions Vives*, are becoming deeply integrated into school dynamics and educational practices.

1. It should be noted that the impact criterion is not to be assessed in the context of this assignment, as the programme has not been completed.

2.2 Findings by specific evaluation question

QE1: To what extent are the approach adopted and the focus given to the programme since 2023 aligned with the context and the GCE strategic note? (Relevance)

BeGlobal fully aligns with the objectives of the GCE strategic note from the Directorate General for Development Cooperation and Humanitarian Aid (DGD), covering formal and non-formal education, mobilisation, and advocacy. It also plays a federating role in Belgium and enjoys international recognition, particularly within the Global Education Network (GENE).

New political priorities have led to a refocusing on young people aged 3 to 30, requiring stronger coordination between French- and Dutch-speaking stakeholders. Integrating the youth sector is essential to enhancing youth participation in active and critical citizenship. Since 2023, recent developments in international solidarity and GCE have also been incorporated into activities such as *Teach-up* and *Global Academy*, which address decolonisation and critical thinking.

QE2: To what extent does the programme remain aligned with the needs and requirements expressed by target groups and consider newly identified needs in response to contextual changes? (Relevance)

At the international and federal levels:

- Contribution to the *European Declaration on Global Education to 2050* and the work of the Council of Europe.
- Quarterly meetings with Acodev and the Federation of Dutch-speaking NGOs (NGO-Federatie) since 2023).
- Strengthened collaboration within Enabel on youth programmes.

At the French-speaking level:

- Signing of an agreement between Acodev, CNCD, and BeGlobal (March 2024) to structure GCE actions.
- Amendment to the 2017 convention to embed GCE in Francophone education.
- Introduction of a GCE activity guide for primary education in 2023.

At the Dutch-speaking level:

- Structural participation in Mondiale Vorming (MoVo) and Technische Werkgroep.
- Continued presence of GCE in education despite risks of refocusing solely on citizenship education.
- BeGlobal provides key support in preserving GCE in a complex societal context.

QE3: To what extent have the adjustments made to the programme helped overcome obstacles encountered during implementation, as well as the dysfunctions and delays that resulted? Has the addition of Result 3 ("Youth Pillar") helped resolve these issues? (Efficiency)

The transition period of BeGlobal was marked by a high staff turnover (90% recruited within two years), further weakened by budget cuts and a significant number of departures in 2023. This resulted in delays in implementing planned activities. Despite the team's commitment, challenges remain, including workload overload, unclear objectives, and the addition of a new target audience (young people). While some initiatives, such as *SoliDare Hub*, are promising, they require more tailored follow-up and a clearer approach.

QE4: To what extent is the monitoring and evaluation system in place suitable and effective in providing the necessary data for tracking programme progress towards its intended results, thus enabling efficient implementation management? Are the intervention's M&E indicators SMART? Is the set of indicators used robust enough to ensure a proper measurement of progress? (Efficiency)

In the 2021 Technical and Financial Dossier (DTF), quantitative indicators were missing. They were added in the 2022 addendum but remain focused on activity completion rather than actual results achievement.

These new indicators do not allow for measuring behavioural changes in beneficiaries, limiting their usefulness for strategic management. Despite efforts from project managers, the qualitative data collected does not always align with the indicators, and the lack of dedicated human resources hinders their proper use.

QE5: To what extent has the approach proposed by Enabel in the field of engaged and solidarity-based citizenship education—merging two interventions—been effective in achieving the programme's results and expected objectives/effects? (Effectiveness)

BeGlobal has played a crucial role in institutionalising GCE within formal education and strengthening education stakeholders, both in schools (through initiatives such as UNESCO programmes and teacher training) and in third- and fourth-sector organisations. Projects aimed at engaging young people, such as *SoliDare*, have been innovative but struggle to meet their objectives, which appear overly ambitious, mainly due to their recent and urgent implementation. Efforts to develop a homogeneous inter-community approach have been made through joint actions and the systematic translation of written outputs into both languages.

QE6: To what extent has the use of available resources and means (budget, HR, etc.) been efficient in achieving the expected results and objectives? (Efficiency)

As of January 2025, the programme's disbursement rate is 68%, which appears satisfactory. However, disbursement rates vary across different results, with Result 1 exceeding 100%, while Result 3 has the lowest rate (57%). According to the 2025 expenditure forecasts, almost the entire budget should be used by the end of the project, with a remaining balance of less than 10%.

QE7: To what extent have the challenges related to human resources negatively impacted the programme's implementation and achievement of expected results? Can lessons be drawn from these challenges, and can best practices be identified? (Efficiency)

In 2023, the programme faced a human resources crisis, marked by resignations, burnout, and a lack of clarity in responsibilities. A significant amount of time was spent by the coordination team on recruitment, leading to delays and insufficient support for new hires. The programme suffered from the absence of a Francophone leader and a lack of cohesion, which affected efficiency. Despite these difficulties and frustrations caused by poorly communicated shifts in direction, the team remains committed to the programme's values. Greater transparency in decision-making and clearer restructuring are desired. High staff turnover also impacted the evolution of practices and the programme's reputation, although the involvement of new personnel has revitalised activities and partnerships.

QE8: What has been the reach and actual use of the online databases of educational materials? How effective is this method of promoting available resources? Has the programme ensured optimal access to pedagogical support materials, and if not, how can this access be improved? (Efficiency)

Currently, available data on consultation and visit statistics are insufficient to draw clear conclusions, as they do not exclusively track database use (but also website visits, for example). These data show an increase in annual connections, from 2,160 in 2021 to 7,857 in 2023. However, information on unique monthly connections and actual interest in materials (measured by repeated consultations) is lacking. The French-language (*Répertoire*) and Dutch-language (*KlasCement*) databases differ in content and hosting, with *KlasCement* benefiting from more centralised management.

French-language pedagogical initiatives are more dispersed. A project aims to consolidate these resources into a common platform, potentially using *e-classe*. Additionally, updates to both repositories have suffered due to a temporary lack of dedicated personnel for content selection.

QE9: Among the experiences/practices implemented so far, which can be capitalised on to guide future intervention strategies and the next programme phase? (Effectiveness/Sustainability)

Key actions that have ensured the sustainability of GCE in schools include the online availability of various resources, the UNESCO Schools programme that strengthens teachers' GCE skills, and advocacy efforts that formalised collaboration with education ministries. Tools such as *Questions Vives* have helped enhance BeGlobal's visibility, along with the barometer study. The programme has also promoted collaboration between linguistic communities and with non-traditional partners, such as fourth-pillar actors and the diaspora. Finally, the establishment of bilingual programmes and the signing of a collaboration agreement have strengthened partnerships and synergies.

QE10: What is the added value of the intervention in developing and enhancing the sector? (Effectiveness/Sustainability)

BeGlobal is recognised by international networks, education authorities (both Francophone and Dutch-speaking), and NGOs as a key actor bringing significant added value to the GCE sector. Its neutral and federal positioning allows it to effectively represent the sector before ministries, ministerial offices, and on the international stage through Enabel and the GENE network.

Its reputation makes it a key advocacy stakeholder, facilitating access to teacher trainers, school networks, and the youth sector. Its expertise, developed over the years, is widely acknowledged, particularly for its analyses and publications (*issue papers, barometer*, etc.), which contribute valuable insights to the field. Its federating role is also appreciated, particularly in organising meetings and thematic conferences. Finally, its presence within Enabel's infrastructure provides it with an important logistical advantage, granting access to well-equipped meeting spaces.

QE11: What unintended effects have been observed so far following implementation? (Impact)

The introduction of GCE, particularly through exchanges and training within UNESCO Schools, has had positive effects such as revitalising team spirit at *Athénée Royal de Rochefort-Jemelle*, fostering a sense of solidarity, and improving teacher-student relationships. The project has also contributed to an increase in school enrolment, which was previously in decline.

QE12: What major challenges have been encountered in reaching a diverse audience in line with the "Leave No One Behind" (LNOB) principle? (Cross-cutting Themes)

The GCE strategic note highlights the importance of the *Leave No One Behind (LNOB)* principle and the right of all individuals to access quality GCE. However, the programme remains primarily focused on specific target groups, such as urban youth and middle socio-professional categories. A strategic objective has been set to make GCE more inclusive, particularly through *SoliDare Hub, Hack*, and *Fest* initiatives. However, analyses show that these actions have not reached a sufficiently diverse audience. The LNOB approach was

implemented under time constraints, limiting the effectiveness of pilot projects and making it difficult to expand the targeted audience while avoiding a dispersion of efforts.

QE13: Has the programme developed an adequate inclusive strategy and approach to ensure balanced access for young boys and girls to opportunities and intended benefits? Have environmental protection measures been considered? (Cross-cutting Themes)

BeGlobal does not have a dedicated inclusion strategy (nor a gender strategy) or an environmental protection strategy, and these topics are not covered in the Technical and Financial Dossier *(DTF)* or annual reports. However, these cross-cutting themes are present in GCE and SDG-related content and training materials. Additionally, some initiatives on gender integration and environmental protection exist but are not linked to a formal implementation strategy.

3 Conclusions

- **C1:** Instability, workload overload, and lack of clarity: Since 2017, BeGlobal has undergone numerous changes that have affected its strategy and direction, leading to a loss of meaning and visibility, further reinforced by a sense of lack of transparency in decision-making. Despite this, the results achieved are satisfactory.
- **C2:** Unclear definition of concepts: Some key concepts, such as centre of expertise, inclusion, youth, and LNOB, are not sufficiently defined, which keeps BeGlobal's intervention strategy unclear.
- **C3:** A communication strategy that requires further development: The reflection on communication has not been sufficiently developed, mainly due to a lack of time and resources, delaying the implementation of necessary tools to reach diverse audiences and communicate for a single programme and two linguistic communities.
- **C4:** An incomplete monitoring and evaluation system: The programme's monitoring and evaluation system is incomplete due to late changes, the failure to define robust outcome indicators, high staff turnover preventing systematic data collection, which limits the effectiveness of monitoring and precise evaluation of results achieved.
- **C5:** Partner involvement: Progress is visible with better integration of partners by the new team and the signing of a collaboration agreement in March 2024 with Acodev and CNCD-11.11.11. Despite this, further efforts are needed to strengthen the involvement of field actors.
- **C6:** LNOB approach: The LNOB approach strategy, aiming to reach a young and diverse audience, remains incomplete. The launch of outcome 3 in April 2023 was rushed and did not allow for in-depth consultation with the relevant sectors, limiting the scope and diversity of projects such as SoliDare Fest and SoliDare Hub. This situation highlights the major challenges in reaching audiences traditionally excluded from global citizenship education.
- **C7:** BeGlobal's lasting strengths lie in its recognition as a key actor in global citizenship education at both national and international levels, and in the appreciation of its in-depth expertise in addressing complex issues. Its neutrality and central role at the federal level make BeGlobal an essential interlocutor for strategic decisions. Lastly, its integration within Enabel and its shift towards the youth sector reflect its strong position and crucial role in international cooperation.

4 Recommendations

N°	Description	Conclusion(s) linked	Target actor(s)	Level[2]	Priority	Type[3]
1	Structure BeGlobal as a centre of expertise in Global Citizenship Education /Sustainable Development Goals, supporting formal, non-formal, and informal education by providing practical tools and approaches tailored to the needs of sector actors.	1	BeGlobal Coordination, Next Phase Formulation Team	3	STR	STR
2	Implement the communication strategy to serve the centre of expertise/knowledge by adapting content and tools to the specific needs of target audiences, within a *Leave No One Behind* Approach.	1	Communication Officers BeGlobal Coordination	1	Medium -term	STR
3	Unify planning and monitoring tools into a single integrated system to measure outcomes with qualitative indicators, to assess impact. Assign a full-time person to ensure quality monitoring and support strategic programme management.	3	Monitoring Officer BeGlobal Coordination	1	Medium -term	OPR
4	Stabilise and strengthen BeGlobal's internal coordination and human resources. Ensure a flexible and integrated structure, while avoiding fragmentation of actions to improve overall effectiveness.	1	BeGlobal Coordination, Enabel Management	1, 3	Medium -term	STR
5	Strengthen the involvement of field actors, particularly the 3rd and 4th lines, for effective and inclusive implementation, prioritising a needs-centred approach.	1, 4, 5	BeGlobal Coordination, BeGlobal Team	1	Medium -term	STR
6	Strengthen the operationalisation of the *Leave No One Behind* approach.	2, 6	BeGlobal Coordination, BeGlobal Team	1	Short-term	STR

2 Level 1 - Project/Programme; Level 2 - Representation/Country; Level 3 - Organisational Enabel; Level 4 - Overall cooperation framework (DGD/Cabinet/SE S)

3 STR: Strategic/ OPR: Operational