

2026

Evaluation of the training activities of the ITCILO on the thematic area of “Sustainable Enterprises” 2024-2025

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Glossary

Acronym	Full form
AIMS	Approach to Inclusive Market Systems
CCI	Culture and Creative Industries
CFC	Contribution to Fixed Costs
CoI	Community of Inquiry
CSDDD	Corporate Sustainability Due Diligence Directive (EU)
CSRD	Corporate Sustainability Reporting Directive (EU)
EBMO	Employer and Business Membership Organization
EQ	Evaluation Question
ESG	Environmental, Social and Governance
FGD	Focus Group Discussion
FINSERV	Financial Services (ITCILO)
FIS	Facilities and Internal Services (ITCILO)
GERME	<i>Gérez Mieux Votre Entreprise</i> — the francophone component of the ILO's Start and Improve Your Business (SIYB) programme
HRDD	Human Rights Due Diligence
ICTS	Information and Communications Technology Services (ITCILO)
ILC	International Labour Conference
ILO	International Labour Organization
ILS	International Labour Standards
ISO	International Organization for Standardization
ITCILO	International Training Centre of the International Labour Organization
KAT	Knowledge Acquisition Test
KIC	Knowledge Innovation Centre
KII	Key Informant Interview
KPI	Key Performance Indicator
MAP	Management of Activities and Participants (ITCILO database)
MBLI	Market-Based Livelihood Interventions

MNE Declaration	Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy
MSMEDA	Micro, Small and Medium Enterprise Development Agency (Egypt)
NAP	National Action Plan
NDC	Nationally Determined Contribution
NPS	Net Promoter Score
OECD-DAC	Organisation for Economic Co-operation and Development — Development Assistance Committee
OHCHR	Office of the United Nations High Commissioner for Human Rights
P&B	Programme and Budget (ILO)
PATU	Participants Admissions and Travel Unit (ITCILO)
PDCA	Plan–Do–Check–Act cycle
QA	Quality Assurance
R204	ILO Recommendation No. 204 concerning the Transition from the Informal to the Formal Economy
RBC	Responsible Business Conduct
RBM	Results-Based Management
SCORE	Sustaining Competitive and Responsible Enterprises
SDT	Social Dialogue and Tripartism
SEE	Sustainable Enterprises and Economies
SIYB	Start and Improve Your Business
SME	Small and Medium-sized Enterprise
SP	Social Protection
SSE	Social and Solidarity Economy
SURE	Sustainable and Resilient Enterprises
TC	Technical Cooperation
ToR	Terms of Reference

Executive summary

Between 2024 and 2025, the Sustainable Enterprises and Economies (SEE) programme of the International Training Centre of the ILO (ITCILO) delivered a diverse portfolio of training activities operationalising the ILO's sustainable enterprises agenda across five thematic streams: Responsible Business Conduct (RBC), the Social and Solidarity Economy (SSE), Enterprise Formalization, Green Economy and Just Transition, and Sustaining Competitive and Responsible Enterprises (SCORE). This external evaluation, commissioned by the Centre and conducted by the Knowledge Innovation Centre (KIC) between May and July 2026, assessed the programme's performance against eight assessment criteria - the six OECD-DAC criteria complemented by validity of training design and effectiveness of management arrangements - using triangulated methods: desk research, twelve key informant interviews, an alumni survey (N=307, administered in five languages across more than 50 countries), five focus group discussions and five case studies, aligned with a Plan-Do-Check-Act approach and UNEG norms. Two complementary analytical lenses, the Community of Inquiry framework and the ISO 29993:2017 learning-service standard, structured the assessment of learning quality and results. The evidence base is a purposive sample of twenty activities selected for thematic and modality spread, together accounting for 2,429 participants.

The activities targeted ILO constituents and practitioners worldwide, equipping them with practical capabilities ranging from human rights due diligence in supply chains to cooperative development, enterprise formalization and green business advisory.

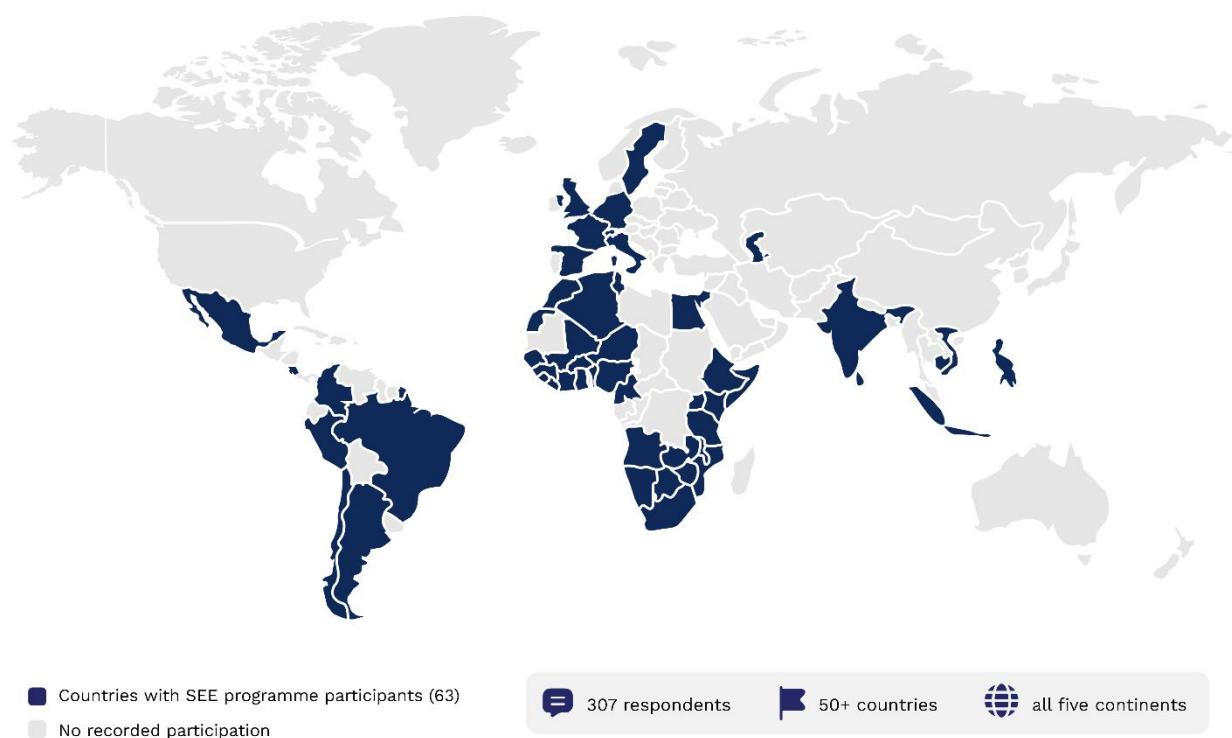


Figure 1: Worldwide distribution of participants that responded to the survey.

Key Findings

The SEE programme delivers training that participants find relevant, motivating and worth returning for. Relevance to professional needs (4.56/5) and motivation to develop competencies further (4.61/5) are the two highest-scoring items in the survey; 90.9% of alumni intend to take another ITCILO course and 77.3% place themselves at the top of the recommendation scale. Of the 176 respondents routed to the application question, 88% reported that the training had influenced their professional practice or policy work, 77% describing that influence as significant or moderate and 153 of participants supplied a concrete example of how they had applied it. The best-evidenced single result of the evaluation is the convergence of two independent instruments on delivery quality: the Centre's own end-of-activity questionnaire recorded overall quality at 4.56/5 across 771 responses, while the alumni survey, administered one to two years after the event, returns 92.5% positive, with no significant erosion of participants' assessment over time. These results hold across gender, with no statistically significant differences between male and female respondents on any of the ten outcome measures tested. Instructional quality is a clear strength, with Teaching Presence the strongest Community of Inquiry dimension. The evaluation team is confident that the programme is doing the right things, doing them well at the point of delivery, and generating results that participants demonstrably carry into their professional contexts.

The opportunities identified by the evaluation lie not in delivery itself but in the architecture around it, and they are opportunities to build on an already well-functioning core rather than gaps in that core. There is scope to diagnose learning needs more systematically before design, to maintain contact with cohorts after delivery, and to document the impact that is clearly occurring. That impact is real and was found at all four levels examined: individual practice, enterprise, policy and cascade. Documented examples range from human rights due diligence embedded in supply-chain contracts and RBC content feeding ministerial policy papers to trainer-led cascade reaching thousands of secondary beneficiaries. The cascade is the programme's strongest single impact signal and, because onward delivery by certified trainers is not routinely documented, the programme's real footprint is understated in its own reporting. The evaluation's central observation on impact is therefore an encouraging one: the results are strong and demonstrable, and the main opportunity is to capture them more routinely. The Centre operates an established institutional alumni platform and an annual external evaluation cycle; what is not yet routine is the lighter layer beneath these, a channel at the level of the individual course, and a short follow-up instrument revisiting the same participants six months on.

Two design opportunities emerge consistently from both the participant survey and the evaluators' review of the twenty course designs. The first is peer interaction: opportunities for informal exchange are clearly evidenced in only 55% of activities, and this aligns with peer interaction being the lowest rated of the three Community of Inquiry dimensions, although all three score at or above 4.2 out of 5. This is an opportunity to add something to an already strong online learning experience rather than an argument for delivering less online, since online provision is what makes this training reachable for most of the participants who receive it and performs well on instructional quality. The second concerns blended delivery, which is simultaneously the configuration participants would most often choose for future learning and the lowest-rated on both available instruments, making the junction between online and face-to-face components the clearest modality-related opportunity in this evaluation.

One equity qualification runs alongside these. Around two in five respondents who answered the relevant question reported that unreliable internet connectivity disrupted their learning, and Sub-Saharan African

respondents — the programme's largest geographic constituency — reported this at a higher rate than others. This reflects conditions in participants' own working environments rather than the quality of the Centre's provision, and it is largely outside the Centre's power to remove. The implication is not that online delivery should be reduced, since online delivery is what makes this training reachable for most of those affected, but that online course design should assume unreliable connectivity rather than treat it as an exception.

On the ITCILO's own Key Performance Indicators, the programme meets or exceeds every target that can currently be measured. Satisfaction (KPI 2.A, target 4.5) is met: the Centre's end-of-activity data record overall quality at 4.56 out of 5. Knowledge application (KPI 2.C, target 75%) is exceeded: 87% of those who answered the relevant question gave a concrete example of applying their learning. Knowledge acquisition is strong where it is measured: of the 591 participants who sat a post-test, 96.6% scored 6 or higher, against a target of 85%. Eleven of the twenty sampled activities administered a post-test — seven of the eight open courses, for which the test is mandatory, and four tailor-made activities, for which it is recommended — so coverage follows how the requirement is set rather than how teams comply with it. The Centre consolidates test results at course, programme and Centre level through its learning analytics dashboards and reports the indicator above target for the biennium; the qualification here concerns the sampled set on which this evaluation reports, not the Centre's capacity to report the indicator.

Several of the opportunities set out below concern matters the Centre is already working on more consistent documentation of learning needs at the planning stage, improved marker methodology, systems adapted for hybrid delivery, the eCampus revamp, a growing alumni network, and a range of cross-departmental initiatives. The recommendations are framed to build on that work.

The programme's distinctive value rests on three assets a commercial provider cannot replicate. The first is normative grounding: SEE training operationalises specific ILO instruments, among them the MNE Declaration, Recommendation No. 204 and the 2022 SSE Resolution. The second is institutional credibility, where the ILO brand rather than the certificate itself is the primary source of trust for participants and their employers. The third is the cascade multiplier, through which certified trainers extend the Centre's reach at minimal marginal cost.

The delivery model is also efficient in its use of both reach and development effort. The sampled activities generated a contribution to fixed costs equal to 59% of their revenue, and course content is routinely re-used across modalities and contexts, so that intensive design work is spread across several deliveries rather than repeated each time. Encouragingly, the infrastructure needed to build on these strengths is already in place: the RBM framework, the eCampus, existing survey licences and the institutional alumni platform. The central opportunity of this evaluation is therefore one of reallocation rather than new investment. A short six-month pulse-check survey would convert the programme's demonstrated learning quality into impact that is tracked and reported as a matter of routine, at marginal cost.

Key Recommendations

Based on the evaluation evidence, the evaluation offers seven recommendations, set out in full in Chapter 7:

- Add a cohort-level layer to the Centre's alumni follow-up framework, complementing rather than replacing the existing institutional alumni provision and annual external evaluation cycle
- Apply documented learning needs assessment consistently across the five SEE streams, building on the Centre's own 2026–27 commitment to document needs assessment and portfolio planning at the Plan stage
- Consolidate and further develop the Training of Trainers model as a strategic pillar of the portfolio
- Sustain annual refresher training and communication on marker assignment, and carry the methodology from design into delivery, so that gender equality and the relevant ILO normative instruments are visible to participants in the session itself.
- Design structured peer interaction into online and blended provision
- Make the route from evaluation evidence to course design explicit, and combine internal with external evaluation so that programme teams assess their own activities ahead of an external cycle
- Make the disaggregated results a routine reporting practice, so that equitable results can be demonstrated as a matter of course.

1. Introduction

Each year, in line with its 2022–25 Strategic Plan and its commitment to a quality-focused, data-driven approach to monitoring and evaluation, the ITCILO commissions an external evaluation of the training activities of one of its technical programmes. Recent cycles covered the Centre's overall training portfolio for 2022 (evaluated in 2023), the training activities strengthening workers' organizations (ACTRAV, evaluated in 2024), and the Social Protection portfolio for 2024 (evaluated in 2025). For the 2026 cycle, the evaluation tackles the Sustainable Enterprises and Economies (SEE) programme, covering training activities delivered in 2024 and 2025.

The present evaluation was commissioned by the Centre under the Terms of References in Annex A and conducted by Knowledge Innovation Centre (KIC) between May and July 2026. It is external, evidence-based, and conducted in compliance with UNEG Norms and Standards.

Our sincere thanks go first to the 307 SEE alumni across more than 50 countries who completed the online survey, and to the 24 participants who joined the five focus group discussions. Their willingness to reflect candidly on their learning and its aftermath is the foundation of this report's evidence base.

We are grateful to colleagues across the Centre for their constructive engagement throughout the process. We warmly acknowledge the support of Eiman Elmasry and Su Pu, whose timely assistance in arranging interviews, disseminating the survey and facilitating access to documentation made this exercise possible, and we thank the Director of Training, the SEE Programme Manager, activity managers and institutional clients who gave generously of their time in the key informant interviews.

The evaluation was conducted by Anthony F. Camilleri, Ksenija Frelih and Nik Heerens on behalf of the Knowledge Innovation Centre. The findings and interpretations presented here are those of the evaluation team and do not necessarily reflect the views of the ITCILO or its partners. Any remaining errors are our own.

2. Background on the SEE Programme and its Logic

2.1 ITCILO Portfolio and SEE Programme

ITCILO is the capacity-building arm of the ILO, delivering capacity development services to ILO constituents. The SEE programme operationalises the ILO's sustainable enterprises agenda across five thematic streams. Overall ITCILO manages the SEE portfolio through a three-bucket logic: (i) high-volume, largely self-financing activities that generate earned income; (ii) normative mandate-driven activities co-funded by ILO or bilateral donors; and (iii) experimental or market-development activities testing new content and audiences. This portfolio logic shapes the efficiency expectations and cost-recovery obligations against which individual activity performance is assessed.

The Sustainable Enterprises and Economies (SEE) programme is a thematic portfolio within ITCILO's Training Department, operationalising the ILO's sustainable enterprises agenda across five streams:

Thematic Stream		Scope and Normative Grounding
Responsible Business Conduct (RBC)		HRDD, ESG integration, just transition in supply chains. Grounded in the MNE Declaration, UN Guiding Principles on Business and Human Rights.
Social and Solidarity Economy (SSE)		Cooperatives, associations, mutual benefit societies and social enterprises. Grounded in the 2022 ILC Resolution on SSE and R204.
Enterprise Formalization		Transition of informal enterprises into the formal economy. Grounded in R204 (2015).
Green Economy / Just Transition		NDCs, green business certification, enterprise environmental compliance. Grounded in the ILC 111 Resolution on a Just Transition (2023).
SCORE		Enterprise-level productivity and working-conditions improvement delivered via a Training of Trainers model.

Table 1: Thematic streams of SEE Programmes.

In the 2024–25 biennium, SEE training activities reached 5,415 participants, excluding self-guided courses. Their organisational affiliations were as follows.

Organisational affiliation	Participants	Share
Government (other than Ministry of Labour)	1,086	20.1%
Other	1,045	19.3%
Non-governmental organization	982	18.1%
Enterprise	696	12.9%
Public institution (other than Government)	360	6.6%
Ministry of Labour	345	6.4%
Training/academic institution	310	5.7%
ILO	238	4.4%
UN organization (other than ILO)	118	2.2%
Employers and Business Member Organization	83	1.5%
Intergovernmental organization (other than UN)	77	1.4%
Trade Union Organization	75	1.4%
Total	5,415	100%

Table 2: SEE programme participants 2024-25 per organisational affiliation.

The programme reaches the ILO's constituencies by several routes. Government and public administration is the largest single bloc: ministries of labour, other government bodies and public institutions outside government together account for 1,791 participants, a third of the total. The employer constituency is reached substantially through enterprises themselves — 696 participants — which is the expected pattern for a portfolio centred on small enterprise development, where the end users of the training are enterprise owners, managers and the advisers who support them; employers' and business member organisations account for a further 83 participants. Trade union organisations account for 75 participants and ILO staff for 238. Non-governmental organisations, at 982 participants, are the second-largest identified group after government.

Two limits apply to what can be read from this distribution. Nearly a fifth of participants (1,045) are recorded under "Other", so a substantial part of the audience is not characterised. And the categories describe organisational type rather than the tripartite constituency in its formal sense, so they cannot be mapped directly onto it. Participation by the representative social partners is considered further in Section 5.3.2.

The twenty activities sampled for this evaluation account for 2,429 of these participants, or 44.9% of the total.

2.2 Theory of Change and RBM KPI Framework

The programme's theory of change links training inputs through immediate learning outcomes to behavioural change and ultimately to enterprise-, institutional- or policy-level impact, following the ITCILO results chain model: INPUTS → OUTPUTS → OUT-TAKES → OUTCOMES → IMPACT.

The ITCILO's Results-Based Management (RBM) framework formalises this through three KPI dimensions:

- (1) technical performance (reach, satisfaction, application rates);
- (2) financial performance (cost recovery, efficiency); and
- (3) governance (partnership accountability, normative mandate operationalisation).

RBM KPI Dimension	What is measured
Technical performance	Reach (number of participants; share of women; share from Global South; share of ILO constituents), satisfaction scores, and knowledge-application rates
Financial performance	Self-financing ratio, cost per participant, alignment with cost-recovery targets by activity type
Governance	Partnership accountability, donor reporting compliance, ILO normative mandate operationalisation, gender and diversity marker compliance

Table 3: RBM KPI Framework.

3. Purpose, Scope and Clients of the Evaluation

3.1 Evaluation Purpose

The evaluation provides accountability to the Board of ITCILO and ILO on results achieved in 2024–2025 and generates learning to improve future SEE activity design and ITCILO's 2026–27 Programme and Budget planning.

3.2 Evaluation Scope

- Thematic: all five SEE streams (RBC, SSE, Enterprise Formalization, Green Economy/Just Transition, SCORE)
- Temporal: training activities delivered in calendar years 2024 and 2025
- Modality: online, blended and face-to-face activities included
- Non-training activities are outside the scope of this evaluation (ToR paragraph 11)

3.3 Clients

The primary accountability audience is the Board of the Centre. The primary learning audience is the Training Department, including the SEE Programme Manager and the Director of Training. ILO institutional clients co-funding specific activities are secondary users.

4. Methodology & Review of Implementation

4.1 Conceptual Framework

The evaluation applied a mixed-methods approach, integrating quantitative and qualitative evidence structured along the ISO 29993:2017(E) standard for learning services outside formal education and the Plan–Do–Check–Act (PDCA) quality management cycle used by the Centre. In line with the ToR, the evaluation also drew on the principles and good practices of ISO 19011:2018 Guidelines for Auditing Management Systems, providing a globally benchmarked reference system that enhances the reliability and comparability of findings.

Each training activity in the sample was analysed using the Centre’s standard results chain model:

INPUTS → OUTPUTS → OUT-TAKES (INTERIM OUTCOMES) → OUTCOMES → IMPACT

- **Inputs:** the activities performed and resources used to generate results;
- **Outputs:** the immediate results or deliverables (training events, materials, certifications);
- **Out-takes:** emerging change, typically observable shortly after the activity;
- **Outcomes:** lasting change directly attributable to the outputs;
- **Impact:** longer-term change in enterprises, organisations or policy contexts.

The six OECD-DAC criteria, complemented by validity of training design and effectiveness of management arrangements as per the ToR, were used to structure the analysis. The analytical frameworks applied are summarised below:

Framework	Coverage	Key Use
OECD-DAC criteria + EQ1–16	All EQs	Primary evaluation lens
Community of Inquiry (CoI)	EQ3–8	Learning experience quality

Table 4: Conceptual frameworks.

4.2 Community of Inquiry Framework

Beyond the OECD-DAC criteria, the evaluation assessed the meaningfulness of the learning experience using the Community of Inquiry (CoI) framework developed by Garrison, Anderson and Archer (2000). This framework is well suited to the SEE training portfolio, which spans online, blended and face-to-face modalities and a

diverse participant base. The Col model holds that effective learning occurs through the interaction of three core elements:

- **Social presence** – the ability of learners to project themselves socially and emotionally as real people in a community of inquiry;
- **Cognitive presence** – the extent to which learners can construct meaning through sustained reflection and discourse;
- **Teaching presence** – the design, facilitation and direction of cognitive and social processes for realising personally meaningful and educationally worthwhile learning outcomes.

The Col framework informed the design of survey and interview instruments, particularly for the assessment of validity of training design and effectiveness. Col dimensions were compared across online, blended and face-to-face modalities to identify modality-specific design strengths and weaknesses.

4.3 Evaluation Criteria and Questions (EQ1–16)

The evaluation addressed eight assessment criteria, consolidating the six OECD-DAC criteria with the two additional criteria specified in the ToR. Each criterion was operationalised through specific evaluation questions (EQs), with a defined approach to data collection and analysis:

Assessment Criterion	Key Questions	Approach
Relevance (EQ1)	Is the activity doing the right things? How well did the activity operationalise the 2022–25 Strategic Plan and 2024–25 P&B of the Centre, and the higher-level ILO Strategy Framework?	Desk review against ITCILO and ILO strategic frameworks; alignment with the 2007 ILC Conclusions on Sustainable Enterprises and the 2022 ILC Resolution on SSE; interviews with SEE staff; participant survey items on perceived relevance to professional and institutional context
Coherence (EQ2)	How well does the activity fit? To what extent does it serve the ILO mandate and the needs of ILO core constituents?	Internal coherence (across SEE activities and with other ITCILO programmes) and external coherence (with ILO field operations, SCORE country programmes, ENTERPRISE department) examined through document review and stakeholder interviews
Validity of training design (EQ3–4)	How well was the activity designed? Does the result of training imply the design was logical and realistic? Did end-of-activity evaluation effectively measure results?	Review of curricula, session plans and instructional design materials against ISO 29993:2017 quality conditions; re-evaluation through independent survey items mapped to original learning

Assessment Criterion	Key Questions	Approach
		objectives; application of the Col framework across modalities
Effectiveness (EQ5–8)	Is the activity achieving its objectives? What results have been achieved? Which gaps remain? Are there differential results across groups?	Analysis of end-of-activity and follow-up evaluation data; participant survey items on knowledge gain, skills acquired and application of learning; disaggregation by gender, region, constituent type and modality
Effectiveness of management arrangements (EQ9–11)	How well were the roles assigned? Were roles and responsibilities clearly defined? Were implementation arrangements effective? Were activities coordinated across technical programmes?	Semi-structured interviews with Programme Manager, Activity Managers, Activity Assistants, and counterparts in cross-programme collaborations; review of project management documentation
Efficiency (EQ12–13)	How well are resources being used? How economically were inputs converted to results? Did results justify the cost?	Analysis of enrolment, cost and time data; comparison across modalities; perceptions of value for money from participants and institutional clients; benchmarking against earlier ITCILO evaluations
Impact (EQ14–15)	What difference does the activity make? What are participants perceived benefits? What evidence of impact exists?	Five case studies; five focus group sessions; survey items on post-training application; interviews with institutional clients linked to technical cooperation projects; differentiation by gender, region, constituent type and modality
Sustainability (EQ16)	Will the benefits last? How likely is it that results will be maintained or up scaled?	Assessment of institutional embeddedness, replication (training of others, application beyond original context) and scalability, drawn from interviews, survey and focus group

Table 5: Evaluation questions.

4.4 Compliance with UNEG Norms

The evaluation was conducted in full compliance with the ten general Norms for Evaluation of the United Nations Evaluation Group (UNEG): internationally agreed principles, utility, credibility, independence, impartiality, ethics, transparency, human rights and gender equality, national evaluation capacities, and professionalism.

4.5 Evaluation Approach — PDCA Cycle

The evaluation was organised along a four-phase Plan–Do–Check–Act (PDCA) approach, adapted from the Centre’s own quality management system and the principles of ISO 19011:2018. This structure ensured a clear logic, systematic process and traceability of findings throughout the evaluation lifecycle.

Phase	Description
PLAN (May 2026)	Kick-off meeting with the evaluation manager, the SEE Programme Manager and Key Centre stakeholders; inception report submitted. Established the finalised evaluation questions, interview list, focus group design, survey framework, documentation required for desk research, and quality assurance approach.
DO (May–July 2026)	Collection of high-quality, triangulated evidence through five primary instruments: desk research, 12 semi-structured interviews with ITCILO staff and clients, an online participant survey (N=307), five focus group sessions with 24 former training participants, and case study data collection.
CHECK (July 2026)	Rigorous analysis of all data sources: triangulation across instruments; results chain analysis by thematic stream; performance assessment against ISO 29993:2017 quality conditions and ITCILO KPIs; application of the CoI framework; identification of good practices and areas for improvement.
ACT (end of July 2026)	Translation of findings into categorised results: good practices, conformities, opportunities for improvement, risks and non-conformities, mapped to the eight assessment criteria. Draft report presented for stakeholder feedback; final report submitted in July 2026.

Table 6: PDCA Cycle.

4.6 Data sources

Instrument	Volume	Primary EQ coverage	Timing
Desk research	2 categories: normative/strategic documentation; activity-level evidence (incl. prospectuses, curricula, MAP/eCampus data, costing per Circular 02)	Relevance, Coherence, Validity, Management, Efficiency	May–June 2026
Key informant interviews	12 semi-structured interviews (programme management ×3,	All criteria; strategic framing	May–July 2026

	activity managers ×5, institutional clients ×3, Director of Training ×1)		
Alumni survey	N=307 valid responses; 50+ countries; 5 languages; 153 open- text application examples	Effectiveness, Impact, Sustainability; Col	May–June 2026
Focus group discussions	5 sessions with 24 former training participants; 10 countries;	Impact, Sustainability; case study identification	June 2026
Case studies	5	Impact	June–July 2026

Table 7: Overview of data sources.

4.6.1 Desk Research

Desk research systematically analysed documented information in two categories, primarily addressing evaluation questions on relevance, coherence, validity of design, management arrangements and efficiency.

- **Category 1 — Normative and strategic documentation:** ITCILO Strategic Plans 2022–25 and 2026–29; ILO Strategic Plans and P&Bs for 2022–25 and 2026–27; key normative anchors for the SEE programme (2007 ILC Conclusions on Promoting Sustainable Enterprises; 2022 ILC Resolution on SSE; R204; ILO Guidelines for a Just Transition 2015; the MNE Declaration); ITCILO quality management documentation including the PDCA cycle and ISO 29993:2017 quality conditions; centre-wide action plans on innovation, ILS/SDT and gender; and previous ITCILO external evaluations, notably the 2023, 2024 and 2025 cycles.
- **Category 2 — Activity-level evidence:** Documented information for 20 sampled SEE activities; depending on the activity, this included a range of information such as prospectuses; curricula and session plans; instructional design materials; enrolment, participation and completion data from MAP and eCampus; end-of-activity participant evaluations and follow-up surveys; certification data and Three-Tier Training Certification Framework alignment; activity final reports.

During the evaluation, the Centre shared information on measures undertaken in several of the areas examined, through correspondence and meeting records. These are reported alongside the relevant findings and attributed to the Centre. They primarily concern action taken at central and policy level, and the evaluation could not observe how far individual measures have been implemented at activity level as most postdate the 2024–25 activities reviewed here. They are included because they bear on how the findings should be read, and because the training reviewed took place in 2024–25, since when the Centre’s practice has continued to develop.

4.6.2 Key Informant Interviews

Twelve semi-structured interviews were conducted online via Zoom, involving eighteen informants across all principal stakeholder categories. Five interviews with ITCILO activity managers involved more than one participant, accounting for eleven of the informants; the remaining interviews were conducted with single informants.

Each interview was summarised in structured notes within 48 hours of the conversation. Interview guides were developed for each stakeholder group, tailored to the SEE thematic context (RBC, SSE, formalisation, green economy/just transition, SCORE).

Stakeholder Group	Completed	Evaluation Questions Prioritised
SEE Programme Manager and Senior Programme Officers	3	Relevance, Coherence, Validity of design, Management, Efficiency, Sustainability
Activity Managers and Activity Assistants	5 (11 pax)	Validity of design, Effectiveness, Management, Efficiency, Sustainability
Institutional Clients (TC project focal points)	3	Effectiveness, Impact, Sustainability
Director of Training	1	Strategic context; RBM framework; recommendation framing guidance
TOTAL	12	All EQ criteria covered

Table 8: Overview of stakeholder meetings.

4.6.3 Online Participant Survey

An online survey was administered to former participants of the sampled SEE activities. The survey targeted former participants drawn from the ITCILO MAP database and eCampus records and closed with 307 valid responses from alumni across more than 50 countries, exceeding the initial target of 200+. The survey was administered in five languages (English, French, Spanish, Portuguese, Arabic) and could be completed in approximately 27 minutes.

The survey primarily addressed evaluation questions on effectiveness, impact and sustainability, covering participant profile data (institutional affiliation, constituent type, seniority, prior knowledge); training modality comparison items; post-training application items (eliciting evidence of knowledge transfer to workplace practice). Open-question responses (153 concrete application examples received in B4) were coded thematically.

Throughout this report, survey percentages are calculated on the number of respondents who reached and answered the question concerned, rather than on the total number who began the survey. The item-level base is given alongside each percentage. Where a figure uses a different base, this is stated.

Responses were screened for quality using the survey platform's automated checks, which flag speeding (completion markedly faster than the median), straight-lining (selecting the same option throughout a matrix

of items) and non-substantive open-text entries. Flagged cases were reviewed by the evaluation team before exclusion. Where an analysis requires responses to particular items, the base is the subset of respondents who answered them and is stated at each point.

4.6.3.1 End-of-activity satisfaction questionnaires

The Centre administers a standard end-of-activity questionnaire covering clarity and coherence of objectives, achievement of objectives, relevance, balance of theory and practice, learning methods, expert contribution, materials, the eCampus platform, assessment methods, organisation and administrative support, alongside two open-text fields. Response records were supplied to the evaluation for 18 of the 20 sampled activities, comprising 771 responses. The two activities without records are both tailor-made.

These data are used in this report as an independent check on findings derived from the evaluation's own alumni survey. The two instruments differ in timing — one administered at the close of the activity, the other one to two years afterwards — and in question wording, so they are treated as convergent rather than directly comparable.

4.6.4 Focus Group Discussions

The evaluation team conducted five online focus group sessions with former training participants to explore tangible and non-tangible changes resulting from SEE programme activities. The focus groups primarily addressed evaluation questions on effectiveness, impact and sustainability, and contributed to identifying case study candidates. Together, the sessions engaged 24 participants from 10 countries across the WIDB, SIYB, Green Business, RBC and Social Dialogue streams, including a dedicated session with certified WIDB trainers on cascade training of trainer's delivery. Sessions were facilitated by a KIC team member, with a second team member serving as rapporteur.

4.6.5 Case Studies

Case studies were developed to document tangible change at the enterprise, institutional, or policy level arising from SEE training. Candidates were identified through key informant interviews, focus group sessions, and open-text responses from the alumni survey, then shortlisted against three criteria:

- **Good practice.** Does the case demonstrate effectiveness, relevance, efficiency, sustainability, and innovation in approach?
- **Credible attribution.** Can a credible link be established between participation in SEE training and the observed change?
- **Documentation and access.** Is the case well documented, with an interlocutor available to provide further detail?

In practice, identification worked through three channels. Some candidates emerged directly from named individuals in interviews and focus groups, with a clear trail to a specific activity and a reachable interlocutor (e.g. WIDB, Suyay Cubelli, SURE ToT Palestine, Green Business Trainers). Others surfaced as anonymous open-text responses in the alumni survey, flagging a plausible systemic or policy-level outcome; these required a separate tracing step — working back from the response to an activity code and, where possible, a named

respondent — before a follow-up interview could confirm or discard them. A final pair emerged from closing interviews with ITCILO activity managers and assistants, surfacing practices (a bespoke institutional engagement, a one-off activity converted into a standing course) that were not part of the original candidate pool but were judged too relevant to the evaluation's sustainability findings to leave out.

The final set comprises five cases. Three map directly onto the SEE thematic streams: Green Economy/Just Transition, represented by two contrasting cases — the SURE Training of Trainers programme for chambers of commerce in Palestine, and the Certification Programme for Green Business Trainers — and Enterprise Development, represented by the Women in Digital Business (WIDB) initiative. Two — the MSMEDA (Egypt) study tour and the Decent Work in Culture and Creative Sectors workshop — sit outside the five thematic streams by design, since neither is a standard SEE catalogue activity. They were retained because each documents a good-practice mechanism (responsive, iteratively co-designed delivery for an institutional client, and conversion of a one-off tailored engagement into standing self-paced and open-course products) not otherwise evidenced in the thematic-stream sample, not because they were forced to fit the taxonomy.

4.7 Triangulation and Analysis

Evidence underwent a structured triangulation process to enhance validity and credibility, applying three forms of triangulation:

- **Source triangulation:** comparing perspectives across stakeholder groups (SEE staff, institutional clients, former participants, cross-programme counterparts);
- **Method triangulation:** combining insights from desk research, interviews, participant survey and focus groups to build a multi-faceted evidence base;
- **Framework triangulation:** analysing data through the PDCA cycle, the results chain model and the Col framework to identify consistencies and divergences.

Comparative analysis was conducted across the five SEE thematic streams (RBC, SSE, Enterprise Formalisation, Green Economy/Just Transition, SCORE) and three delivery modalities (online, blended, face-to-face), supporting a nuanced understanding of factors influencing effectiveness, efficiency and impact.

4.8 Limitations

The evaluation faced several practical constraints, all addressed through adaptive strategies approved by ITCILO focal points. The activity sample was proposed by ITCILO's evaluation team on representativeness grounds (topic, venue, language, region, category, certification type and enrolment of 19 or more) and validated by the SEE programme. The twenty sampled activities account for 2,429 participants, 44.9% of all SEE participants in the biennium excluding self-guided courses. Coverage is therefore substantial at participant level, though concentrated: two large activities contribute 69% of that total. The survey achieved 307 valid responses, a response rate of 12.6% against the sampled activities. The sample was purposive rather than proportionate, and findings drawn from it describe respondents rather than the participant population.

We conducted 12 stakeholder interviews, ensuring representation across all major stakeholder groups. Anonymised and voluntary data collection, applied for confidentiality and in line with participant data agreements, limited the ability to link individual records across datasets. In addition, programme-level

knowledge acquisition data (KPI 2.B) could not be confirmed. Both are flagged as monitoring gaps. As with most training evaluations, outcomes were self-reported and cross-sectional, limiting causal inference; English-language respondents also dominated the survey and focus groups, with some regions under-represented.

Given the 2024–25 delivery period and mid-2026 assessment timing, results reflect early-trajectory outcomes rather than mature impact, reinforcing the case for a permanent follow-up mechanism. Data collection also coincided with the summer holiday period in Europe, contributing to timeline pressures, which were managed through extended deadlines and prioritising analytical quality. Overall, triangulation, adaptive scheduling and validation against the evaluation matrix kept the findings credible and actionable, with limitation-specific notes flagged where relevant in Chapter 5.

4.9 Data Quality Assurance

All findings presented in this report are grounded in systematically collected and verifiable evidence, analysed using reproducible methods aligned with UNEG Norms and Standards, OECD-DAC criteria, and ISO 29993 principles for learning service evaluation.

- **Triangulation:** findings were triangulated at both thematic and course levels across all four data sources before synthesis. Where data sources yielded conflicting signals, additional evidence was sought before drawing conclusions.
- **Reproducibility:** quantitative analyses used Python with version-logged workflows. All dataset transformations and derived variables are documented in a codebook.
- **Qualitative coding:** thematic coding followed the evaluation matrix, with additional inductive sub-codes developed for emerging themes. Excerpts were cross-checked against original transcripts and contemporaneous notes.
- **UNEG quality checklist:** the UNEG Quality Checklist for Evaluation Reports was applied during the final reporting phase to verify structure, clarity and evidence support.

4.10 Implementation

The evaluation was implemented broadly as planned in the Inception Report, with the adaptations described in Section 4.8. Data collection proceeded in parallel workstreams between May and July 2026: the alumni survey closed with 307 valid responses against a target of 200+; the interview programme was completed with 12 key informant interviews, with coverage of all principal stakeholder categories preserved through flexible scheduling; and all five focus group sessions were delivered as designed. One deviation from the inception plan is worth recording. Knowledge Acquisition Test records cover 11 of the 20 sampled activities: 11 administered a post-test, 9 administered a pre-test, and 9 administered both. This limits a full quantitative analysis of knowledge acquisition (KPI 2.B) across the whole sample. The Centre consolidates these results at course, programme and Centre level in its learning analytics dashboards, so the constraint applies to the subset available to this evaluation rather than to the Centre's own reporting. This does not alter the overall credibility of the findings but is flagged where it qualifies interpretation in Chapter 5.

4.10.1 KPI Performance

The table below maps SEE 2024–25 results against ITCILO’s institutional KPIs.

KPI	Target	SEE Result	Notes
2.A — Service satisfaction (mean)	4.5	4.6/5	MET — based on the mean ‘Overall Quality’ rating of 4.56/5 across 771 end-of-activity questionnaire responses in 18 of the 20 sampled activities.
2.B — Knowledge acquisition rate	85%	96.6% (partial coverage)	Post-KAT data were available for 11 of the 20 sampled activities (591 respondents), of whom 96.6% scored 6 or higher, against the institutional target of 85%. The two largest activities together account for roughly seven in ten post-test responses, so this is a strong result on a concentrated base rather than a rate computed across the full sample.
2.C — Concrete application (%)	75%	87%	MET — SEE exceeds institutional target (153 documented examples)
2.D — Alumni network participation	1,000	This indicator is set at Centre level and is not designed for disaggregation to individual programmes; it is reported here for completeness rather than as a measure of SEE performance	The Centre's institutional alumni network is active and expanding, with a programme of exclusive alumni initiatives including the annual Pioneers Award. SEE-specific participation is not currently disaggregated against this indicator, and stream- or cohort-level engagement channels are not yet routinely established at activity level.

Table 9: KPI performance.

5. Presentation of Findings

This chapter presents the evaluation findings, triangulated across the five data sources described in Chapter 4 and cited throughout. Headline results include relevance to professional needs (4.56/5) and motivation to apply learning (4.61/5) — the two strongest items in the survey — an 87% knowledge-application rate against the 75% institutional target, and a 49-percentage-point gap between the share of respondents who attended online (79.8% of the 252 who indicated modality) and the share who would prefer to choose online in future (30.8% of the 159 who expressed a preference), which is the primary structural signal in the dataset.

Findings are organised by (i) course modality, (ii) OECD-DAC evaluation criterion mapped to EQ1–16 with the ITCILO RBM KPI dimension noted for each, and (iii) Community of Inquiry dimension. Cross-cutting qualitative themes and the eight cross-cutting findings (F1–F8) conclude the section.¹

5.1 Profile of Survey Respondents

The findings in this chapter rest on the twenty purposively sampled activities described in Section 4.8 and on the instruments applied to them: the alumni survey (N=307), twelve key informant interviews, five focus groups, the systematic review of course design, and the Centre's activity, assessment and end-of-activity questionnaire records. The twenty activities account for 2,429 participants, 44.9% of all SEE participants in the biennium excluding self-guided courses but were selected for thematic and modality spread rather than proportionately. Where this chapter reports participant characteristics or ratings, these describe survey respondents rather than the participant population as a whole; the programme's overall participant profile is given in Section 2.1

5.1.1 Gender Distribution

Of the 252 survey participants who provided a gender response, 57% identified as male and 43% as female. Fifty-three respondents (21% of the 252 respondents who answered the relevant question) self-identified as belonging to an underrepresented or vulnerable group, confirming the constituency for equity-responsive design is present among survey respondents.

Gender (among respondents who answered, n=252)

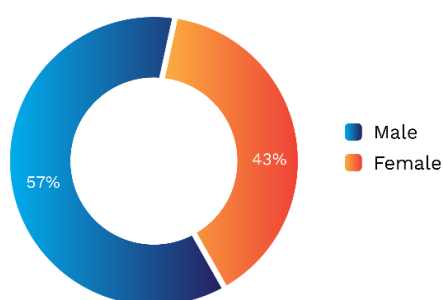


Figure: 2 Gender distribution among alumni survey respondents (N=252).

5.1.2 Survey Language and Geographic Distribution

The survey was administered in five languages. English-language respondents predominated (198 respondents, 64.5%), consistent with the programme's largest delivery volume in anglophone contexts, followed by French (57, 18.6%). Spanish (19), Portuguese (17) and Arabic (16) responses together account for just under 17% of the sample. Given the programme's delivery footprint in Lusophone Africa and the Arab States, the Portuguese and Arabic constituencies are represented more thinly in this evidence base than their share of delivery would suggest. The survey was administered in all five languages, so the constraint lies in reach rather than in translation: response rates in Portuguese and Arabic were lower than in English and French. Future administration could address this through reminder cycles targeted by language, and if possible, specific follow-up for cohorts in the more thinly represented languages.

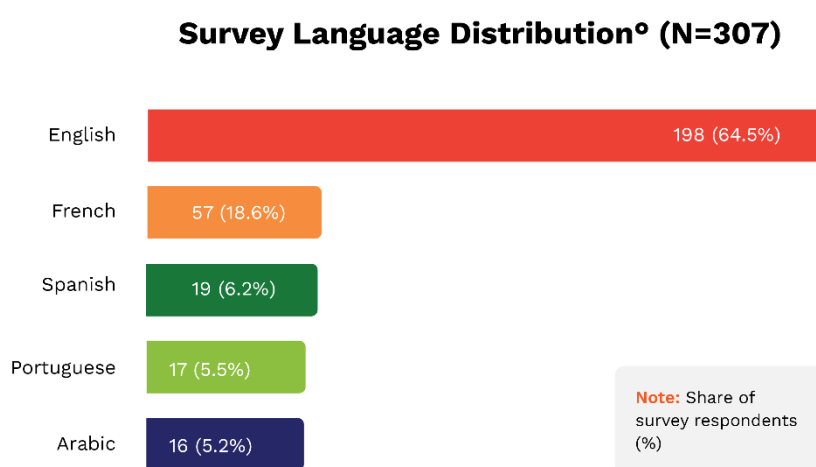


Figure 3: Survey language distribution (N=307).

Geographically, the programme achieved its broadest reach in Sub-Saharan Africa (approximately 40% of respondents), consistent with the region's established position as the largest participant group in ITCILO's overall training portfolio (confirmed also in the 2023 ITCILO evaluation: Africa as the largest regional cohort). Europe, the Middle East and North Africa, the Americas, and Asia-Pacific each represent smaller but meaningful shares of the respondent population.

Approximate Geographic Distribution (N=307, 50+ countries)

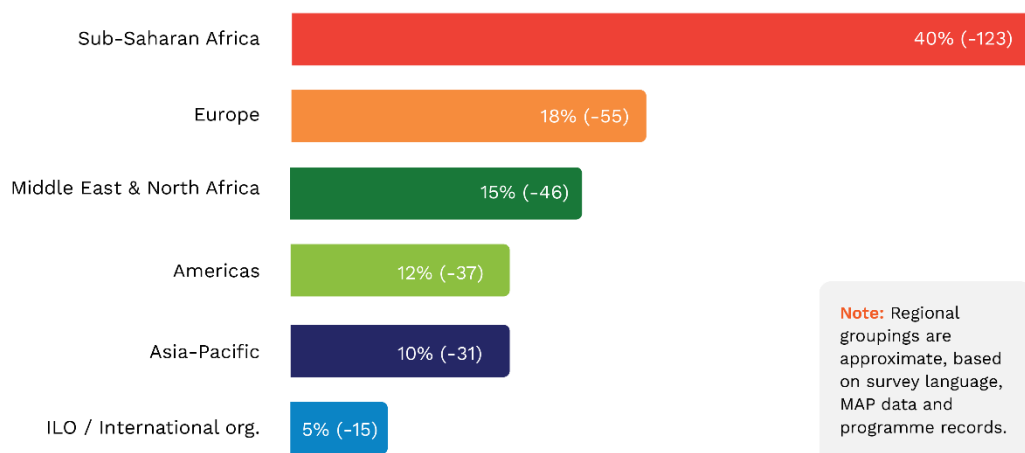


Figure 4: Approximate geographic distribution of survey respondents (N=307, 50+ countries).

The world map below shows the approximate country-level distribution of the 307 survey respondents across 50+ countries. Countries shaded in darker blue have a higher concentration of respondents. Country-level figures are approximate, based on survey language, programme records and regional proportions; the distribution is indicative rather than precise.

Geographic Distribution of Alumni Survey Respondents ITCILO SEE Programme Evaluation 2024-25 (N=307, 50+ Countries)

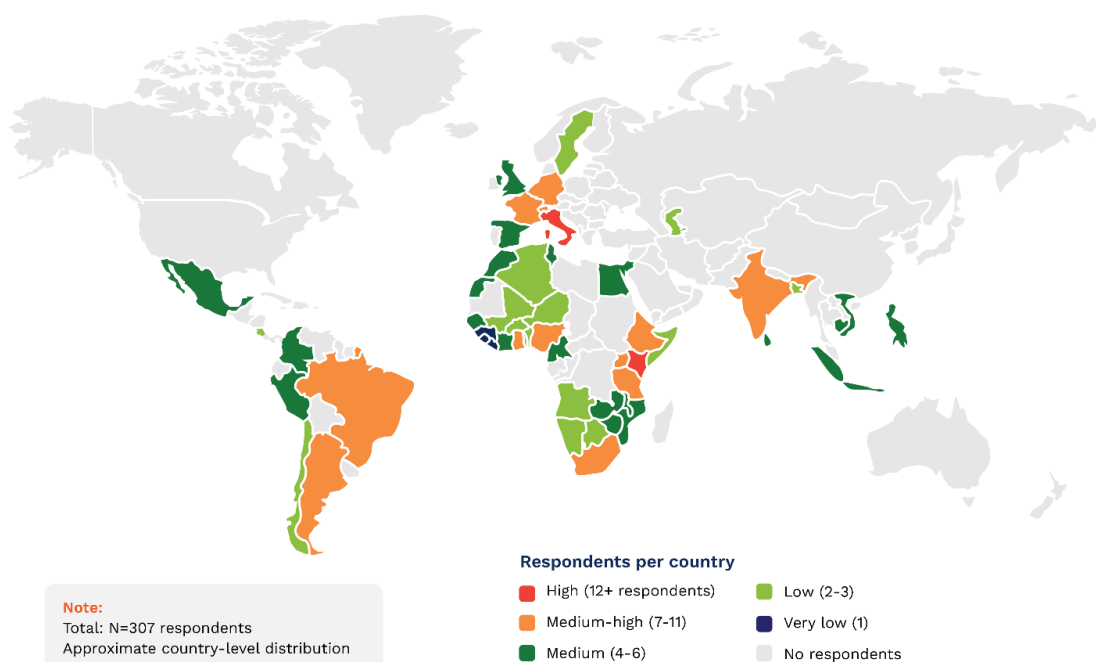


Figure 5: World map: geographic distribution of alumni survey respondents (N=307, 50+ countries; approximate country-level distribution).

5.1.3 Constituent and Organisational Type

Among survey respondents, the SEE programme's audience is multi-constituent. Government and public sector officials constitute the largest single group (approximately 40%), followed by private enterprise and SME representatives (approximately 25%), NGO and civil society organisations (approximately 15%), ILO and international organisation staff (approximately 10%), employers' organisations and workers' organisations (approximately 5% each). Respondents self-identified their organisational affiliation.

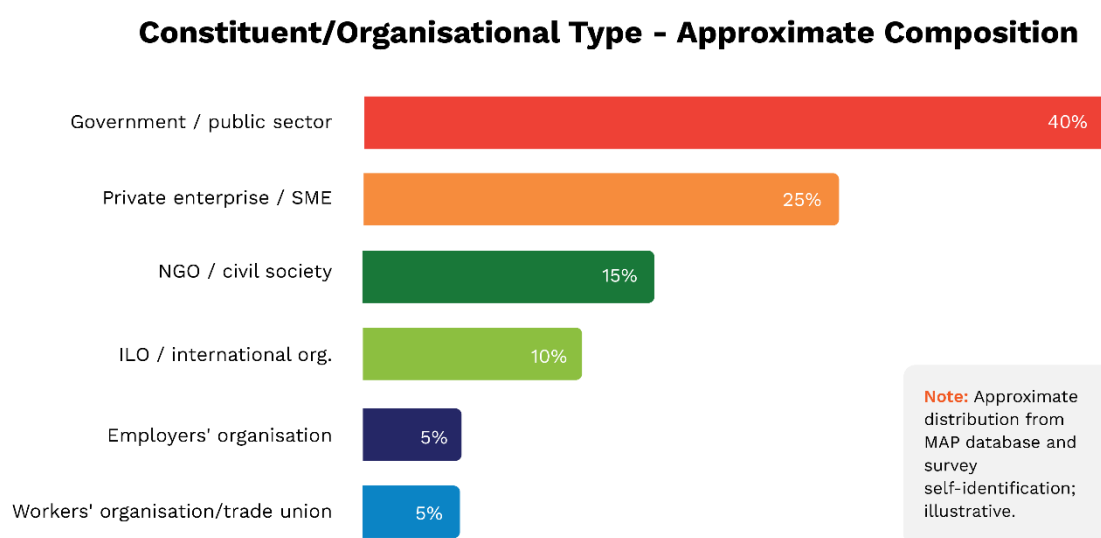


Figure 6: Approximate constituent/organisational type composition (illustrative; N=307).

5.2 Findings by Course Modality

Online delivery dominates the 2024–25 portfolio: 79.8% of the 252 survey respondents who answered this question had experienced an online activity, against 20.6% face-to-face and 21.4% blended. These shares sum to more than 100% because some respondents had experienced more than one modality.

Asked which modality they would prefer for future learning, the 159 respondents who answered divided almost evenly: 35.2% chose blended (56 respondents), 34% face-to-face (54) and 30.8% fully online (49). The differences between these are small and preferences should thus not be ranked. What the distribution shows is that blended — the only option containing both elements — appears to be the modal choice, and that neither pure modality commands a majority: fewer than a third would choose online-only provision and around a third in-person-only. Grouped either way, roughly two-thirds want provision including an in-person element (110 of 159) and roughly two-thirds want provision including an online element (105 of 159). The two groupings are almost the same size, and the reading supported by both is that participants prefer both elements present rather than replaced.

Face-to-face is the one modality for which stated preference (34%) exceeds actual experience (20.6%), and the focus groups give that direction. Participants who had experienced only online activities frequently said

they would have valued an opportunity for in-person interaction as well, and institutional clients identified study visits as the highest-value component of activities they had commissioned. One qualification: nearly four-fifths of respondents had experienced online delivery, so the pool able to express a wish for something they had not is far larger on that side, and an unmet preference is easier to articulate than a satisfied one. The signal is consistent, but its strength should not be overstated.

None of this indicates that online delivery underperforms. The Centre's institutional satisfaction figures show only a marginal difference by modality (4.62 against 4.54 for SEE), and the end-of-activity questionnaires give overall quality at 4.65 for face-to-face activities at the Turin Centre against 4.56 for fully online delivery on 695 responses. What participants valued in face-to-face delivery was specific — peer learning, networking, study visits — rather than instructional quality. Online delivery is also what makes the training reachable for most of the participants who receive it.

The lowest-rated configuration is neither: blended delivery scores 4.31 for overall quality and 3.93 for the platform, though on a small base of 29 responses, and the alumni survey's blended-integration item scores 4.30. Two independent instruments therefore agree that the junction between online and face-to-face components is where design attention is least evident — while blended is simultaneously the modality most respondents would choose. That combination, most wanted and relatively least well delivered, is the clearest modality-related opportunity in this evaluation.

Modality	Evidence	Strengths	Challenges
Online (79.8% experienced)	Overall quality 4.56 (n=695); 39% reported connectivity disruption, 28% frequent technical issues; future preference 30.8%	Scale; lower cost; global reach (60+ countries in single activity)	Peer interaction and informal exchange require deliberate design; connectivity varies by participant location
Face-to-face (20.6%)	Overall quality Turin 4.65, n=17; field-based 4.53, n=30; highest networking value (FG convergent); institutional clients rate study visits as highest-value component; future preference 34%	Peer learning; networking; study visits; highest impact narrative density	Higher cost; limitations for wide access; preference exceeds available provision
Blended (21.4%)	Overall quality 4.31 and platform 3.93 (n=29); blended-integration item 4.30; future preference (survey): 35.2%; FG convergent preference.	Most preferred modality for future learning; combines residential peer interaction with online reach	Underused relative to learner preference; currently the lowest-rated configuration on both instruments

Table 10: Delivery Modality Comparison — Online, Face-to-Face and Blended (EQ3–EQ4; EQ6; EQ12–EQ13).

5.3 Findings by Evaluation Criterion

This section works through all sixteen evaluation questions in turn. For each, the evaluation team set out the evidence, made an analytical judgement, and reached a verdict. The evidence base is the N=307 alumni survey, twelve interviews, five focus groups and desk research. Where findings cut across multiple criteria, they are flagged as F1–F8 in the cross-cutting section.

5.3.1 Relevance

EQ1: How well did the activity operationalise the 2022–25 Strategic Plan and 2024–25 Programme and Budget of the Centre, and the higher-level ILO 2022–25 Strategic Framework?

The SEE programme's five thematic streams are each anchored in a distinct set of ILO normative instruments and strategic commitments. Desk review confirmed explicit linkages to the 2007 ILC Conclusions on Promoting Sustainable Enterprises; the 2022 ILC Resolution on Decent Work and the Social and Solidarity Economy; ILO Recommendation No. 204 on the Transition from the Informal to the Formal Economy; the ILO MNE Declaration; and the ILO Guidelines for a Just Transition (2015). These linkages are present at design level in prospectuses, session plans and learning objectives.

The ITCILO Strategic Plan 2022–25 identifies sustainable enterprises and decent work as priority thematic areas; the 2024–25 Programme and Budget allocate dedicated budget lines to the five SEE thematic streams. At the participant level, the strategic alignment is experienced as content relevance: survey item B1.1 (“The course was relevant to my professional needs”) averaged 4.56/5 (N=176) — the highest-scoring item in the B1 series and, with a tight distribution, one on which respondents converge strongly. Relevance is corroborated independently in the institutional client interviews and in the open-text responses, where participants repeatedly describe the training as the first operational presentation of frameworks they had previously met only in the abstract.

The evaluation identifies one opportunity to strengthen an already firm alignment. Participants consistently report that the training makes normative frameworks usable in their own work — several describe encountering principles “presented in an operational way” for the first time — and the design review confirms that the instruments are embedded in curricula and learning objectives across all five streams. What is less consistent is explicit signposting: two alumni interviewees, in different streams, observed that the instrument underpinning a session was named once at the outset rather than referred to as the session developed. Where that happens, participants may leave able to apply the substance of an ILO instrument without being able to attribute it to the instrument concerned — which matters for the Centre’s normative visibility rather than for the quality of what participants learn. This is cross-cutting Finding F1, and it is addressable through facilitator guidance at no additional session time.

Survey Item (Relevance)	Mean	Interpretation
B1.1 — Course relevant to my professional needs	4.56	Highest relevance score; strong alignment with learner context

B1.5 — Training motivated me to further develop my competencies	4.61	Highest item in entire dataset; strong consensus across respondents
B1.4 — Knowledge can be applied at policy/system level	3.08	Lowest-scoring policy-level, among the lowest in the B1 series (n=80); roughly a third agree/strongly agree, but over a third disagree, consistent with the longer causal chain to macro-level policy influence

Table 11: Relevance — Highest and Lowest B1 Items (EQ1).

B1 - Learning Outcome Items - Mean Scores (N=307)

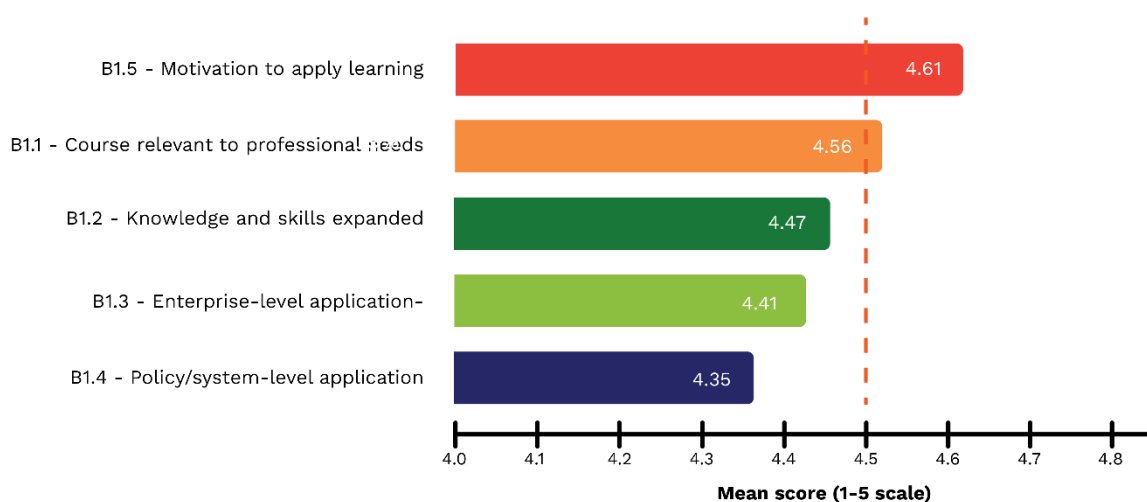


Figure 7: B1-Series — Learning Outcome Items (N=307).

Participant voices on relevance — selected open-text responses (B1 / B4)

“The RBC course gave me both the technical language and the framework I needed to contribute to my ministry’s working group on Just Transition. I had never seen these principles presented in an operational way before.”

“The SIYB tools gave me a structured framework I could apply immediately when advising clients. I had not encountered anything this practical before.”

“For me, this was not just training. It was the first time someone explained how the global framework for business and human rights connects to what we do every day in procurement.”

5.3.2 Coherence

EQ2: To what extent does the activity serve the ILO mandate and the needs of the ILO core constituents?

The ILO mandate in the context of sustainable enterprises encompasses the tripartite promotion of enterprises that simultaneously contribute to economic development, decent work and environmental sustainability, and the SEE programme's five streams each address a dimension of this mandate. The tripartite constituency is served across all streams: government officials (responsible for enterprise policy and labour market regulation), employers' organisations (promoting enterprise development) and workers' organisations (promoting decent working conditions in enterprise contexts). All these constituencies are represented among survey respondents, and the programme's overall participant profile is set out in Section 2.1.

External coherence, i.e. the linkage between SEE training activities and ILO field operations, is most fully documented where technical cooperation projects create a formal co-design and co-funding relationship, as with SURE/Palestine, RBC/Just Transition and the Africa Culture and Creative Sector activities. Open-enrolment activities are anchored to the same normative instruments through their curricula and are directly responsive to constituent demand. Their linkage to the ILO's operational agenda runs through content and constituency rather than through project documentation, which is the appropriate mechanism for an open course: it is established by what the course teaches and who attends it, not by a project agreement. A consequence of this, however, is that the connection is less legible in the activity record than it is in the curriculum, which should not be read as a weaker connection.

On cross-cutting theme mainstreaming, the Centre assigns Gender (GEN), International Labour Standards (ILS) and Social Dialogue and Tripartism (SDT) markers to each activity in its activity records, on a three-point scale on which a score of 2 or above denotes meaningful integration. For the twenty sampled activities the values are as follows:

Cross-Cutting Theme	SEE Sampled Activities	Institutional Target
Gender Equality (GEN)	4 of 20 – 20%	40% of activities
International Labour Standards (ILS)	3 of 20 – 15%	40% of activities
Social Dialogue and Tripartism (SDT)	0 of 20 – 0%	30% of activities

Table 12: Cross-Cutting Theme Integration vs. Institutional Targets — Gender, ILS and Social Dialogue (EQ2).

Markers are assigned per activity in the Centre's activity records. The institutional targets are set at portfolio level; the figures above describe the twenty purposively sampled activities, which were selected for thematic and modality spread rather than proportionately, and are therefore not a measure of the programme's full biennium portfolio.

Two of the three patterns are consistent with what the qualitative review found. On gender, integration is concentrated where the subject matter carries it: the two activities scoring 3 are the Women in Digital Business training of trainers and the course on gender equality, responsible business conduct and human rights due diligence, with two further activities scoring 2. Gender is marked at 1 in the remaining sixteen, including the

RBC Just Transition activity — which is also where participants rated gender-equality visibility lowest, at 4.07 out of 5, though still positively (Section 5.3.4). The two measures are different in kind, one a design-level code and the other a participant perception, but they point the same way. On International Labour Standards, the three activities scoring 2 are those directly concerned with standards and responsible business conduct frameworks; elsewhere the instruments are embedded in content without being marked as a significant dimension of the activity's design.

The Social Dialogue and Tripartism marker sit differently. It records 1 for every activity in the sample, while the evaluation's review of curricula and session outlines finds social dialogue and tripartism present as content in the responsible business conduct, SSE and enterprise formalisation streams, and less visible in SCORE. Two readings are possible. Either the marker has not been assigned to reflect content that is present, or the marker's definition is narrower than content coverage — requiring, for example, tripartite involvement in an activity's design or delivery rather than social dialogue as subject matter. The evaluation cannot resolve this from the records available. On either reading, the marker figures should not be read as a measure of whether social dialogue features in SEE training, and the discrepancy is a reminder that marker values record design intent as captured administratively rather than content as delivered.

The Centre reports action on this point: an internal Gender Marker refresher staff training, together with an internal communication explaining the correct methodology for assigning the Gender, ILS and SDT markers, followed by an internal revision of the biennium marker assignments by open-course owners, after which a significant increase in marker values was noted.

What the distribution shows, independently of the comparison with institutional targets, is that gender and international labour standards integration is concentrated in the minority of activities whose subject matter already carries it, rather than being mainstreamed across the portfolio. Four activities account for all the meaningful gender integration recorded, and three for all the standards integration, in each case activities where the theme is central to the topic.

The evaluation's residual interest is therefore not in the marker scores themselves but in whether cross-cutting and normative content is operationalised inside sessions — a question that marker assignment does not answer either way, and which is addressed under F1 and F6.

The programme's participant profile (Section 2.1) shows government and public administration as the largest bloc at a third of all participants, with the employer constituency reached principally through enterprises directly rather than through representative bodies - the expected pattern for an enterprise-development portfolio. Participation by employers' and business member organisations (83 participants) and trade union organisations (75) is small in proportional terms. The evaluation has no comparable figure for the Centre's wider portfolio and therefore cannot establish whether this distribution is particular to SEE or general to the Centre. What can be said is that for a portfolio whose subject matter includes just transition, responsible business conduct and workers' rights in supply chains, deliberate outreach to workers' organisations would strengthen the constituency balance of the participant base and could be pursued through the ILO's existing constituent channels.

The cost-recovery tension (F7) could potentially also affect coherence: Because open-enrolment activities are expected to contribute to their own costs, a balance must be struck in principle between what clients ask for

and what the mandate requires. This is a general characteristic of blended-financing models in learning-service provision rather than a SEE-specific feature, and the evaluation found no evidence that content had been shaped away from the programme's normative anchors. It is recorded as a tension to be managed, and one that Centre management already treats as such.

5.3.3 Validity of Training Design

EQ3: Does the result of training imply that the design of activities was logical and realistic?

Instructional design quality is assessed primarily through the Community of Inquiry (CoI) framework, applied across all three dimensions: Teaching Presence, Cognitive Presence and Social Presence. The results confirm that the design of SEE activities generates strong facilitated learning and strong critical engagement, with peer-to-peer interaction rated well but consistently a little below the other two.

A note on how these results should be read. All three Community of Inquiry dimensions score at or above 4.2 out of 5, and the difference between the highest and the lowest is a quarter of a scale point. The dimensions are discussed below in order, and differences between them are identified, because that ordering is analytically useful — it shows where design attention would yield most — but none of the three represents a weak result in absolute terms.

Teaching Presence (mean 4.46/5, range 4.30–4.56) is the strongest dimension, sitting at the Centre's institutional satisfaction target of 4.5 and comfortably within the range the target was set to represent. Facilitators are consistently well rated for guiding instruction, structuring sessions and maintaining participant engagement — confirmed across survey items, all five focus groups and eight of twelve key informant interviews. The lowest Teaching Presence item is blended integration (C1.1.5: 4.30), on which 88% of the 117 blended-course respondents still rated agree or higher. The Centre's own end-of-activity data converge closely: participants in blended activities rated overall quality at 4.31, the lowest of any delivery configuration in the sample, and the eCampus platform at 3.93, against 4.56 for fully online activities — though on a small base of 29 responses. The transition between online and face-to-face components is therefore the point where design attention is least evident on two independent instruments, which is unsurprising, since it is the hardest junction to get right. The Centre reports that its internal systems have been fully adapted to accommodate the hybrid modality, accompanied by staff training on the adaptations and on sharing experience and good practice.

Cognitive Presence (mean 4.34/5, range 4.26–4.43) confirms that participants are actively constructing meaning from the course content. The lowest item in this dimension, on whether presentations were thought-provoking (C3.1.2: 4.26), still sits well within positive territory. Interview evidence offers one possible reading — that sessions built around a high-profile external speaker are not always integrated into the surrounding instructional sequence as tightly as the rest of the programme (F3) — though the score itself is not evidence of a problem, and the inference rests on interview testimony rather than on the item.

Social Presence, how comfortable participants feel engaging with each other, and not only with the material, is rated positively at 4.20 out of 5, and is the lowest of the three dimensions by a small margin. Its lowest item asks whether participants felt comfortable disagreeing with their peers, at 4.01 out of 5, with just under three-quarters of the 142 respondents to whom the question applied rating it agree or higher. Both figures are good in absolute terms; the interest lies in their position relative to the rest.

That position is worth attention for this programme, because SEE covers subjects' people can reasonably disagree on - rights-based approaches, the trade-offs involved in a just transition, workers' rights in global supply chains - and open disagreement is part of how such material is best learned. Although the margin is small, it points consistently in the same direction as the design-level finding on informal exchange below, and the two together identify peer interaction as the design element with the most room for improvement and an opportunity to add something to a strong learning experience.

Beyond this, three recurring design gaps appear across all the activities reviewed.

First, no sampled activity had a documented assessment, available at the design stage, of what individual participants already knew or needed before the course began (F2) — confirmed by all five activity managers interviewed. The pre-course Knowledge Acquisition Test does establish a baseline of individual knowledge and is the Centre's instrument for that purpose; it is administered at or after enrolment, however, once the design is fixed, and it tests the content of the course as designed rather than diagnosing what a given cohort needs. It therefore serves assessment rather than design.

Course design starts from what the client asks for, and managers adapt existing course material rather than first diagnosing where participants are starting from. The Centre reports that, as per its management response to a previous evaluation recommendation, in the 2026–27 biennium it will more consistently document the formal and informal needs assessment and portfolio planning processes at the Plan stage of the learning service cycle. The evaluation's interest is in seeing that applied consistently across all five SEE streams.

Second, selection and briefing of high-profile guest speakers is handled case by case rather than through a shared protocol (F3), which creates inconsistency in how well sessions fit together pedagogically.

Third, credential design is more structured than a single certificate label suggests. The Centre's Three-Tier Training Certification Framework (Circular DIR-TRG 01/2019) sets tier-specific eligibility, attendance and assessment criteria, and these are applied consistently. Within the sample, eight of the twenty activities offer a certificate of achievement or higher, and in five of these a participant who does not complete the achievement requirements receives a certificate of participation instead. The allocation follows a clear pattern: every certification programme and all but one of the training-of-trainers activities offer an achievement pathway, while awareness and knowledge-building courses offer participation certificates. This is a sound design. It gives participants a reason to complete assessed work where the credential carries external professional value, without leaving those who cannot complete it with nothing.

Two things are missing: the rationale for targeting a given activity at one tier rather than another is not recorded at activity level, so the logic is inferable from the pattern but not stated; the effects of the tiered structure are not yet examined at stream level. The Centre's learning analytics dashboard shows that across the 2024–25 biennium activities awarding a certificate of achievement recorded a certification rate of 85.9%, against 71.1% for activities awarding a certificate of participation — consistent with the pattern visible within this sample, where sampled open courses offering an achievement pathway show higher completion of end-of-activity instruments than those offering participation certificates only. Certification programmes differ from awareness courses in duration, format and cohort composition as well as in credential, so the comparison is indicative rather than causal; comparing activities of similar duration and format, or a matched-activity analysis, would distinguish a credential-design effect from a selection effect. It is precisely the kind of question

the Centre is well placed to answer from data it already holds, and the reading has not yet been done for the SEE streams specifically (F4).

Community of Inquiry - Dimension Mean Scores (N=307)

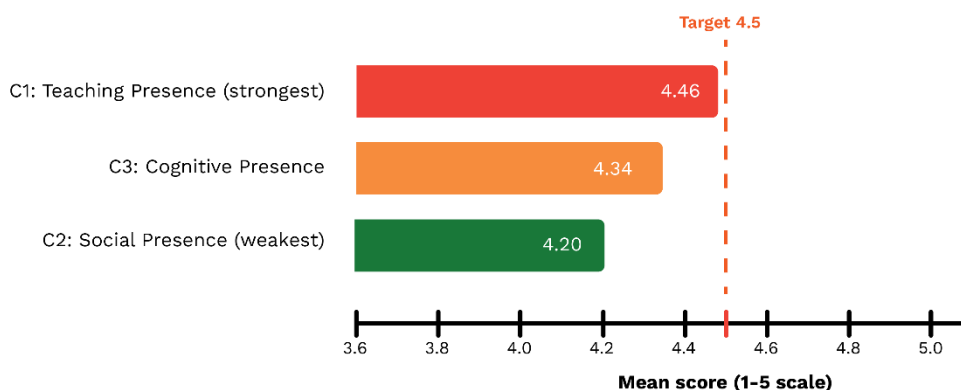


Figure 8: Community of Inquiry — Dimension Mean Scores with Within-Dimension Range (N=307).

Col Dimension	Mean	Lowest-scoring item
C1 — Teaching Presence	4.46	Tied at 4.30: C1.1.5 Blended integration; C1.3.3 Timely tutor feedback
C3 — Cognitive Presence	4.34	Tied at 4.26: C3.1.2 Presentations thought-provoking; C3.2.1 Used varied information sources
C2 — Social Presence	4.20	C2.3.1 Comfortable disagreeing (4.01)

Table 13: Community of Inquiry (Col) Dimension Summary — Teaching, Social and Cognitive Presence (EQ3–EQ4).

Teaching, social and cognitive presence in SEE training activities: systematic course analysis

The analysis of teaching, social and cognitive presence based on participants' survey feedback presented above is complemented by an analysis of course structure and materials conducted directly by the reviewers. The purpose of this exercise is to include more perspectives in the process of triangulation (evaluation experts' analysis in addition to course participants' feedback) and to broaden the evidence base (direct insight into course materials in addition to course participants' opinions), thereby arriving at more comprehensive and reliable conclusions. The same criteria per category (cognitive, teaching and social presence) were used as in the 2023 Centre-wide review, developed with fundamental success factors in mind:

Cognitive presence	Learning objectives are clearly presented to course participants before the start of the course
	Course planning ensures that the course participants' workload is aligned with learning objectives
	Course assessment methods are aligned with course learning objectives and accurately assess learning achievements
	Course participants are provided with a clear course schedule, including an activity timetable, mandatory tasks & obligations and assessment methods used in the course
	Course participants are provided with a tool to check their own learning progress
	Course participants are provided with additional resources and/or further learning opportunities
Teaching presence	Course planning ensures that course participants receive sufficient feedback from their tutors (both summative and formative)
	Course planning ensures that course participants receive and have access to sufficient support throughout the course duration in terms of using available learning resources
	Course includes synchronous teaching seminars and/or webinars
Social presence	Course includes facilitated collaborative modes of learning
	Course provides opportunities for informal exchange between course participants

Table 14: Community of Inquiry design criteria.

The 20 SEE training activities in the evaluation sample were studied and assessed against these indicators, drawing on course information notes, agendas, eCampus environments, end-of-activity evaluation data and, where needed, interviews and focus group input. Each indicator was rated as yes (clearly met), partially met, or no (not met). Certain indicators — those on formal assessment and on learning-progress tools — were not applicable to some shorter face-to-face formats in the sample, such as a one-week study tour and awareness-raising or policy workshops; these cases are reported under the not applicable category and excluded from the percentage base of the indicator concerned. In the results tables below, rows are colour-coded according to the share of activities clearly meeting the indicator (yes ratings), using the same colour scale as the 2023 review:

≥ 90%	80–89%	70–79%	60–69%	< 60%
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Table 15: Colour scale applied to the share of activities rated 'yes' per indicator.

Cognitive presence

Six criteria in this category aimed to verify the degree to which training activity participants are informed beforehand about the objectives of their learning experience, how these objectives are aligned with their workload and assessment methods, how the activity design facilitates learning progression, and how the design guides the learner through different stages, including further learning opportunities.

Indicator	Yes	Partially	No	Not applicable
Learning objectives clearly presented before the start of the course	19 (95.0%)	–	1 (5.0%)	–
Workload aligned with learning objectives	18 (90.0%)	2 (10.0%)	–	–
Assessment methods aligned with learning objectives	14 (82.4%)	3 (17.6%)	–	3
Clear course schedule, tasks & obligations and assessment methods provided	20 (100.0%)	–	–	–
Tool provided to check own learning progress	16 (94.1%)	1 (5.9%)	–	3
Additional resources and/or further learning opportunities provided	10 (50.0%)	4 (20.0%)	6 (30.0%)	–

Table 16: Results of cognitive presence analysis.

SEE training activities score high on the core elements of instructional design, matching or exceeding the Centre-wide results of the 2023 review. Learning objectives are clearly presented before the start of the activity in 95% of cases, typically through information notes and flyers used for course promotion, complemented by the eCampus; the sole exception is a tailor-made study visit for which no pre-course information could be evidenced. Workload is deemed well aligned with the learning objectives in 90% of activities, reflecting logically structured agendas and a coherent division of topics across phases and modules. Every activity in the sample (100%) provides participants with a clear course schedule including timetables, mandatory tasks and certification requirements – a notable improvement on the 84% recorded Centre-wide in 2023.

Where formal assessment is applicable, assessment methods are well aligned with the learning objectives (82.4% yes, 17.6% partially, none not met), ranging from obligatory exercises and quizzes per module to authentic final assignments such as country-level analyses, action plans and supervised training delivery. The weaker element is the availability of assessment both before and after the activity, and the position differs by course category. Pre- and post-course Knowledge Acquisition Tests are mandatory for open courses under Centre policy and recommended, subject to client agreement, for tailor-made activities. Where the instrument

is mandatory, compliance is high: both tests were administered in six of the eight sampled open courses (75.0%), one of the two in one, and neither in one. Among the twelve sampled tailor-made activities, both tests were administered in three (25.0%), one of the two in one (8.3%) and neither in eight (66.7%). The distinction between mandatory and recommended explains that pattern but does not dispose of it. Establishing what participants know before an activity and again afterwards is most valuable to a training provider's ability to demonstrate that learning has taken place, and it serves the participants themselves, who gain a clearer sight of what they have acquired.

Leaving it to client discretion across an entire delivery category is a weakness in how the requirement is set rather than in how teams comply with it. Eleven of the twenty sampled activities administered no before-and-after measure: nine administered neither test, two a post-test only. The limitation is one of kind rather than degree — a post-test establishes the standard participants reached, not what changed — so the strong aggregate pass rate reported under EQ4 rests on that narrower basis. Because the sample is purposive, these figures describe the sampled activities rather than the portfolio, but the direction is clear enough to act on: extending testing to tailor-made activities would address it at source (Recommendation 6).

KAT Compliance	n	Both KATs administered	One of two	Neither
Open courses	8	75.0%	12.5%	12.5%
Tailor-made	12	25%	8.3%	66.7%
Overall	20	45%	10%	45%

Table 17: Knowledge Acquisition Test (KAT) Compliance by Course Type — Full, Partial and No Evidence (EQ9–EQ11; RBM KPI 2.B).

Learning progression is generally well supported: where applicable, 94.1% of activities provide participants with a tool to check their own learning progress, chiefly through the eCampus progress-tracking functionality or dedicated course platforms. The weakest cognitive presence indicator by some distance is the provision of additional resources and further learning opportunities: only 50% of activities clearly meet this criterion, 20% do so partially (for example where follow-on learning paths are intrinsic to a certification programme but no wider resource library is offered), and 30% show no evidence of resources beyond the core course materials. As in 2023, the reviewers note that this potential is used very unequally: some activities offer extensive curated libraries and post-certification learning paths, while others make no real use of the eCampus for this purpose.

Teaching presence

Three criteria in this category aimed to verify the level of support that participants receive from their tutors and facilitators, insofar as this can be determined through an analysis of course materials.

Indicator	Yes	Partially	No	Not applicable
Sufficient feedback from tutors (summative and formative)	15 (75.0%)	3 (15.0%)	2 (10.0%)	–
Sufficient support in using available learning resources	17 (85.0%)	3 (15.0%)	–	–
Course includes synchronous teaching seminars and/or webinars	19 (95.0%)	1 (5.0%)	–	–

Table 18: Results of teaching presence analysis.

The synchronous dimension of the learning process is very well represented: 95% of activities demonstrably include live seminars, webinars or face-to-face sessions in their course plan, with the ratio of synchronous to asynchronous elements varying according to modality, as is to be expected. Support in using the available learning resources is evidenced in 85% of activities, typically through introductory webinars explaining the eCampus, clearly indicated contact points, and high organisation and administrative-support scores in participant evaluations; in the remaining 15% support arrangements were only partially evident.

Evidence of structured tutor feedback is strong across the sample. Three-quarters of activities (75%) clearly provide for both summative and formative feedback – through individually commented micro-teaching sessions, personalised tutoring on final assignments, written feedback on submitted work, coaching phases with remote support from master trainers, or structured report-back sessions in webinars – with a further 15% showing partial arrangements, and only two activities (10%) showing no evidence of feedback arrangements. This is consistent with the strong Teaching Presence ratings in the participant survey, and feedback provision is most firmly embedded in the certification and training-of-trainers programmes, where feedback on practice is integral to the methodology.

Social presence

Two criteria in this category aimed to assess the level to which participants experienced collaborative learning within their training activities and felt part of a learning community — both proven contributors to a positive learning experience.

Indicator	Yes	Partially	No	Not applicable
Course includes facilitated collaborative modes of learning	16 (80.0%)	2 (10.0%)	2 (10.0%)	–
Opportunities for informal exchange between course participants	11 (55.0%)	7 (35.0%)	2 (10.0%)	–

Table 19: Results of social presence analysis.

Most activities (80%) clearly include facilitated collaborative modes of learning in their course plan, ranging from daily group exercises, world café formats and case-study work in face-to-face activities to group assignments, micro-teaching with peer audiences and facilitated forum discussions in online provision. Two activities (10%) showed no evidence of collaborative learning, in both cases linked to a predominantly self-guided delivery format.

Opportunities for informal exchange between participants show the widest spread of practice in this analysis: 55% of activities clearly meet the criterion, 35% do so partially and 10% not at all. The pattern behind the figures is consistent: an eCampus forum is nominally available in most online activities, but in the majority of cases shows little visible participant interaction or is used mainly for one-way tutor announcements. Where informal exchange demonstrably works, it is driven by residential face-to-face components — networking events, social programmes, shared campus stays — or by channels outside the eCampus, such as dedicated WhatsApp groups and communities of practice.

The Centre reports that the eCampus is undergoing a major revamp in the current biennium under the eCampus Next innovation project, and that several additional technological and AI features have since been embedded in the platform.

The convergence between this design-level finding and the participant survey, where Social Presence is the lowest of the three Community of Inquiry dimensions, is one of the strongest triangulated results of this evaluation, and points to a clear and low-cost design opportunity: structured peer-exchange elements in online course designs.

EQ4: Did the end-of-activity (and follow-up) evaluation effectively measure results and progress?

End-of-activity evaluation is conducted systematically across all sampled activities via ITCILO's standard participant survey instrument, administered on the eCampus platform across all modalities, with paper-based administration used only on an exceptional basis for some face-to-face activities. The instrument captures immediate reactions (satisfaction, perceived relevance, facilitator quality, technical environment) and early indicators of learning (self-assessed competency change). This provides a reliable and consistent dataset for within-programme comparison, the standard automated question set, being largely fixed-response, yields less qualitative richness than the open-text items that accompany it.

Though the evaluation team notes that not all sampled activities made full use of the instrument's available open-text capacity: the question bank includes 23 mandatory questions (2 open-text) and 59 optional questions (22 open-text) that course teams can add, and richer qualitative feedback was more available where activities opted into these open questions.

Outcome measurement beyond course completion currently rests primarily on the Centre's external evaluation cycle. What the SEE programme does not yet operate is a routine, programme-owned follow-up instrument between those cycles: outside ILO technical cooperation projects, where project monitoring frameworks often mandate outcome tracking, no standing mechanism captures application at six or twelve months. The opportunity is therefore to add a lightweight, continuous layer beneath the existing evaluation architecture rather than to create outcome measurement where none exists.

Two limits apply. The records are activity-level averages rather than individual results, so the figures compare two overlapping groups of respondents rather than tracking the same people before and after; and coverage is partial, with post-test records for 11 of the 20 sampled activities and the two largest activities together accounting for roughly seven in ten post-test responses. The Centre reports that its overall knowledge acquisition rate continues to achieve target results. The constraint identified here is therefore one of coverage and consolidation at programme level rather than of performance on the instrument itself.

The systematic course analysis presented under EQ3 adds a design-level dimension: both tests were administered in 75.0% of the eight sampled open courses, where the KAT is mandatory, and in 25.0% of the twelve tailor-made activities, where it is only recommended — 45.0% across the sample as a whole. Coverage therefore tracks the instrument's mandatory status rather than uneven compliance. Where pre- and post-test data are both available (nine of the twenty sampled activities), knowledge scores rose in every case, by between 0.05 and 1.49 points on a ten-point scale. Averaged across those nine activities, scores moved from 7.3 before the activity to 8.1 after it; weighted by respondent numbers, from 8.0 to 8.6, with the share scoring 6 or above rising from 90.9% to 94.5%. The smallest improvement occurred in the activity whose participants already scored highest at the outset — 9.75 rising to 9.80 — where there was almost no room to move, which is what one would expect rather than a sign of weak delivery. Taking post-test results across all eleven activities for which they exist (591 respondents), 96.6% scored 6 or higher, against the Centre's institutional target of 85%.

A further measurement concern is the absence of post-training self-reported application data at 6–12 months. The evaluation team administered a bespoke alumni survey to supplement ITCILO's end-of-activity instrument, but this was a one-time retrospective measurement conducted for the evaluation rather than a standing programme-level instrument, so 6–12-month application evidence will continue to depend on periodic evaluation exercises until such an instrument is in place. Without a permanent follow-up instrument, the evidence base for on-the-job application and longer-term results will remain dependent on bespoke evaluation exercises rather than routine monitoring.

5.3.4 Effectiveness

EQ5: What results have been achieved by learners? Which gaps remain?

Results at the individual level are strong across all five thematic streams. On a 1-to-5 scale, participants rated the course's relevance, its transfer of theory into practice, and their motivation to further develop their competencies between 4.53 and 4.61 on average, with 98.9% rating motivation to apply new skills "agree" or higher — confirming that people are learning something meaningful from these courses. Perceived ability to apply that knowledge, however, varies sharply by level: participants rate application to their own daily work highest (4.49), but this drops steadily as scope widens, reaching its lowest point at the sectoral or national policy level (3.33). The same pattern holds for knowledge already applied in practice — from 4.35 at the individual level down to 3.05 at enterprise level, the single lowest score in the survey.

When asked about improvements in their own competencies, participants rated this at 4.13 out of 5 (n=155), with virtually all respondents reporting at least some improvement and 94.8% reporting moderate or greater gains. The pattern shifts slightly at the next stage: turning learning into changed practice on the job. Of the 176 respondents who answered this question, 88% reported that training had influenced their practice or policy work: 94 significantly, 42 moderately and 19 slightly, with 19 reporting no influence as yet and 2 that it was too

early to say. Set against the near-unanimous positive responses on motivation and skill acquisition, this is a slightly narrower result, and the difference is consistent with what focus group participants described: the step from acquiring a capability to embed it in an organisation depends on conditions the training itself does not control.

Survey Item — Learner-Level Results	n	Mean	Key signal
B1.5 — Training motivated me to develop my competencies	176	4.61	Highest item in entire dataset; strong consensus
B1.1 — Course relevant to my professional needs	176	4.56	Strong relevance across respondents
B1.2 — Course translated theory into practice (worked examples)	176	4.53	Solid transfer of theory into practice via worked examples
B1.3 — Perceived ability to apply knowledge, by level			
To my own daily work tasks	83	4.49	Strong perceived applicability at the individual level
To my team's/unit's practices	51	3.94	Moderate; smaller base
To my organisation's policies/strategy	73	3.79	Moderate
To enterprise-level practice	69	3.57	Weaker; smaller, more variable base
To sectoral or national policy work	92	3.33	Lowest B1.3 sub-item; longer causal chain to macro-level policy
B1.4 — Knowledge/skills already applied, by level			
To my own daily work tasks	109	4.35	Strong actual application at the individual level
To my team's/unit's practices	62	3.73	Moderate
To my organisation's policies/strategy	71	3.72	Moderate
To sectoral or national policy work	80	3.08	Very low; policy-level application remains a weak link
To enterprise-level practice	56	3.05	Lowest item in the entire table; smallest base

B2 — Extent of improvement			
Competencies	155	4.13	Strong; most respondents report improvement
Job performance	143	3.83	Moderate
Capacity of the organisation/enterprise	157	3.46	Weakest B2 item; organisational-level change hardest to achieve or attribute

Table 20: Learner-Level Effectiveness and Application of Learning — B1–B2 Series (EQ5–EQ8; EQ14–EQ15).

Motivation is near-universal (98.9% agree or higher), while the job-performance item is more variable: 88% of respondents report some positive influence on practice or policy, and 53% (94 of 176) describe that influence as significant. The distance between the two is what one would expect, where application depends on organisational conditions — mandate, resources, timing — that vary between participants and lie outside the course. Continued contact after the activity is one of the few levels available to the programme at this point in the chain, which is why the follow-up mechanism discussed under EQ4 and EQ16 matters for results as well as for measurement.

EQ6: To what extent have the activities strengthened the capacity of ILO constituents?

Constituent capacity strengthening is evidenced at two levels: self-reported survey evidence at scale, and qualitatively documented examples from interviews. At the survey level, 77.3% of respondents (B3a, N=176 — the subset of the 307-person sample routed to this question; 95% CI [71.1%, 83.5%]) reported that the training had significantly or moderately influenced their professional practice or policy work. Of this same group, 153 respondents (86.9%) submitted concrete, substantive open-text examples of application (B4) — an exceptionally high rate for an open-text follow-up, indicating genuine engagement with the application question rather than pro forma responses.

Constituent-level evidence from the evaluation's qualitative instruments adds depth. Government officials (the largest constituent group, approximately 40% of respondents) report applying learning through policy papers, national action plan contributions, and regulatory guidance updates. A Labour Policy civil servant from Azerbaijan described integrating RBC course content into ministerial policy papers and an early-stage national action plan on responsible business conduct, which is a credible example of policy-level evidence for the RBC stream. Enterprise development practitioners in the SIYB and Green Business streams report using tools and methodologies to counsel small enterprises.

The ToT streams work differently. In SURE Phase 3, certified Palestinian trainers now deliver the methodology to local SMEs on their own — no ITCILO involvement, no ITCILO budget. One Green Business trainer in Kenya reported training 396 people beyond the ITCILO-funded cohort, self-financing the whole thing. This is what the multiplier model looks like when it functions. Because this onward delivery is not routinely documented, it is largely absent from the programme's official reach figures — which means the programme's real footprint is understated in its own reporting.

EQ7: What evidence exists of tangible and non-tangible changes resulting from the activities?

Both tangible and non-tangible changes were documented across data sources. Tangible changes — observable, externally verifiable shifts in practice, policy or enterprise behaviour — include:

1. Supply chain HRDD due diligence practice embedded in multinational oil & gas procurement processes (documented through interview with supply chain compliance professional)
2. Contract clauses explicitly citing the ILO MNE Declaration, introduced into supplier agreements (Case Study)
3. Ministerial policy papers integrating RBC course content and the early development of a national action plan on responsible business conduct (additional alumni interview, Azerbaijan)
4. NDC 3.0 just transition integration — government official reported contributing course learning to national climate policy working group (survey B4 open text)
5. East Africa National Action Plan contribution — civil society practitioner reported applying OHCHR/HRDD framework from training to NAP drafting process (survey B4 open text)
6. Green Business Trainer certified trainers independently training 396 additional participants in own communities without ITCILO resource (focus group session 2)
7. SURE Phase 3: certified trainers independently delivering enterprise improvement methodology to Palestinian SMEs (institutional client interview)

Beyond the concrete changes, participants consistently describe something harder to measure: a shift in how they see their own role. More confidence arguing for workers' rights in a meeting. A clearer sense of where the international framework connects to daily work. New professional contacts they use. Three focus groups mentioned self-organised WhatsApp networks that participants had set up themselves, with no ITCILO involvement, because they wanted to stay in touch. Although this is not a programme output the Centre can directly claim, it is a clear sign that something worthwhile happened as a result of the training.

EQ8: Are there differential results across groups (gender, region, constituent type, modality)?

Differential analysis was conducted across four dimensions: gender, geographic region, constituent type and delivery modality. The analysis is constrained by inevitable sampling and responsiveness limitations and the significant under-representation of SCORE (3.9%) and Portuguese/Arabic-speaking respondents (10.7% combined) in the survey.¹

By Gender: gender is captured as a direct survey item (A2) alongside the outcome measures, allowing the two to be cross tabulated at respondent level. Among the 219 respondents who provided both a gender response and at least one outcome measure, 54% were male and 46% female. Comparing male and female respondents across ten measures — relevance, theory-to-practice translation, motivation, self-reported improvement in

¹ Mann-Whitney U tests for ordinal measures and chi-square tests for categorical measures; $p > 0.05$ on all ten comparisons, the lowest being 0.070. The base of 219 excludes responses flagged by the survey platform's response-quality screening, which were reviewed individually before exclusion, and responses that did not answer any of the outcome measures compared (see §4.6.3).

competencies, job performance and organisational capacity, overall satisfaction, effectiveness of the training format, likelihood to recommend, perceived influence on policy or practice, and intention to re-enrol — no differences reached statistical significance. The largest gap, a marginally higher likelihood to recommend among female respondents, falls within what would be expected to arise by chance across a set of this size. On this base the tests would detect moderate differences but not small ones, so the finding is that the survey provides no evidence of differential outcomes by gender in this cohort, rather than a demonstration of equivalence. Separately, 47 respondents (21.5% of the 219 respondents in the comparison base) self-identified as belonging to an underrepresented or vulnerable group; that subgroup is too small to support a comparably powered comparison across the outcome measures.

A related but distinct item asked whether gender equality was visibly addressed in course content, which speaks to integration rather than to differential outcomes. It was rated positively in every activity for which data were available, the lowest score being 4.07 out of 5 in an activity where gender is least central to the technical subject matter.

By geographic region: Sub-Saharan African participants, around 40% of respondents, rated connectivity and the technical environment less favourably than European and MENA respondents, and reported connectivity disruption at a higher rate. This is an equity-of-access issue for a portfolio delivered largely online to an Africa-heavy participant base, and it reflects conditions in participants' own working environments rather than the quality of the Centre's provision.

Face-to-face activities with African participants — notably the Africa Culture and Creative Sector workshop in Johannesburg — generated the highest impact narrative density in the dataset, though not the highest satisfaction ratings: the Johannesburg activity rated 4.64 for overall quality, above the sample mean but below four activities delivered at distance. The interaction is therefore a specific rather than a general one. It runs through connectivity and the technical environment, the dimensions on which African respondents rate their experience less favourably, rather than through delivery quality as a whole: pooling all in-person deliveries in the sample gives an overall quality rating of 4.57, against 4.56 for fully online delivery.

By delivery modality: in interviews, the face-to-face alumnus described a stronger sense of peer connection and comfort disagreeing than the online alumnus did — a pattern consistent with Social Presence being the weakest CoI dimension overall (4.20/5).

Dimension	Key finding	Evidence quality
Gender	No statistically significant differences between male and female respondents across ten outcome measures (n=219); gender-equality visibility rated positively in every activity reviewed, lowest (4.07/5) where gender is least central to the subject matter	Indicative — Direct cross-tabulation of survey outcome measures by respondent gender; underrepresented-group subgroup too small for a comparably powered comparison

Dimension	Key finding	Evidence quality
Geographic region	Africa-heavy cohort reports connectivity disruption at the highest rate; highest satisfaction in face-to-face activities with African participants.	Strong — consistent across survey, FG and interviews
Constituent type	No systematic differences in reported outcomes by constituent type; see Section 2.1 for the programme's participant profile. The Centre reports that disparities related to older learners will be studied during the biennium. This evaluation's data is not disaggregated finely enough to address the question.	Indicative — self-reported affiliation, categories not aligned to the Centre's registration classification
Delivery modality	Face-to-face rated higher on Social Presence and peer learning value; blended the modal future preference, with appetite for in-person interaction confirmed qualitatively	Strong — social presence Indicative – preference (survey margins are narrow)

Table 21: Differential Results Across Participant Groups — Gender, Region, Constituent Type and Modality (EQ8).

5.3.5 Management Arrangements

EQ9: Were the roles and responsibilities of Centre officials clearly defined and understood?

Roles within individual thematic teams are generally well understood. All activity manager interviews described a clear internal division of labour between the Programme Manager (strategic oversight, quality assurance, cross-stream coordination), Activity Managers (content design, delivery management, participant communication) and Activity Assistants (logistics, registration, technical support). This role clarity enables efficient day-to-day management of activities within each stream and supports the high operational quality evidenced in participant survey ratings (Teaching Presence: 4.46; overall satisfaction: 92.5% positive).

The Director of Training confirmed that ITCILO uses a matrix management model: Activity Managers sit within thematic clusters (the SEE programme in this case) but also serve cross-cutting institutional functions (quality management, eCampus operations, external communications). This dual accountability is appropriate for a portfolio organisation but can create competing demands on Activity Manager time, particularly during intensive delivery periods. The evaluation did not conduct standalone interviews with Activity Assistants (a limitation noted in Section 4.8), meaning the ground-level operational perspective is partially missing from this assessment.

EQ10: Were the implementation arrangements effective?

Implementation arrangements are assessed across three dimensions: planning and quality assurance systems, delivery infrastructure, and feedback loop effectiveness. On planning and quality assurance, ITCILO operates a formal PDCA cycle with ISO 19011:2018-aligned documentation. The Master PDCA Cycle (2023) and Master Results Chain for Training provide authoritative reference frameworks. However, not all elements of the PDCA cycle are consistently activated at the activity level.

On delivery infrastructure, eCampus and the MAP database provide suitable platforms for enrolment, participant tracking, learning resource delivery and Knowledge Acquisition Test administration, and these systems function as designed. Test results are consolidated continuously at course, programme and Centre level: they are available to staff through Power BI dashboards on the intranet, and in real time through IBI for programme managers and senior management. Within the sampled set, KAT records cover 11 of the 20 activities — a reflection of the instrument's mandatory status for open courses and its discretionary status for tailor-made delivery (EQ3), not of any limitation in the systems themselves. MAP enrolment data are used for planning; the extent to which they are linked to outcome tracking was not evidenced in the material available to the evaluation.

On feedback loops, end-of-activity data are collected consistently and are available to course teams through the same dashboards, so the raw material for design improvement is present and visible. What the evaluation could not evidence is a documented step at activity level in which the previous edition's data are reviewed before the next edition's design is finalised: no activity manager interviewed described such a step, and no design record examined referenced it. Recurring patterns from previous end-of-activity evaluations — such as the connectivity disruption signal, confirmed across multiple editions of online activities — are therefore not yet visibly informing design changes in the evidence available. The shortfall is one of traceability in the CHECK phase rather than of data availability or of attention to participant feedback. The evaluation team recognises that improvement work of this kind is often already under way internally before it becomes visible in documentation or outcomes, and this finding should be read as an opportunity to make existing efforts more traceable rather than as a sign that no such efforts exist. The Three-Tier Training Certification Framework documents clear, tier-specific criteria, but individual activities do not document why a given activity was targeted at one tier rather than another, which limits its effectiveness as a design quality assurance tool (F4).

EQ11: Were activities coordinated across technical programmes?

Cross-stream coordination within the SEE programme is intentionally light-touch by institutional design — confirmed by the Director of Training, who described the five streams as a portfolio of loosely related offerings that share a brand, governance framework and RBM system, but operate with meaningful stream-level autonomy. This autonomy enables programme teams to be responsive to their specific constituent base and ILO normative anchors and has contributed to the high quality of individual stream activities evidenced in participant satisfaction data.

Cross-programme coordination — between the SEE programme and other ITCILO thematic programmes such as Workers' Activities, Social Protection, Gender, and Skills Development — is less systematic. Three activity managers independently confirmed (without prompting) that joint planning, content cross-referencing or resource sharing across thematic programmes does not happen as a regular practice. The 2023 ITCILO

evaluation identified the same gap, framing it as an opportunity to exploit synergies between programme teams that independently face similar instructional design challenges.

Coordination with ILO field operations is strongest where technical cooperation projects create a formal institutional link. The SURE/Palestine (ILO Jerusalem), RBC/Just Transition (ILO Geneva) and Africa Culture and Creative Sector (ILO Geneva/CCI) activities all have documented institutional client relationships that drive co-design, co-funding and shared accountability for results. This model — where an ILO field office or specialist department serves as both funder and co-designer — produces the highest-quality alignment between training content and field operational priorities and generates the strongest impact evidence trail in the dataset.

5.3.6 Efficiency

Across the twenty sampled activities, revenue of €893,782 generated a contribution to fixed costs of €528,919 — 59% of revenue, with variable expenditure accounting for the remaining 41%. This is a contribution measure rather than a cost-recovery calculation: the Centre's fixed and indirect costs aren't attributed at activity level, and activity-level cost data aren't held in the training department's monitoring system. On this measure the sampled portfolio performs strongly, and the position varies materially between activities, reflecting the deliberate mix of self-financing, mandate-driven and market-development work. The efficiency assessment below combines this financial evidence with enrolment and reaches data, participant perception evidence, benchmarking against learning-service-provider practice, and interview evidence on how the programme deploys and re-uses development effort.

EQ12: Have the resources invested into the delivery of the activities been used in the most efficient manner?

The programme shows three distinct efficiency signals, of which two are positive and one cautionary.

The first is scale and reach efficiency. Online delivery extends the programme's reach at a marginal cost per additional participant that face-to-face delivery cannot match: a single RBC/Just Transition activity is represented by 183 survey respondents from more than 50 countries, a footprint that would be logistically and financially out of reach for an equivalent in-person programme. Open-enrolment activities offered at a standard fee (for example, ESG for SME Growth at the €1,250 price point) also generate earned income that helps cross-subsidise normative, mandate-driven activities whose own cost-recovery is lower. This is a conventional and well-managed efficiency mechanism.

The second signal is less visible in any standard efficiency metric: the programme's re-use of development effort across modalities and contexts. Interviews surfaced a recurring practice that is highly significant in efficiency terms: course content is routinely repurposed rather than built from scratch. Tailored courses developed for a specific client or context are re-developed into open online courses; conversely, existing online courses serve as the design backbone for new tailored programmes; and tailored courses are reshaped for comparable contexts elsewhere, with many variations in between. Several staff members described this circulation of material with evident enthusiasm, framing it as a way of ensuring that intensive, often highly specialised development work is not "wasted" on a single delivery but is instead upscaled, including, in some cases, into revenue-generating online courses. This matters for efficiency because the largest real cost in a programme of this kind is the initial design and expert-content effort: where that effort can be amortised across several deliveries, modalities and audiences, the effective cost of each subsequent product falls

substantially, even though adaptation is never cost-free and does draw on further staff time. In the evaluators' assessment this is one of the more distinctive efficiency strengths of the SEE portfolio. It is currently sustained informally, through individual initiative, rather than through any systematic mechanism for capturing and cataloguing re-usable content.

However, the third signal is a counterweight, and one a purely financial reading would miss: connectivity. Around two in five respondents who answered the question (60 of 153, mean 2.95/5) reported connectivity disruptions during their activity, and just over one in four (43 of 152, mean 2.65/5) reported problems with the technical platform (see Table 23). Both items are reverse-worded — participants were asked whether they experienced a problem, so a lower mean reflects fewer people affected, not lower satisfaction — and are not comparable with the satisfaction items discussed elsewhere in this report. For a programme delivering many of its activities fully online, to a participant base concentrated in Sub-Saharan Africa where infrastructure constraints are structural, this is a real constraint on learning for a substantial minority of participants, and it falls hardest on those the programme most wants to reach. It isn't a constraint the Centre created, though, and it's largely outside the Centre's power to remove: unreliable connectivity is part of daily working life in many of the countries the programme serves, and participants meet it in any online activity. The implication isn't that online delivery should be reduced — online delivery is what makes this training reachable for most of the participants affected — but that online course design should assume unreliable connectivity rather than treat it as an exception.

Overall, and benchmarked against normal learning-service-provider practice, the SEE programme's delivery model is efficient in its use of both reach and development effort. The principal qualitative efficiency concern is not cost discipline but the connectivity equity gap.

The efficiency case for online delivery and the participant preference for in-person interaction (Section 5.2) isn't in conflict so much as they define a design problem. Blended is where both are satisfied — and it's currently the configuration participants most want and the one we rate lowest. The efficiency opportunity isn't to shift the balance between modalities but to make blended work as well as the two pure ones already do.

Technical Environment and Infrastructure

Table 23 sets out the full D2 (technical support) and D3 (e-Campus platform) series — nine items in total — with means and the number of respondents who answered each item. No item in this table is drawn from the full 307-respondent sample: Section D used routing logic based on modality, so item bases range from 123 to 156 respondents against a routed Section D base of 160.

Two items are reverse-worded and read differently from the rest of the series: D2.2 ("Had many technical issues in this course") and D3.4 ("Had regular internet-connectivity issues disrupting learning") ask participants whether they experienced a problem, so a lower mean is the better outcome. On a straightforward reading, 39% of respondents who answered (60 of 153) reported connectivity disruption and 28% (43 of 152) reported technical platform problems — real, but minority, experiences, not comparable with the forward-scored satisfaction items in the same series. Once these two are set aside, every remaining item in the D2/D3 series scores at or above 4.06, and the lowest-scoring item on any experience-of-delivery scale in the survey is 4.01 (C2.3.1, comfortable disagreeing while maintaining trust) — a materially different picture from one where two "weakest" items sit below the midpoint.

The distribution behind these two items also matters. For D3.4, 45.8% of respondents disagreed that they experienced connectivity issues, 39.2% agreed, and 15% sat in the middle — a genuinely two-humped pattern. D2.2 shows a related but less symmetrical pattern: 59.9% reported no technical issues, alongside a real secondary group of 28.3% who did. The practical reading is the same for both: this is not a programme-wide technical quality problem, but a cohort-concentrated one, most plausibly tied to participants' underlying bandwidth and infrastructure conditions rather than to the platform or support arrangements themselves. This is consistent with the connectivity equity gap already identified above, read from the infrastructure-quality angle rather than the efficiency angle, and is independently supported by a cross-tabulation showing Sub-Saharan African respondents rating both items lower than the sample as a whole.

This reading is also consistent with the Centre's own end-of-activity data: across 771 responses, the e-Campus platform is rated 4.44/5, with only 1.7% negative — and several open-text responses in that dataset attribute connectivity trouble to conditions in the participant's own country rather than to the course or platform itself.

Survey Item — Technical Environment	n	Mean	Signal
D3.1 — Found it easy to access e-Campus (online/blended)	156	4.42	Strong
D3.3 — Found it easy to navigate e-Campus (online/blended)	155	4.31	Good
D2.1 — Sufficiently supported in using learning facilities (f2f/blended)	123	4.27	Good
D3.2 — Knew where to ask for help with e-Campus technical issues (online/blended)	154	4.27	Good
D2.3 — Knew where to ask for help with technical/practical issues	148	4.20	Good
D2.5 — Technical support was effective in resolving issues	150	4.12	Acceptable
D2.4 — Technical support responded in a timely manner (online/blended)	153	4.06	Acceptable
D3.4 — Internet-connectivity issues disrupting learning† (online/blended)	153	2.95	39% reported disruption
D2.2 — Had many technical issues in this course†	152	2.65	28% reported issues

Table 22: D2/D3 Series — Technical Support and e-Campus Platform (Section D routed base n=160; item n=123–156).

EQ13: What time and cost efficiency measures could have been introduced without impeding results?

Each is framed as a substitution or reallocation of existing resource rather than net new expenditure.

Measure	Framing	Anticipated efficiency gain
R1: 6-month post-training pulse check	Reallocate end-of-activity evaluation resource; substitute lengthy instrument for high-performing activities	Marginal cost; generates outcome- and impact-level evidence currently absent — high return on small investment
R2: Pre-design needs assessment	Replace the client-briefing template (substitution, not addition)	Reduces post-delivery redesign cycles; improves content-context fit without extending activity length

Table 23: Time and Cost Efficiency Measures — Resource Reallocation, Not Net New Expenditure (EQ13).

Beyond these measures, the content-reuse practice described under EQ12 is an efficiency gain the programme already realises informally. Capturing it more systematically, for instance through a shared, lightly maintained record of which materials exist and can be adapted across modalities, would protect and extend it at minimal cost, and would reinforce the consolidation logic behind Recommendation 3 (Training of Trainers model).

5.3.7 Impact

Impact in the strict sense, i.e. verified, attributable change sustained over time, cannot be established within a single evaluation cycle without the longitudinal participant tracking the programme does not yet operate. What the evaluation can establish is a contribution claim built along a results chain: strong perceived benefit at scale, documented instances of application and organisational change, and evidence of a multiplier effect through re-delivery. Each rung draws on a different source; the evidence is densest at the base of the chain and more illustrative toward the top. All impact claims are qualified per the limitations set out in Section 4.8.

EQ14: What are the participants' perceived benefits from the activities, differentiated by groups?

Perceived benefits as the base of the results chain are strongly positive across all measured dimensions and consistent with the 2023 ITCILO evaluation. Three loyalty indicators are at or above the highest 2023 levels:

Indicator	SEE 2024–25 (95% CI) ‡	Signal
Post-course satisfaction growth (B7)	81.3% (n=176)	Over four in five respondents say their satisfaction held or grew after the course ended — a positive sustainability signal on its own, and consistent with the near-universal motivation reported at B1.5 (4.61/5)
NPS-proxy: extremely likely to recommend (B8)	77.3% (136/176, n=176)	Three in four respondents are at the top of the recommendation scale; combined with B9 below, this points to strong perceived value holding up after the fact, not just immediate post-course goodwill
Intent to take another ITCILO course (B9)	90.9% (n=176)	The strongest loyalty indicator in the dataset — over 90% would return, reinforcing B7 and B8 rather than standing alone

Indicator	SEE 2024–25 (95% CI) ‡	Signal
Course relevant to my needs (B1.1)	4.56/5	Anchors the other three: relevance at the point of training remains the highest-rated item in the survey, suggesting the loyalty signals above are grounded in genuine fit rather than generic satisfaction

Table 24: Post-Course Loyalty and Retention Indicators (EQ1; EQ16).

The benefits land differently depending on who is asking. Government officials are drawn most to the normative framework and how it maps onto policy; enterprise-development practitioners want the practical tools and methodologies; workers' organisation representatives value the rights-based content and, just as much, the space to meet counterparts doing similar work in other countries. The less tangible outcomes such as greater professional confidence, wider peer networks, and a clearer vocabulary for making a case recur consistently across focus groups and interviews, and they matter.

Loyalty and Retention Indicators (N=307)

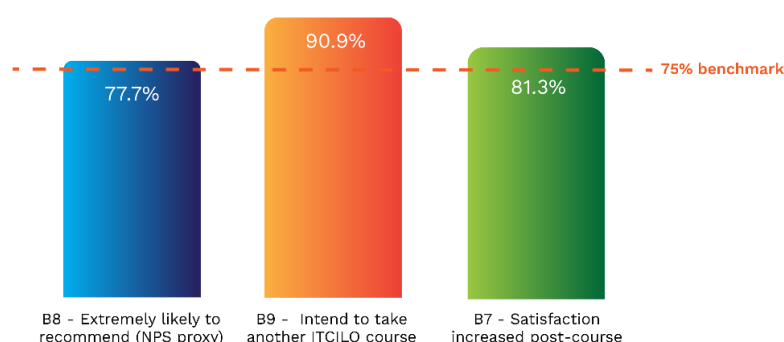


Figure 9: Loyalty and Retention Indicators (N=307).

B7 - Post-Course Satisfaction Change "Looking back, has your satisfaction increased?" (N=307)

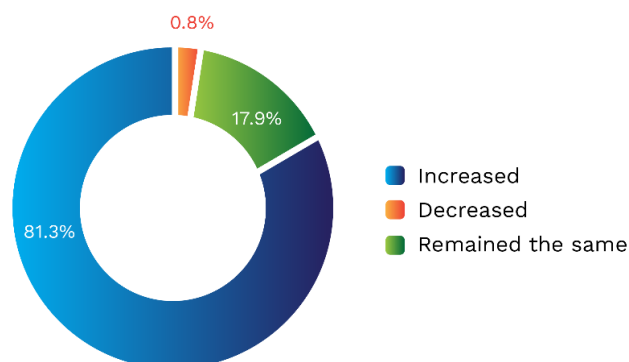


Figure 10 B7 — Post-Course Satisfaction Change (N=307).

Perceived benefit is necessary but not sufficient evidence of impact. The evaluation therefore assembled the documented instances of actual change reported through survey open-text responses, focus groups, interviews and the case-study pipeline, arranged along four levels of a results chain:

Level of change	Evidence available
Individual / professional practice	88% survey (B3a); 153 open-text B4 examples; alumni interviews provide additional qualitative depth across RBC, enterprise formalization streams
Enterprise / organisational	Case Study: HRDD due diligence embedded in private-sector contracts citing MNE Declaration; supply chain discrimination case handled using HRDD principles. SURE Phase 3 trainer-led SME delivery; WIDB cascade to women entrepreneurs
Policy / systemic	Additional alumni interview: ministerial policy papers integrating RBC course content; early-stage national action plan on responsible business conduct (Azerbaijan). Survey B4: NDC 3.0 just transition, East Africa NAP. Institutional client interview (MSMEDA): employment-intensive programme alignment
Cascade / multiplier	Certified Green Business trainers reached hundreds of additional participants self-funded; WIDB certified trainers reaching thousands of women entrepreneurs locally

Table 25: Evidence of Change by Level — Individual, Enterprise, Policy and Cascade (EQ14–EQ15).

The pattern mirrors the effectiveness findings in Section 5.3.4: change is most densely evidenced at the individual/practice level, is demonstrated at the enterprise and policy levels through specific documented instances rather than at scale and extends to a cascade level that few programmes of this size can show.

That cascade level is possibly the evaluation's strongest single impact signal as certified trainers are re-delivering programme content well beyond ITCILO's own reach so that the programme's effective footprint is a large multiple of its direct participant count. This is the impact-side counterpart of the development-reuse efficiency described in Section 5.3.6: the same design and expert-content effort is evident not only across ITCILO's own modalities but through an external chain of trainers. The principal constraint on the multiplier is that not all trained participants complete certification, which limits how many can propagate the cascade and is why Recommendation 3 treats consolidation of the Training-of-Trainers model as an impact priority rather than an administrative one. As with effectiveness, the evidence is unevenly distributed: it is richest in the streams and modalities with a strong face-to-face or blended component and a clear enterprise-application context, and thinnest where the online modality and the connectivity constraints noted in Section 5.3.6 limit sustained engagement.

EQ15: What actions might be required for achieving long-term impact?

The evidence above is contribution-level, and its scale and durability are established periodically rather than continuously. Results beyond course completion are captured through the Centre's annual external evaluation cycle and its internal and external audit processes; what does not yet exist at programme level is a light

instrument operating between those cycles. The programme can therefore demonstrate that impact occurs and can do so with more specificity than most training portfolios of this size, but the intervals at which it does so are long.

Converting these signals into systematically evidenced long-term impact does not require new pedagogy but three infrastructure additions, two of which are developed in Chapter 7:

- A post-training follow-up and alumni mechanism to track applications over time; formalising the self-organised WhatsApp peer networks already active in at least three streams (WIDB, SIYB, Green Business), and feeding KPI 2.D reporting, with a six-month pulse check as the minimum viable step (Recommendation 1);
- Consolidation of the Training-of-Trainers model to protect and widen the cascade that is the programme's largest impact lever (Recommendation 3); and
- Keeping regulatory-sensitive content current, since RBC and Green Economy material (CSDDD, CSRD, the EU Taxonomy) can date within 12–18 months and impact depends on continued content relevance (Recommendation 3).

5.3.8 Sustainability

EQ16: How likely is it that the results of the activities will be maintained or up scaled by participants?

Sustainability is assessed across three dimensions: institutional embeddedness (the degree to which learning is integrated into organisational practice), replication (the extent to which participants train others or apply learning beyond their original context), and scalability (the degree to which approaches have been adapted to national or local contexts).

On institutional embeddedness, evidence is strongest in activities linked to ILO TC projects. SURE, certified trainers (Palestine) are now independently delivering the SURE methodology to SMEs without ITCILO resource, demonstrating full institutional embedding at Phase 3. A Labour Policy civil servant from Azerbaijan has integrated RBC course content into formal ministerial policy papers — a high-quality embeddedness signal. Case Study #1 demonstrates embeddedness in private-sector procurement practice. For activities without a TC project anchor, embeddedness is self-reported and not verified; the absence of follow-up mechanisms means the evaluation cannot confirm whether application has been sustained over time.

On replication, the ToT cascade models are the programme's most powerful sustainability mechanism. WIDB certified trainers are reaching thousands of women entrepreneurs independently in their own communities. A certified Green Business trainer reported independently training 396 additional participants beyond the ITCILO-funded cohort, self-financing the scale-up. This is a genuine multiplier — though it also surfaces an equity gap (F8/T5): trainers with institutional or financial backing can replicate; those without cannot, creating a sustainability differential that is not captured in official programme reach data.

The sampled portfolio contains a substantial trainer-development and certification component. Four activities are explicit Training of Trainers programmes: Women in Digital Business (A9717848, with 186 participants the largest trainer cohort in the sample), SIYB/GERME (A9717193), SURE Palestine (A5718506) and Digitalization and AI for SMEs (A9718687). This is complemented by the Certification Programme for Green Business Trainers

(A9717197), which serves the same trainer-multiplication function. A further three activities are practitioner certification programmes (VCD, MBLI and AIMS) that build advisory rather than training capacity.

End-of-activity evidence for the ToT activities specifically is limited: questionnaire data are available for only one of the four (SURE, n=15), which recorded 100% top-two-box overall satisfaction (4.27/5) and high confidence to apply the training (4.33/5; 93.3%), alongside comparatively weaker ratings for learning methods (3.53/5) and materials (3.80/5), signalling that methodological refinement remains relevant even within the portfolio's highest-leverage stream. The adjacent certification programmes show strong reaction-level results for VCD (4.48/5 average; overall quality 4.60/5 at 100% top-two-box) and MBLI (4.45/5; overall quality 4.64/5), with AIMS a notable outlier (3.87/5 average; 79.1% top-two-box), the weakest result in the ToT/certification family.

Reaction-level data, however, is not the reason the evaluation identifies the ToT model as the portfolio's highest-leverage mechanism. What distinguishes these activities is the documented conversion of certified trainers into autonomous delivery capacity: SURE Phase 3 operating fully trainer-led in Palestinian SMEs, WIDB certified trainers reaching thousands of women entrepreneurs in their own communities, and the self-financed Green Business cascade. The evaluation therefore treats the ToT and certification pathways as a transformative element of the SEE portfolio's sustainability profile, whilst noting two qualifications: cascade outcomes are not systematically documented in programme monitoring (they surfaced through this evaluation's bespoke instruments, and end-of-activity data coverage for ToT editions is incomplete), and replication capacity is unevenly distributed among certified trainers (the equity differential identified under F8/T5).

On scalability, the SURE methodology has demonstrated national-level scalability in Palestine (Phase 3). Green Business certification content has been adapted for local training contexts in Kenya and East Africa. These are qualitatively documented examples; the evaluation team has not been able to verify independent national adoption through third-party sources within the timeline of this evaluation.

The primary structural barrier to sustainability is the absence of post-training support infrastructure — confirmed in all five focus groups and 9/12 key informant interviews. Without a follow-up mechanism, knowledge attrition is systematic: participants complete training with high motivation (4.61/5) but without support, implementation rates in community-facing activities are approximately 50% at the six-month mark (focus group evidence, T3). The self-organised WhatsApp networks represent a participant-driven response to this gap; they are a sustainability asset, not an institutional achievement.

Enablers and barriers to sustainability

Enabler / Barrier	Evidence
ENABLER: Institutional loyalty (return intent: 90.9%)	Strong loyalty signals across survey (B8, B9) and alumni interview evidence — participants return and recommend. Structural asset for programme continuity
ENABLER: ToT cascade multiplier	SURE Phase 3 fully trainer-led; WIDB cascade reaching thousands locally; Green Business self-funded cascade. The highest-leverage sustainability mechanism in the portfolio
ENABLER: Multi-phase programme design	Diploma-style progressions (SIYB progression, WIDB certification pathway) create structured long-term re-engagement
ENABLER: Self-organised peer networks, alongside the Centre's institutional alumni network (alumni.itcilo.org)	WhatsApp-based peer networks (WIDB, Green Business, SIYB) already functioning without ITCILO resource, an organic asset that functions as a post-training support substitute
BARRIER: No systematic programme-owned post-training follow-up	Confirmed across all 5 focus groups and 9/12 KII, the primary sustainability gap. Knowledge retention and impact evidence are both lost in the absence of a 6-month pulse check
BARRIER: Limited contextualisation and language accessibility	There is a further demand for more regionally specific examples, facilitators from participants' own contexts, and expanded multilingual delivery. Particularly relevant to French, Spanish, Portuguese, Arabic cohorts in SEE. The Centre reports that several activities are being planned in the direction of greater field focus and localisation.

Table 26: Sustainability Enablers and Barriers (EQ16).

5.4 Overall training quality

The distribution of overall quality ratings in the alumni survey (B5) is markedly weighted toward the top category, with “Very Good” the modal response. This is independently corroborated by the Centre’s own end-of-activity questionnaire, which recorded a mean overall quality rating of 4.56 out of 5 across 771 responses in 18 of the 20 sampled activities, with 98% of respondents rating quality 4 or 5 and four respondents in total rating below 3. Every activity for which questionnaire data exists is scored 4.0 or above. That two instruments – one administered at the close of the activity, the other one to two years later – converge this closely on delivery quality is the most well-evidenced single result in this evaluation.

The small difference between them is itself informative: satisfaction recorded immediately (98% positive) is slightly higher than satisfaction recalled after one to two years (92.5% positive), which is the normal direction of travel and suggests no significant erosion of participants’ assessment over time.

B5 - Overall Training Quality Rating (N=307)

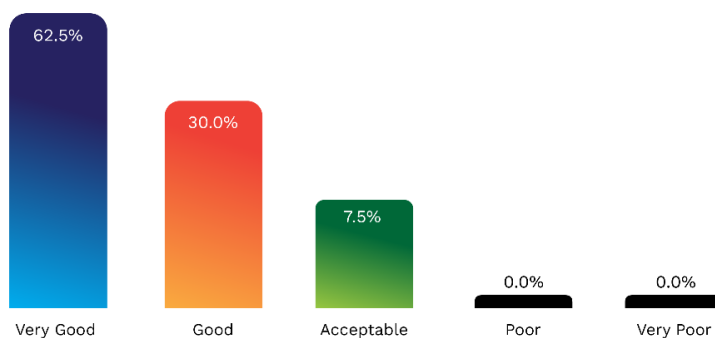


Figure 11: B5 — Overall Training Quality Rating (N=307).

5.5 Qualitative Analysis — Thematic Findings

Thematic analysis of 153 B4 open-text responses “B4. Can you give a concrete example of how the course has been of practical use in your work? Please indicate, if relevant, (a) at what level the change occurred (your work / team / organisation / enterprise / policy) and (b) roughly when. If you cannot give an example, feel free to mention it. “, five focus group transcripts and twelve key informant interviews identified seven recurring themes. Additional interviews conducted in July 2026 strengthened corroboration for T1, T2 and T3.

#	Theme	FG sessions	In KII (12)	Evidence update
T1	Strong immediate impact on professional knowledge	5/5	10/12	Alumni interviews confirm concrete professional applications — RBC policy papers, supply chain contracts
T2	No cohort- or course-level follow-up or peer channel established at activity level	5/5	9/12	Both new alumni interviewees independently confirmed absence of follow-up by the programme; one noted impact evidence is being lost as a result
T3	Appetite for in-person interaction alongside online delivery	5/5	8/12	Face-to-face alumni interviewees strongly preferred F2F; institutional client rated study visits as highest-value component
T4	ToT cascade multiplier effect	3/5	6/12	SURE Phase 3 confirmed; WIDB cascade confirmed at Director level
T5	Self-funded trainer cascade — equity gap	3/5	4/12	Kenya Green Business trainer self-financed cascade to 396 additional participants beyond the funded cohort — but FG Session 5 (Omisakin, trade union official) confirms the reverse case: unable to

#	Theme	FG sessions	In KII (12)	Evidence update
				cascade at all without an organisational mandate from union leadership. Together these show cascade reach depends on trainer's personal financial capacity or institutional backing, not programme design — the equity gap the theme name describes
T6	Institutional recognition and visibility gaps	3/5	5/12	Director interview adds context: ILO brand is the primary source of credibility rather than the certificate per se
T7	Demand for updated content and digital tools	3/5	4/12	Additional alumni interview: RBC regulatory landscape evolving rapidly (EU CSDDD) means that content updates post-training are desired

Table 27: Qualitative Thematic Findings — Focus Groups and Key Informant Interviews.

Participant voices — post-training follow-up gap (T2) and knowledge-to-practice gap (T3)

“There is a WhatsApp group we created ourselves — nothing was set up for us. We stay in touch that way, but there is no real support from the Centre after you graduate.” — Focus Group Session 1, SIYB stream, East Africa

“I would have liked a check-in six months later to share what I did with the tools. Or even a group call with the facilitator. But nothing.” — Focus Group Session 3, RBC stream

“I asked my trainees six months later whether they had built their business website. Maybe half had. The course was good. The problem is there is no one to check up afterwards.” — Certified WIDB trainer, Focus Group Session 2

Participant voices — cascade multiplier and modality preference (T4, T5)

“I trained 396 of my 496 participants independently — without ITCILO funding. The programme gave me the skills, but I financed the scale-up myself.” — Certified Green Business trainer, Focus Group Session 2, Kenya

“The contacts I made at the face-to-face workshop in Johannesburg opened three professional partnerships I would never have found otherwise.” — Focus Group Session 2, RBC/Africa CCI stream

5.6 Cross-Cutting Findings (F1–F8)

F#	Finding	Evidence	Priority
F1	Normative alignment demonstrable in design and confirmed by participants; in-session signposting of the specific ILO instrument inconsistent	Survey B1; alumni interviews; desk research	Medium
F2	Needs assessment reactive and client-mediated — no documented needs analysis for any sampled activity	5/5 activity manager KII; Director of Training	High
F3	The selection and briefing of high-profile guest speakers is handled case by case rather than through a shared protocol, affecting instructional coherence.	Programme Manager + alumni interview (corroborated independently)	Medium
F4	Credential design follows a consistent logic and the Centre monitors certification rates by credential type in its learning analytics dashboards, recording 85.9% on achievement pathways against 71.1% on participation across the biennium. The activity-level rationale for the tier assigned is not recorded, and the comparison has not yet been read at SEE stream level, where format and duration differ systematically between the two credential types.	Design documentation review; multiple KII; Centre learning analytics dashboards	Medium
F5	Outcome tracking beyond course completion rests on the Centre’s evaluation and audit cycle; no continuous activity-level instrument between cycles	All 5 FG; 9/12 KII	High
F6	Gender and ILS integration concentrated in activities whose subject matter carries them; marker values of 4 of 20 (GEN) and 3 of 20 (ILS) in the sampled activities	Survey; marker data; desk research	Medium
F7	Blended-financing model requires ongoing balance between earned-income and mandate-driven activity — actively managed at Centre level; no evidence of content shaped away from normative anchors	Programme Manager + Director KII	Medium

F8	Certification pathways in cascade programmes would benefit from documented governance: published certification targets, disclosure of delivery-partner roles, and remediation where the gap between trained and certified numbers is substantial and replication capacity is unevenly distributed among certified trainers, since those without institutional or financial backing cannot cascade	KII; certification records; focus group evidence	Medium
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Table 28: Cross-Cutting Findings (F1–F8).

6. Conclusions

Based on the findings presented in Chapter 5, this chapter summarises the main conclusions of the evaluation against each of the eight assessment criteria. These conclusions rest on multiple sources of evidence, triangulated as described in Chapter 4. Overall, the evaluation team is confident that the SEE programme delivers training that its participants find relevant, motivating and applicable in their own professional contexts. Given that level of confidence, the areas for improvement identified below and, in the recommendations, should be read as they are intended: as opportunities to strengthen the architecture around an already well-functioning delivery core, not as deficiencies in that core.

Relevance (EQ1)

The relevance of the SEE programme to its participants and to ILO strategic priorities is the most firmly established conclusion of this evaluation. The two highest-scoring survey items are motivation to develop competencies further (4.61/5) and relevance to professional needs (4.56/5), and the signal is consistent across sources: institutional client interviews confirm course relevance, and open-text responses repeatedly describe the training as the first operational presentation of frameworks participants had previously met only in the abstract. Alignment with the ITCILO Strategic Plan 2022–25 and with the ILO's normative anchors is demonstrable at design level across all five streams. The qualification is operational rather than strategic, and concerns signposting rather than substance: the instrument underpinning a session is not consistently referred back to as the session develops, so participants may leave able to apply the substance of an ILO instrument without attributing it to the instrument concerned (F1). That matters for the Centre's normative visibility rather than for what participants learn and is addressable through facilitator guidance at no additional session time (Recommendation 4).

Coherence (EQ2)

The SEE programme is coherent with the ILO mandate and with ITCILO's portfolio logic, provided coherence is judged against its actual operating model: senior management interviews confirmed that the five streams are managed as a portfolio of loosely related offerings sharing a brand, governance framework and RBM system, so light-touch cross-stream coordination is a design feature rather than a management failure. External coherence is strongest where technical cooperation projects create a formal co-design relationship, as with SURE/Palestine. On cross-cutting themes, marker values of 2 or above were recorded for gender in four of the twenty sampled activities and for International Labour Standards in three, with social dialogue and tripartism at 1 throughout. Because the sample was purposive rather than proportionate, these figures describe the

sample rather than the portfolio and cannot be read against institutional targets; what they show is that integration is concentrated in the minority of activities whose subject matter already carries it (F6). Marker values in any case record design intent as captured administratively rather than content as delivered, and the Centre has since run a marker-methodology refresher and revised the biennium assignments, with an increase in values noted. The blended-financing model requires an ongoing balance between earned income and mandate-driven work; this is actively managed at Centre level, and the evaluation found no evidence of content shaped away from the programme's normative anchors (F7).

Validity of Training Design (EQ3–4)

Instructional quality is a clear strength. All three Community of Inquiry dimensions score above 4.2/5 with a quarter of a scale point between highest and lowest – Teaching Presence 4.46, Cognitive Presence 4.34, Social Presence 4.20 – so while the ordering shows where design attention would yield most, none of the three is a weak result. The evaluators' review of the twenty course designs corroborates this: learning objectives clearly presented in 95% of activities and structured tutor feedback evidenced in 75%. Design review and survey converge on peer interaction: informal exchange is clearly evidenced in only 55% of activities, aligning with Social Presence as the lowest dimension and comfort in disagreeing with peers (4.01/5) as the lowest-scoring experience item in the survey — one of the strongest triangulated results of this evaluation, and a low-cost opportunity in a programme whose subject matter invites reasonable disagreement (Recommendation 5). Modality points the same way. No modality underperforms on instructional quality, and future preference divides too evenly to rank (35.2% blended, 34% face-to-face, 30.8% online), with roughly two-thirds wanting each element present: participants want both rather than one replaced by the other. Blended, the only configuration offering both, is simultaneously the modal preference and the lowest-rated on both instruments, which makes the junction between components the clearest modality-related opportunity in this evaluation.

Two structural gaps recur across activities: no sampled activity documented participant learning expectations and needs before the course began (F2), which the Centre has committed to address at the Plan stage (Recommendation 2); and high-profile external speakers are integrated case by case rather than through a shared protocol (F3). Credential design, by contrast, is sound — the Three-Tier Framework's criteria are applied consistently and achievement pathways follow a clear logic — and what is missing is documentation and monitoring rather than logic: the rationale for the tier assigned is not recorded at activity level, and the higher certification rate the Centre's dashboard records for achievement-pathway activities across the biennium (85.9% against 71.1%) has not yet been read at SEE stream level, where format and duration differ systematically between the two credential types (F4). Knowledge acquisition rests on eleven of the twenty activities — seven of the eight open courses, for which the instrument is mandatory, and four tailor-made activities, for which it is recommended. Coverage therefore follows the instrument's mandatory status rather than inconsistent compliance. Performance on the instrument is not in question, and the Centre consolidates results in its own analytics; what could not be done here is the computation of KPI 2.B across the sampled set (Recommendation 6).

Effectiveness (EQ5–8)

The programme is effective at the levels it currently measures and credibly effective at the level it does not. Learner-level results are strong and consistent across the five streams, with relevance, translation of theory into practice and motivation to develop competencies further all between 4.53 and 4.61, and improvement in

participants' own competencies rated 4.13/5. The results narrow further from the individual: of the 176 respondents routed to the question, 88% reported that the training had influenced their practice or policy work, 77% describing that influence as significant or moderate, and 153 of them — 87% — supplied a concrete example, comfortably above the 75% institutional target for KPI 2.C. Improvement in job performance (3.83) and in organisational or enterprise capacity (3.46) sits lower again, because embedding a capability depends on mandate, resources and timing that lie largely outside the course; continued contact afterwards is one of the few levers the programme holds at that point (Recommendation 1).

On differential results the evidence now permits direct comparison on gender, if not on every dimension. Outcome measures were compared by respondent gender across ten items, and none showed a statistically significant difference; small effects would not be detectable on a base of 219 respondents, but the survey provides no evidence that results differ by gender. The gender-equality-visibility item is a different measure, rated positively in every activity for which data exist, and its lowest value (4.07/5, RBC Just Transition) falls where gender is least intrinsic to the subject matter. The clearest differential finding is geographic: Sub-Saharan African respondents, around 40% of the sample, rate connectivity and the technical environment less favourably and report disruption at a higher rate — an equity-of-access issue reflecting conditions in participants' own working environments rather than the quality of provision. That disaggregation produced both a reassuring result on gender and the evaluation's clearest equity-of-access finding is the case for making it routine (Recommendation 7).

Effectiveness of Management Arrangements (EQ9–11)

Management arrangements are effective within teams and intentionally minimal between them. The matrix model – activity managers sitting in thematic clusters and also serving cross-cutting institutional functions – is appropriate for a portfolio organisation but can create competing demands during intensive delivery periods. The gap in the quality cycle is one of traceability rather than of data availability or of attention to participant feedback: end-of-activity data are collected consistently and made available to course teams through internal dashboards, so the raw material for design improvement is present and visible, but the evaluation could not evidence a documented step in which the previous edition's data are reviewed before the next edition's design is finalised. This is an opportunity to make existing effort traceable rather than evidence that no such effort exists (Recommendation 6). Cross-programme coordination with other ITCILO thematic programmes is less systematic than coordination within streams — an unexploited opportunity rather than a failure, and one the Centre is already addressing through its Catalyst initiative and a related indicator in the 2026–27 Programme and Budget.

Efficiency (EQ12–13)

The delivery model is efficient in its use of both reach and development effort. Across the twenty sampled activities, revenue of €893,782 generated a contribution to fixed costs of €528,919, or 59% of revenue. This is a contribution measure and not a cost-recovery calculation — the Centre's fixed and indirect costs are not attributed at activity level, and activity-level cost data are not held in the training department's monitoring system — and on this measure the sampled portfolio performs strongly. Online delivery extends reach at a marginal cost per additional participant that face-to-face cannot match, while standard-fee open-enrolment activities generate earned income that helps cross-subsidise mandate-driven work. A second and less visible strength is the routine re-use of development effort across modalities and contexts, which amortises the

largest real cost in a programme of this kind across several deliveries; it is currently sustained informally rather than through any mechanism for cataloguing re-usable content (Recommendation 3). The qualification is not cost discipline but equity of experience: 39% of respondents who answered reported connectivity disruption and 28% problems with the technical platform. Both items are reverse-worded and are not comparable with the satisfaction items elsewhere in the survey — once they are set aside, every remaining item in the technical series scores at or above 4.06 — and the distribution behind them points to a cohort-concentrated constraint tied to participants' own infrastructure rather than a programme-wide quality problem. The implication is not that online delivery should be reduced, since it is what makes the training reachable for most of those affected, but that online course design should assume unreliable connectivity rather than treat it as an exception.

Impact (EQ14–15)

Impact in the strict sense, i.e. verified, attributable change sustained over time cannot be established within a single evaluation cycle without the longitudinal tracking the programme does not yet operate. What the evaluation can establish is a contribution claim along a results chain, densest at the base. Perceived benefit is strongly positive and holds up over time: satisfaction held or grew after the course for 81.3% of respondents, 77.3% place themselves at the top of the recommendation scale, and 90.9% intend to take another ITCILO course. Change is documented at individual practice level at scale, and at enterprise and policy level through specific instances — human rights due diligence embedded in multinational procurement, ministerial policy papers integrating RBC content. It then extends to a cascade level few programmes of this size can show, and that cascade is the strongest single impact signal: SURE Phase 3 operating fully trainer-led in Palestinian SMEs, and a Green Business trainer in Kenya who trained 396 participants beyond the funded cohort at her own expense. Because this onward delivery is not routinely documented, the programme's real footprint is understated in its own reporting. The conclusion is therefore not that impact is unproven but that it is captured periodically rather than continuously: outside technical cooperation projects no standing mechanism captures application at six or twelve months, so evidence of the programme's strongest results is recovered largely when an external evaluation goes looking for it.

Sustainability (EQ16)

Sustainability rests on strong foundations, and the gap sits at a specific and addressable level. The loyalty signals reported above are exceptional, and the cascade sustains onward delivery without Centre resource. The training-of-trainers and certification pathways emerge as the portfolio's transformative sustainability element, distinguished by the documented conversion of certified trainers into autonomous delivery capacity — with two qualifications: cascade outcomes are not systematically documented in programme monitoring, having surfaced through this evaluation's own instruments, and replication capacity is uneven, since trainers with institutional or financial backing can replicate while those without an organisational mandate cannot (F8/T5). The central conclusion concerns the level at which the remaining gap sits. All five focus groups and nine key informant interviews identified the lack of structured follow-up after a course as the main constraint on whether learning is carried forward. This is a conclusion about the individual activity, not about the Centre: ITCILO operates an established institutional alumni platform (alumni.itcilo.org), which the evaluation reviewed directly, supported by alumni-exclusive programming and the annual Pioneers Award. What is not yet routine is the layer beneath, a cohort channel opened at the close of an activity, and a short instrument revisiting those same participants at six or twelve months. The self-organised WhatsApp groups participants create

show both the demand for such a layer and how little it would cost to meet, so the opportunity is additive rather than remedial (Recommendation 1).

Overall

The most impressive single result of this evaluation is the convergence of two independent instruments on delivery quality: the Centre's end-of-activity questionnaire recorded a mean overall quality rating of 4.56/5 across 771 responses in 18 of the 20 sampled activities, while the alumni survey, administered one to two years later, returns 92.5% positive, with no significant erosion of participants' assessment over time. The programme's distinctive value rests on three assets a commercial provider cannot replicate: normative grounding, which is what differentiates the offer from superficially similar commercial content and why inconsistent in-session signposting (F1) is a commercial as well as a normative concern; institutional credibility, the ILO brand rather than the certificate itself being the primary source of the training's standing for participants and their employers (T6); and the cascade multiplier, which extends the Centre's reach at minimal marginal cost.

The programme is doing the right things (relevance), doing them well at the point of delivery (validity of design, and effectiveness in both learning and workplace application), and generating results that participants demonstrably carry into their professional contexts. Its weaknesses are concentrated not in delivery but in the architecture around it: needs are not diagnosed before design, outcomes are not tracked at cohort level after delivery, and the evidence of impact that exists is not systematically documented. Because the measurement infrastructure is already in place, i.e. the RBM framework, the eCampus, existing survey licences and an established institutional alumni platform, the central opportunity identified by this evaluation is one of reallocation rather than investment: a lightweight six-month pulse-check mechanism, layered onto what already exists, would convert demonstrated learning quality into systematically tracked and reported impact at marginal cost.

7. Recommendations

Based on the findings presented in Chapter 5 and the conclusions in Chapter 6, this chapter presents seven recommendations. Each names the stakeholders best placed to act on it and indicates its resource implication; the recommendations deliberately favour substitution and reallocation over the addition of new structures, so that all of them can be acted upon within the programme's existing operating envelope. The evidence underpinning each recommendation is set out in the preceding chapters and is referenced here only briefly.

Recommendation 1: Add a cohort-level layer to the Centre's alumni follow-up framework

The SEE programme, together with the Training Department, is recommended to establish a follow-up layer at the level of the individual activity, beneath the Centre's existing institutional alumni and quality assurance infrastructure. This means two things: a cohort channel opened at the close of each activity, and a short pulse-check survey of approximately five items sent to those same participants six months later - introduced initially for a small number of activities and resourced by reallocating part of the effort currently absorbed by the lengthy end-of-activity instrument. Where participants have already created their own peer channels, these

should be recognised as programme-endorsed and lightly supported, with a periodic facilitator prompt and a link to eCampus resources, rather than replaced.

This addresses the most consistently reported gap in the evaluation: the absence of contact at the level of the individual course, identified in all five focus groups and in nine of twelve key informant interviews (EQ4, EQ7, EQ15, EQ16). The Centre's alumni platform, its alumni-exclusive fellowships, previews and webinars, and the Pioneers Award provide the institutional infrastructure; what is proposed is the activity-level layer beneath it, which would allow impact that is demonstrably occurring to be tracked and reported as a matter of routine, including against KPI 2.D.

Addressed to: SEE programme management; Training Department (Quality Assurance), building on the Centre's existing alumni and quality assurance infrastructure.

Resource implication: Substitution within the existing QA budget - no new platform, technology or budget line required.

Recommendation 2: Apply documented learning needs assessment consistently across the five SEE streams

The SEE programme and the Training Department are recommended to give effect to the Centre's 2026–27 commitment on Plan-stage documentation consistently across all five thematic streams, using a two-part instrument covering (i) a structured description of the client or institutional need and (ii) a baseline of participant competencies, applied and documented in all new activity development cycles - including tailor-made activities, where documented practice is currently thinnest (EQ1, EQ3, EQ10).

The Centre has already committed, in its management response to the previous evaluation, to documenting formal and informal needs assessment and portfolio planning more consistently at the Plan stage of the learning service cycle; this recommendation concerns consistent application of that commitment across the SEE streams, which would calibrate content to institutional as well as individual needs and supply the Plan-phase evidence base the Centre's own quality cycle presupposes.

Addressed to: SEE programme management; Training Department (Quality Assurance).

Resource implication: One-off adaptation of the existing client-briefing template (approximately two to three days per stream); application costed to project or client budgets.

Recommendation 3: Consolidate and further develop the Training of Trainers model as a strategic pillar of the portfolio

The SEE programme is recommended to retain its Training of Trainers (ToT) and certification-based activities as a strategic pillar of the portfolio and develop them further, moving from the one-off training of trainers toward the deliberate management of a trainer community over time. This means four things:

- provide structured post-certification support to trainers, such as periodic refresher inputs, continued access to updated learning materials and a lightly moderated peer community, building on the mechanism proposed under Recommendation 1;

- where possible, keep the content that trainers deliver onward current;
- where possible, systematically document cascade outcomes, including the volume, profile and reach of training delivered onward by certified trainers; and
- place the governance of certification pathways on a documented footing, including expectations for certification rates, and the steps to be taken where a significant gap between trained and certified numbers emerges.

The cascade is the programme's highest-leverage sustainability and impact mechanism, yet its outcomes surfaced through this evaluation's bespoke instruments rather than through routine monitoring, and the proportion of trained participants who complete certification determines how many are in a position to propagate it at all (EQ6, EQ15, EQ16). Developing the model along these lines - within existing means, and with any targeted trainer support weighed explicitly against the impact it protects - would convert the multiplier from an asserted to an evidenced source of impact, safeguard its quality over time, and begin to address the uneven replication capacity among certified trainers that the evaluation identified.

Addressed to: SEE programme management; instructional designers; Training Department.

Resource implication: Primarily reallocation and use of existing digital infrastructure; any targeted trainer support to be explicitly costed against expected cascade impact.

Recommendation 4: Sustain annual refresher training and communication on marker assignment, and carry the methodology from design into delivery

The SEE programme, in consultation with the gender focal point and ILSGEN, is recommended to sustain annual refresher training and communication on the assignment of the Gender, ILS and SDT markers to activities and on their implications from design through to implementation. Marker coding is made at design stage to reflect what will be done in delivery; the recommendation concerns keeping that link explicit and visible to participants in the session itself.

Two measures are proposed: incorporating a short gender lens into the existing activity design approval step, with review responsibility assigned to the existing gender focal point; and integrating explicit, repeated references to the relevant ILO normative instruments into the facilitator guides already produced for each activity, substituting generic scene-setting content.

The programme's normative anchoring is demonstrable at design level and confirmed by participants, and the Centre's institutional KPI results, in which participants assess whether international labour standards and social dialogue and tripartism were evident in course delivery, are consistently high. However, the specific instrument underpinning a session is not consistently referred back to as the session develops, and meaningful gender integration is concentrated in the minority of activities whose subject matter already carries it (EQ1, EQ2, EQ8). The Centre's Gender Marker refresher training, the accompanying methodology communication and the subsequent revision of biennium marker assignments have already improved how integration is recorded; both measures proposed here use roles and documents that already exist and add no session time.

Addressed to: SEE programme management; gender focal point; instructional designers and facilitators. **Resource implication:** Existing gender focal point time; no additional session time or cost.

Recommendation 5: Design structured peer interaction into online and blended provision

Instructional designers and facilitators are recommended to build structured peer-interaction elements into the existing facilitation guides for online activities, either complementing or replacing unstructured open-discussion slots.

Peer interaction is rated positively but consistently a little below the other two Community of Inquiry dimensions, and the design review found opportunities for informal exchange to be the least evenly implemented element across the sampled activities (EQ3, EQ5). This is an opportunity to add something to an already strong online learning experience, not an argument for delivering less online as online provision is what makes this training reachable for most of the participants who receive it, and it performs well on instructional quality. The eCampus Next revamp offers a natural point at which to embed the change.

Addressed to: Instructional designers; facilitators, supported by the eCampus Next project team.

Resource implication: No additional cost — redesign of existing discussion slots within current facilitation guides.

Recommendation 6: Make the route from evaluation evidence to course design explicit, and combine internal with external evaluation

The SEE programme and the Training Department are recommended to make the connection between evaluation evidence and design decisions traceable, and to reposition external evaluation as the second step in a two-stage process. Five measures are proposed:

- establish a documented step in which the previous edition's end-of-activity data are reviewed before the next edition's design is finalised, drawing on the internal dashboards already available to course teams;
- extend to course teams the same direct access to external evaluation datasets that they already hold for the instruments administered through eCampus, so that the full evidence base on their own activities sits in one place;
- sequence internal and external evaluation so that programme teams conduct their own self-assessment or participant survey ahead of an external evaluation cycle, with the external exercise validating, deepening and building on that work rather than substituting for it;
- consolidate Knowledge Acquisition Test results at programme level so that KPI 2.B can be reported for the SEE portfolio specifically, and make pre- and post-course testing the default for tailor-made activities — proportionate to format and duration, and subject to the agreement of the commissioning client — rather than an option raised case by case;
- record at activity level the rationale for the certification tier assigned under the Three-Tier Training Certification Framework and monitor whether the tiered structure produces the engagement effects its design implies.

End-of-activity data are collected consistently and are directly available to course teams through eCampus and the Centre's internal dashboards. What the evaluation could not evidence is a documented point at which they inform the next design cycle, which leaves the CHECK phase of the quality cycle without a traceable route

into PLAN (EQ4, EQ10, EQ13). Returning data to teams and having them evaluate first would raise the quality and usefulness of both the internal and the external exercise, reduce the programme's dependence on periodic external evaluation for outcome evidence, and make several recurring design decisions traceable rather than inferable.

On knowledge acquisition, establishing what participants know before an activity and again afterwards is fundamental to demonstrating that learning has occurred, and is of value to participants in its own right. Leaving it to client discretion across a whole delivery category is the principal constraint on the programme's ability to evidence its learning results (EQ3, EQ4).

Addressed to: SEE programme management; Training Department (Quality Assurance, data and learning analytics).

Resource implication: Activity manager time (approx. one day per stream per year); no new systems as the dashboards, question bank and test infrastructure are already in place.

Recommendation 7: Make the disaggregated results a routine reporting practice

The SEE programme, supported by the Quality Assurance and data analytics functions, is recommended to make the disaggregation of results a routine feature of programme-level reporting rather than an exercise undertaken at external evaluation intervals. Disaggregated views of participation and results are already available to staff through the Centre's internal dashboards, so what is proposed concerns reporting practice rather than analytical capability. This means presenting results broken down by gender, region, constituent type and modality as a standing element of programme reporting; reducing non-response on the characteristics already captured on the alumni and registration instruments; and continuing to expand multilingual survey administration and outreach so that all language constituencies are represented in proportion to the programme's delivery footprint. The deliberate exclusion of gender from the end-of-activity questionnaire is not at issue.

Outcome measures were tested by gender for this evaluation and produced no significant differences across ten measures. That is a positive result, and one worth being able to demonstrate as a matter of course rather than at external evaluation intervals. Disaggregated views of participation and results are already available to staff through the Centre's internal dashboards; what is proposed is that they become a standing feature of programme-level reporting, so that parity can be evidenced routinely and any drift detected early. Some language constituencies were thinly represented in this evaluation's evidence base (EQ8, EQ14), and disaggregation produced some of the evaluation's most actionable insights; making it routine would also support the Centre's planned examination of disparities affecting older learners.

Addressed to: SEE programme management; Training Department (Quality Assurance, data analytics). **Resource implication:** Marginal — adjustments to existing survey administration and reporting routines.

Summary of recommendations

R#	Recommendation	Evidence base	Priority	EQ link
R1	Add a cohort-level layer to the Centre's alumni follow-up framework	Raised in all 5 focus groups and 9 of 12 interviews; no follow-up found at the level of the individual course; KPI 2.D	High	EQ4, EQ7, EQ15–16
R2	Apply documented learning needs assessment consistently across the five streams	No documented participant-level needs assessment in any of the 20 sampled activities; confirmed by all 5 activity managers interviewed	High	EQ1, EQ3, EQ10
R3	Consolidate and further develop the Training of Trainers model	Cascade outcomes evidenced only through this evaluation's own instruments; replication capacity uneven between trainers; certification completion limits the multiplier	High	EQ6, EQ15–16
R4	Sustain annual refresher training and communication on marker assignment, and carry the methodology from design into delivery	Instrument signposting inconsistent within sessions; meaningful gender integration recorded in 4 of the 20 sampled activities	Medium	EQ1–2, EQ8
R5	Design structured peer interaction into online and blended provision	Peer interaction the lowest of the three Col dimensions (4.20/5); informal exchange clearly evidenced in 55% of activities; blended the lowest-rated configuration on both instruments	High	EQ3, EQ5
R6	Make the route from evaluation evidence to design explicit, and combine internal with external evaluation	No documented review step before redesign; KPI 2.B could not be computed across the full sample; certification-tier rationale not recorded at activity level	High	EQ4, EQ10, EQ13

R#	Recommendation	Evidence base	Priority	EQ link
R7	Make the disaggregated results a routine reporting practice	No significant differences by gender across ten outcome measures (n=219); Portuguese and Arabic constituencies together 11% of respondents; trade union participation small in proportional terms.	Medium	EQ8, EQ14

8. Annexes

The following annexes are attached to this final evaluation report:

- Annex A — Terms of Reference for the external evaluation of SEE training activities 2024–2025
- Annex B — Survey questionnaire and interview guides (all stakeholder categories)
- Annex C — List of informants: 12 key informant interviews; 5 focus group sessions (institutional affiliation and role)
- Annex D — Statistical annex: full alumni survey data tables (N=307), frequency distributions and means for all B, C and D items, mapped to EQ1–EQ16 and ITCILO RBM KPI dimensions
- Annex E — Five case studies documenting good practice – case studies

Evaluation of the training activities of the ITCILO on the thematic area of “Sustainable Enterprises”

Terms of reference

About the International Training Centre of the ILO

1. The [International Training Centre](#) is the capacity development arm of the [International Labour Organization](#) (ILO). The ILO is a specialized agency of the [United Nations](#) (UN) system with a mandate to **promote social justice through decent work for all**, and the Centre offers individual and institutional capacity development services to support its constituents worldwide in making the social justice agenda actionable. The main target groups of the Centre’s capacity development services are ILO constituents – workers’ and employers’ organizations and governments. The Centre also offers capacity development services for ILO staff, staff of other UN agencies and ILO partners with a mandate to promote social justice, among them government agencies, non-governmental organizations, and the private sector. The Centre’s capacity development services are human-centred and rights-based, promoting fundamental principles and rights at work and strengthening tripartism and social dialogue. The Centre plays a key role in the implementation of the [2019 ILO Centenary Declaration for the Future of Work](#) and supports ILO constituents in facilitating future of work transitions and promoting employment-right growth in line with the [2030 UN Agenda for Sustainable Development](#). The Centre derives its mandate for the delivery of individual, institutional and system-level capacity development services from the [2019 ILO Capacity Development Strategy](#) and is one of the network hubs of the innovation eco-system defined by the [2023 ILO Innovation Strategy](#). The Centre is in the frontline when it comes to extending technical support to ILO constituents under the umbrella of [the Global Coalition for Social Justice](#), launched by the Director General in 2023.

Background

1. The Centre’s [Strategic Plan for 2022-25](#) stresses the importance of a quality focused, data-driven approach to monitoring and evaluation and states that excellence in training and learning will be promoted through continuous quality improvement measures and external evaluations. More specifically, the Centre will commission each year at least one external evaluation of a cluster of activities linked to one of [its thematic areas of expertise](#).
2. Since 2014, the Centre has commissioned evaluations of its [academies](#) (2014), its training activities linked to the [promotion of gender equality and diversity](#) (2015), its training activities to [strengthen employers’ organizations](#) (2016), its training activities to promote [International Labour Standards](#) (2017), its training activities to [promote Social Dialogue and Tripartism](#) (2018), its training activities [to promote fair migration](#) (2019), its training activities related to [skills development with focus on employability skills](#) (2020). In [2021](#) and [2022](#), the evaluations focused on the training activities of the Centre that have been fully carried out in online modality. In 2023, the evaluation tackled [a sample of face-to-face, blended and online training activities in addition to a Diploma](#). In 2024 the [training activities run by the Workers’ Activities Programme](#) were evaluated, and in 2025 the Centre evaluated its training activities on [Social protection](#). The evaluation reports are accessible via the [ITCILO website](#). For 2026, The Centre wishes to **evaluate training activities focused on Sustainable Enterprises**.
3. Before 2018, the main emphasis of the Centre has been on individual-level capacity development, with the focus on face-to-face training. The 2018-21 strategy framework set the stage for the diversification of the

service portfolio, to better harness digital learning and collaboration technology and applications, in response to the ILO's renewed focus on institutional capacity development.

4. In the wake of the COVID-19 pandemic in the first half of 2020, the pace of transformation of the Centre's service portfolio has accelerated, with a shift of emphasis from face-to-face training to online learning, a stronger focus on institutional-level and system-level capacity development services and the rollout of AVR technologies, future foresight techniques, and data mining.
5. In 2021, the Centre continued to operate in a volatile environment, with political, economic, social, environmental and technological forces exerting strong pressure. For example, learners are increasingly technology-savvy, want to access learning services 24/7, and co-create their own learning experience; advances in digital technology open new opportunities for learning service providers to upscale outreach, enjoy a fully immersive experience and to reduce unit costs. In this environment, distance learning activities continued to play a very important role in the service portfolio of the Centre.
6. The 2022-23 biennium has been a period of transition for the Centre, driven by a new competitiveness strategy relying strongly on service differentiation and portfolio diversification. During the biennium, the Centre managed to rebuild step by step its base of face-to-face training activities, while the participant universe of online learners continued to expand rapidly.
7. In the 2024-2025 biennium, the number of enrolments for the Centre's training activities further increased on the back of demand for online learning activities but also supported by the recovery of face-to-face training courses.

Purpose of the evaluation

8. The purpose of the evaluation is to:
 - provide the Centre with evidence of the relevance, validity, coherence, effectiveness, efficiency, impact and sustainability of its training Activities related to Sustainable Enterprises;
 - assess which modalities of training offered by the Centre are more impactful in terms of effectiveness and efficiency;
 - extrapolate good practices, lessons learned and recommendations for the improvement or scale-up of training activities of the Centre under the theme of Sustainable Enterprises.
9. The evaluation findings will be used to make relevant decisions on the future programming of the Centre with regard to its training services.

Scope of the evaluation

10. The evaluation will cover a sample of up to 20 activities designed and delivered by the [Sustainable Enterprises and Economies \(SEE\) programme](#) in 2024 and 2025. The sample has been drawn purposefully to capture a variety of different training approaches, venues and methodologies. The chosen activities include a variety of online courses, face-to-face and blended courses that took place in the field or in Turin Campus. The activities were chosen to cover a diversity of regions, and all of the selected activities included more than fifteen enrolled participants.

11. Non-training activities are outside the scope of this assignment.

Clients of the evaluation

12. The main clients of this evaluation will be:

- The Board of the Centre;
- The Training Department of the Centre with special focus on the Sustainable Enterprises and Economies Programme (SEE);
- Internal ITCILO units outside the Training Department (FINSERV, ICTS, FIS/PATU)

Evaluation criteria

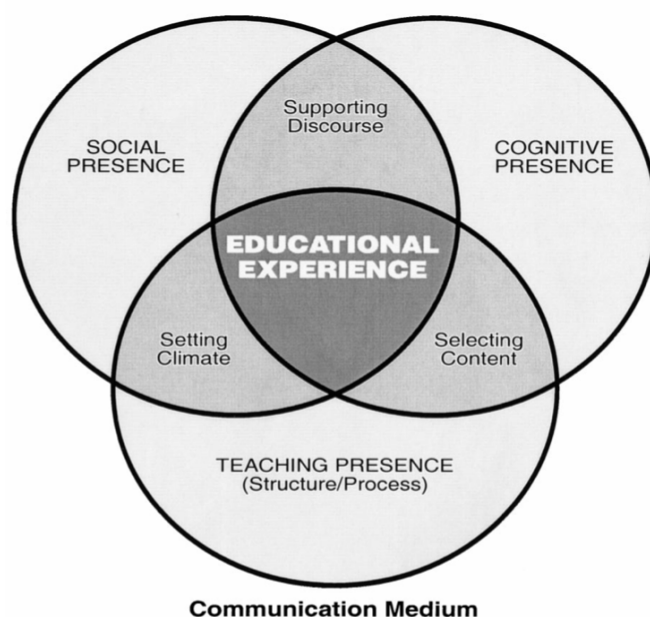
13. The evaluation will focus on the [six evaluation criteria](#) proposed by the Development Assistance Committee of the Organisation for Economic Co-operation and Development (**OECD DAC**)'s Network on Development Evaluation (EvalNet). The **relevance** of the sampled activities to beneficiary needs (and where applicable the institutional sponsors financially supporting their participation), their **coherence**, the activities' **efficiency**, **effectiveness**, **impact** and **sustainability** will be assessed.

Figure 3: The Six OECD DAC Network on Development Evaluation (EvalNet) Evaluation Criteria



14. Further to the evaluation of effectiveness, the evaluation will also assess the meaningfulness of the learning experiences using the **Community of Inquiry (CoI) framework** developed by Garrison, Anderson, and Archer (2000). The model assumes that effective learning and engagement occurs through the interaction of three core elements: social presence, cognitive presence, and teaching presence.

Figure 4: Elements of the Community of Inquiry Model (Garrison, Anderson & Archer, 2000)



Refer to the following list of assessment criteria and the corresponding evaluation questions.

Assessment Criteria	Questions to be addressed
<i>Relevance:</i> The extent to which the objectives and design of the activity respond to the beneficiaries' requirements and needs, as well as to partners' and donors' policies and priorities.	IS THE ACTIVITY DOING THE RIGHT THINGS? How well did the activity operationalize the 2022-25 strategic plan and the 2024-25 Programme & Budget of the Centre, and the higher level ILO 2022-25 Strategy Framework and 2024-25 Programme and Budget?
<i>Coherence:</i> The compatibility of the activity with other activities that serve the ILO mandate and its core constituents	HOW WELL DOES THE ACTIVITY FIT? To what extent does the activity serve the ILO mandate and the needs of the ILO core constituents?
<i>Validity of training design:</i> The extent to which the design of the activity was logical and coherent.	HOW WELL WAS THE ACTIVITY DESIGNED? Does the result of training imply that the design of the activities was logical and realistic? Did the end of activity evaluation and (where applicable) the follow up activity evaluation effectively measure results and progress?
<i>Effectiveness:</i> The extent to which the activities immediate objectives were achieved, taking into account their relative importance.	IS THE ACTIVITY ACHIEVING ITS OBJECTIVES? What results have been achieved (or expected to be achieved) /what progress has been made (or expected to be made) by learners since the implementation of the activities? Which gaps remain and how could these be addressed through follow-up activities? To what extent have the activities and the used tools been an effective instrument to strengthen the capacity of ILO constituents and other ILO development partners? Are there any differential results across groups?

<i>Effectiveness of management arrangements:</i> The extent to which management capacities and arrangements put in place supported the achievement of results	HOW WELL WERE THE ROLES ASSIGNED? Were the roles and responsibilities of Centre officials, including programme management, who were responsible for the implementation of the activities clearly defined and understood? Were the current arrangement for implementing the activities effective? Were the activities coordinated across technical programmes?
<i>Efficiency:</i> The extent to which the resources/inputs (funds, expertise, time, etc.) were economically and timely converted to results	HOW WELL ARE RESOURCES BEING USED? Have the resources invested into the delivery of the activities been used in the most efficient manner? How economically were resources and inputs (funds, expertise, time etc.) converted to results? Did the results justify the cost? What time and cost efficiency measures could have been introduced without impeding the achievement of results
<i>Impact:</i> The strategic orientation of the activities towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable/were replicated by beneficiaries	WHAT DIFFERENCE DOES THE ACTIVITY MAKE? What are the participants' perceived benefits from the activities (differentiated by groups)? What evidence exists of participants benefiting from the activities? What actions might be required for achieving long-term impact?
<i>Sustainability:</i> The extent to which the net benefits of the activity continue, or are likely to continue	WILL THE BENEFITS LAST? How likely is it that the results of the activities will be maintained or up-scaled by the participants?

15. The evaluation should comply with [UNEG's](#) general Norms for Evaluation¹.

Methodology

16. The details of the methodology will be elaborated by the external evaluator on the basis of the present Terms of Reference (ToR) and documented in an inception report. It is expected that the evaluator will apply a combination of quantitative and qualitative evaluation methods that draw on both hard and soft evidence and involve multiple means of analysis. In principle the following methods are proposed:

- **Desk review** the systematic analysis of existing documentation, including quantitative and descriptive information about the activities, including final reports about their outputs and outcomes, and other evidence.
- **Participants' survey:** responses from participants will be sought to questions designed to obtain in-depth information about their impressions or experiences of the activities. The participant universe will cover a sample of 200+ women and men from the participant population that will be extracted based on the information available in the Centre's management of activities and participants database (MAP) and the Centre's virtual campus (eCampus). The questionnaires will be administered by way of an online survey.

¹ Norm 1: Internationally agreed principles, goals and targets. Norm 2: Utility. Norm 3: Credibility. Norm 4: Independence. Norm 5: Impartiality. Norm 6: Ethics. Norm 7: Transparency. Norm 8: Human rights and gender equality. Norm 9: National evaluation capacities. Norm 10: Professionalism

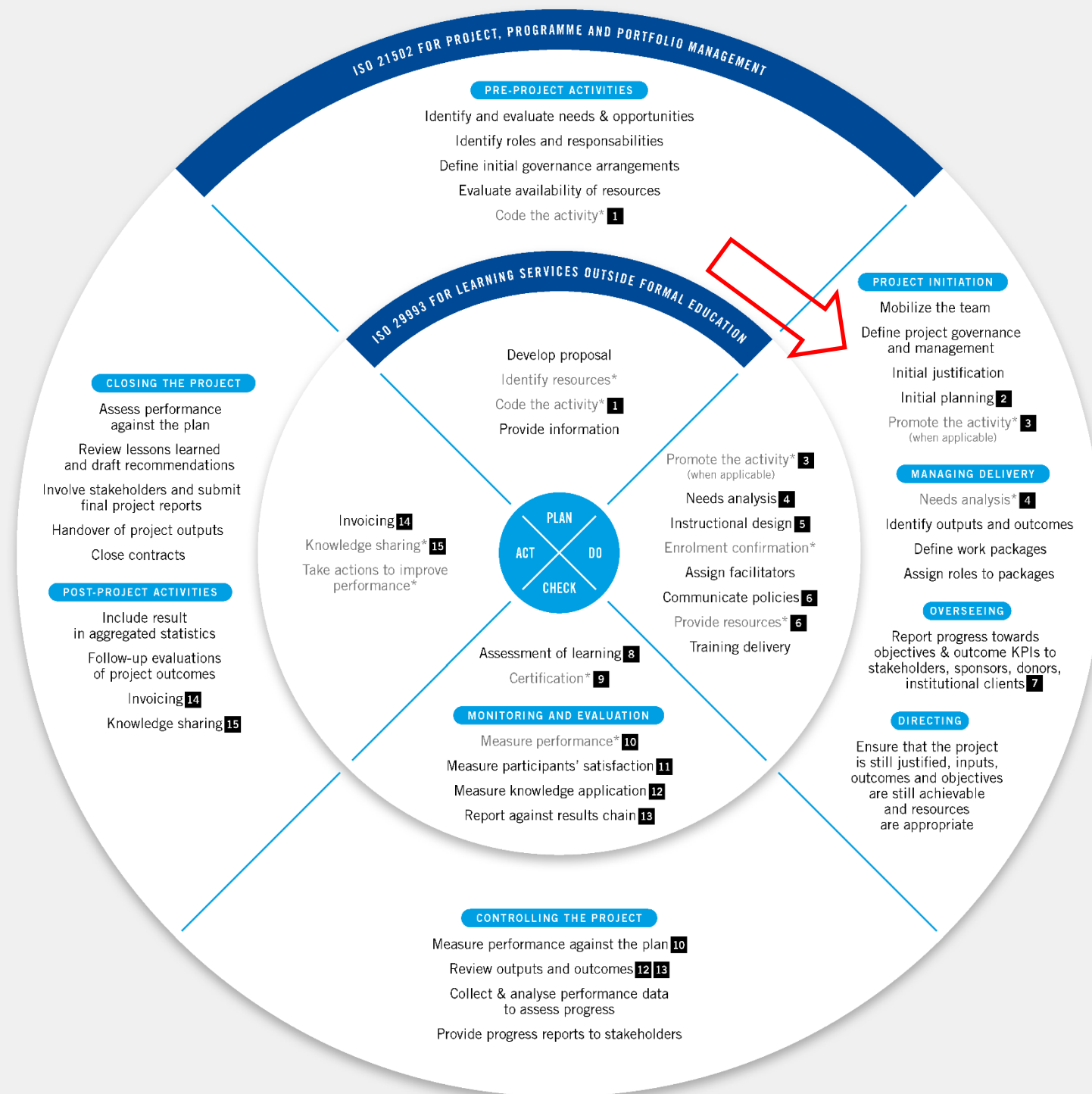
- In-depth **interviews** with the Programme Manager, Activity Managers and Activity Assistants in charge of the activities in the sample, as well as Centre staff from other training programmes who contributed to, and/or participated in, the selected activities.
 - In-depth **interviews** with at least three institutional clients who sponsored participants linked to technical cooperation projects, to explore tangible and non- tangible changes resulting from the activities.
 - **Focus group discussions** with at least one group of former participants to explore tangible and non-tangible changes resulting from the activities.
 - **Five case studies of participants** met during the focus group discussion, documenting the changes resulting from the activities.
17. In the Centre, Monitoring and Evaluation is considered a function of service quality management. To manage the quality of its capacity development services, the Centre takes inspiration from the quality management systems approach promoted by the International Standards Organization (ISO). In line with this approach, all of the Centre's services are structured along the ISO Plan-Do-Check- Act cycle. More specifically, and using the PDCA cycle as strategy canvas, the learning services of the Centre (including all learning services to be evaluated as part of this assignment) are mapped against the ISO 29993:2017(E) standard for learning services outside formal education. Seen through this quality management lens, monitoring is a means to measure progress towards intended outcomes on a recurrent basis while evaluations, examine the extent to which outcomes were achieved. Monitoring is consequently conducted at all stages of the service delivery cycle while evaluations usually take place after (sometimes also during) service delivery to check on results. For more information on the link between evaluation and quality management refer to the Centre's quality management guidance document. The link between evaluation and quality management in the context of ISO 29993 should reflect in the technical proposal of the contractor.
18. In order to track and qualify change along the service cycle, the Centre uses the following model for monitoring and evaluation purposes:
INPUTS -> OUTPUTS -> OUT-TAKES (INTERIM OUTCOMES) -> OUTCOMES -> IMPACT
 Whereby:
- **Inputs** describe the activities performed and resources used to generate results;
 - **Outputs** refer to the immediate results or deliverables;
 - **Out-takes** or intermediate/interim outcomes capture an emerging change;
 - **Outcomes** express lasting change directly attributable to the outputs and flowing from the out-takes;
 - **Impact** relates to the long-term lasting change.
19. The figures overleaf illustrate the standard-specific quality conditions for training services and the key performance criteria along the results chain. Using this information, the evaluator is to outline the framework of the proposed evaluation methodology in the technical proposal. At the outset of the assignment, the framework is to be further elaborated in an inception report. It is expected that the evaluator will apply a combination of quantitative and qualitative evaluation methods that draw on both hard and soft evidence and involve multiple means of analysis.

Figure 5: Standard-specific conditions for training services along the PDCA cycle

MASTER PLAN-DO-CHECK-ACT CYCLE

Standard-specific conditions
along the PDCA Cycle

- 1 ●●● Management of activities and Participants (MAP)
- 2 ○●● Design thinking toolkit, Project management tools (Microsoft Teams, Atlassian Jira, Slack, shared google sheets, etc.)
- 3 ●●● Institutional website, Official social media channels, Email campaigns, Partners'/ stakeholders' channels
- 4 ●●● Pre-knowledge assessment tests (eCampus), registration information (OARF), upfront surveys, focus group discussions, Interviews with key informants, customer panels, desk research on secondary data
- 5 ●●● Pre-event participants' survey
- 6 ○●● Institutional scan, learning services requirements scan, online training feedback survey
- 7 ●●● eCampus, DL community of practice, DL quality assurance checklist, three-tier certification framework, The Compass Toolkit, Digital facilitation toolkit, etc.
- 8 ●●● Institutional website
- 9 ●●● eCampus
- 10 ○●● Data dashboards Ex. Google Data Studio
- 11 ●●● Post-knowledge assessment tests (eCampus), formative and summative assessments, capstone projects



- 9 ○○○ Digital Credentials (Accredible)
- 10 ●●● Process (operational-level) indicators***
- 11 ○●● Sprint meetings
- 12 ●●● End-of-activity participants' questionnaire (Eval, eCampus)
- 13 ○●● Post-event participants survey, post-exhibition visitors survey, post-exhibition exhibitors survey
- 14 ○●● Performance evaluation of capacity development consultancies, VR consultancies feedback survey
- 15 ●●● Annual external evaluations including surveys and focus group discussions
- 16 ●●● Results based management framework (Key performance indicators**)
- 17 ●●● As per ITCILO's Financial Services internal systems and procedures
- 18 ●●● Web stories, web news, communities of practice, Social media, newsletters
- 19 ●●● Closure review

* The action does not make part of the ISO standards but has been added by the ITCILO as an additional control point.

** Key performance indicators track aspects of project performance that point towards effectiveness (doing the right things).

*** Process indicators mainly track project efficiency (doing things the right way).

Figure 6: Service-specific performance criteria along the results chain for training services

MASTER RESULTS CHAIN

Service-specific key performance indicators

	INPUTS ACTIVITIES	OUTPUTS IMMEDIATE RESULTS	OUT-TAKES INTERIM OUTCOMES	OUTCOMES DIRECT INFLUENCE	IMPACT ¹ INDIRECT INFLUENCE
DEFINITION	The activities performed and resources used to generate results	The immediate results or deliverables	An emerging change	A lasting change directly attributable to the outputs and flowing from the out-takes	The long-term lasting change
QUESTIONS	- What was done? - Which activities were carried out?	- Who do you expect to reach with the activity? - Did the activity reach the target audience?	- Was the message received? - Did the activity meet the expectations of the target audience? - What is the instantaneous effect on the target?	- Were the general objective(s) achieved? - Did the activity lead to the expected results? - Did the activity change the perception/behaviour of the audience?	How did the activity positively impact the society in the long term?
MEASURE Key Performance Indicators (KPI)	Count of activities implemented	Outreach indicators measuring (qualitatively and quantitatively) the extent to which the activity reached the right target audience	Recall indicators measuring the extent to which the activity satisfied, captured the attention of target audience, or raised knowledge and awareness	Performance improvement indicators measuring the extent to which the activity led to either an increased awareness, an evident action taken or a desired change in the target audience perception/behaviour/attitude	Define the long term changes which the service helped achieve for the promotion of decent work and social justice
TRAINING	Count of components/modules of training activity	Count and breakdown of training participants ²	- Participants satisfaction with the overall quality of training activities - Percentage of participants who acquire new knowledge during training	New knowledge application post training	Increased functional and technical skills, resulting in improved individual performance
COMMUNICATION	Count of activities performed and resources created as work packages ³ within the campaign	Outreach expressed in number of people actively engaging ⁴ with the campaign	Sustained engagement ⁵ as a proxy for emerging behaviour change	Lasting behavior change ⁶	Shifts in value systems and perceptions in society, that contribute to decent work and social justice
EVENTS	Count of event components	Count and breakdown of events participants	- Participants satisfaction with the overall quality of the event - Increased knowledge of the main topic of the event - Number of connections established as a result of the event - An emerging consensus on a discussed strategy	Lasting behavior change ⁷	Lasting change in society that contributes to decent work and social justice
ADVISORY SERVICES	Count of activities along the advisory service cycle	Count of institutional clients served	- Satisfaction with the overall quality of the advisory service - Increased knowledge of the addressed topics - An emerging consensus	Improved institutional capacity to operate in a sustainable manner measured against technical, financial, and governance parameters	Stronger institutional structures to support decent work and social justice

1 No KPIs are currently defined.

2 Including breakdown by training modality, gender, geographical distribution, and professional context. In addition to average course completion rate, number of certificates issued, and percentage of returning participants.

3 Count of webpages created, social media pages set-up to promote the activity and its outcomes, Number of web news published, Number of e-newsletters sent, Number of articles in the press, Number of publications disseminated.

4 Engagement is assumed to take place if a recipient of a communication & advocacy message has responded by variably posting, sharing, following, commenting, or mailing a written answer. The minimum threshold for engagement is at least one such reaction but projects might choose to raise the bar and emphasize on more sustained interaction including by way of multi-level engagement.

5 Sustained engagement is assumed in cases where participants go one step further and actively commit to change. In the context of communication and advocacy projects, this is captured by tracking the share of participants who accept campaign challenges, commit, and make campaign pledges, or reach out for establishing partnerships or alliances.

6 Behavior change is defined as performance improvement after treatment. Behavior change is typically qualitative, like shifts in societal value systems, qualified by way of surveys and tracer studies. Ex. Call to action, Adoption, endorsement, ratification, etc.

7 Ex. Adoption of an idea presented at the event, new projects/ideas/innovations, an agreement on the implementation of a new strategy, an initiative has gained more traction and a bigger audience, a start-up has attracted funding and support, a new community of practice has been created, policy makers have been shown new evidence that they adopt to address solutions.

Deliverables

20. The main deliverable of the assignment is an evaluation report, with statistical annexes and **five** case studies documenting good practice in attachment. Refer below for a draft timetable of activities

Deliverables	By
Short inception report. The inception report should describe the conceptual framework planned for undertaking the evaluation, including the evaluation questions	May 2026
Desk research on training activities within the Centre's service portfolio, convene interviews with staff and collect relevant data	May 2026
Interviews with key informants	June 2026
Online survey issued to selected participants and focal points	June 2026
Focus group discussions	June 2026
Draft evaluation report	Mid July 2026
Final evaluation report	Before the end of July 2026

21. The Evaluation Report will be structured as follows:

Cover page with key intervention and evaluation data

1. Executive Summary
2. Brief background on the project and its logic
3. Purpose, scope and clients of evaluation
4. Methodology
5. Review of implementation
6. Presentation of findings regarding project performance, organized by course modality, evaluation criteria, and COI framework dimensions.
7. Conclusions
8. Recommendations
9. Lessons learned and good practices

Annexes: ToR, questionnaires, list of informants, statistical annexes and 5 case studies documenting good practices

All the above-mentioned outputs will be delivered in English.

Management and responsibilities

22. The contract between the evaluator and the Centre will be signed by the Director of the Centre and the contractor will accordingly report to the Office of the Director. The evaluation will be carried out with the logistical and administrative support of a Quality Assurance focal point in the Office of the Director of Training.

Quality assurance

23. The evaluator will be required to ensure the quality of data (validity, reliability, consistency, and accuracy) throughout the analytical and reporting phases. It is expected that the report shall be written in an evidence-based manner such that all observations, conclusions, recommendations, etc., are supported by evidence and analysis.

Qualifications of the Evaluator

24. The evaluator will have the following competencies:
- Demonstrated experience in the design and implementation of online learning services outside formal education, and training interventions in particular;
 - Expertise in online learning and online service delivery, including instructional design, evaluation and quality assurance of online learning;
 - Experience in the evaluation of national and international organizations;
 - Ability to write concisely in English;
 - No relevant bias or conflict of interest related to ILO or the Centre.
 - Knowledge of the ILO's and the Centre's role and mandate, tripartite structure and policies is considered an asset and knowledge and experience on the promotion of sustainable enterprises an added advantage.

External Evaluation of ITCILO Sustainable Enterprises and Economies (SEE) Training Activities, 2024–2025

ANNEX B

Survey Questionnaire and Interview Guides (All Stakeholder Categories)

This annex sets out the two primary data collection instruments used in the evaluation: (i) the alumni survey questionnaire administered to former participants of SEE training activities delivered in 2024–2025, and (ii) the semi-structured interview guides used with each category of key informant. Both instruments are structured around the evaluation question (EQ) framework set out in the Terms of Reference and the Inception Report, and both were shared with the ITCILO evaluation manager for review before use.

Part 1 — Alumni Survey Questionnaire (English Version)

The survey was administered online to former participants of the sampled SEE training activities, drawn from the MAP database and eCampus records. It was disseminated in five languages (English, French, Spanish, Portuguese, Arabic) and closed with 307 valid responses from alumni in more than 50 countries. Routing and filtering ensured that respondents were only shown items relevant to their profile (thematic stream attended, modality, constituent type). The instrument reproduced below is the master English-language version from which the translated versions were derived; question numbering follows the internal survey build (Parts A–E) and each item is mapped to the evaluation question(s) it was designed to inform.

Part A — Respondent Profile

Part A collects the profiling data needed to disaggregate all subsequent findings by constituent type, region, modality and prior experience. It is administered before routing into Parts B–E.

1. A1. Which SEE training activity did you attend? (M) — dropdown of sampled 2024–25 activity titles/codes
2. A2. In what year did you attend this activity? (M) — 2024 / 2025
3. A3. In which country are you currently based? (M) — country list
4. A4. Which of the following best describes your constituent type? (M) — Government / Employers' organisation / Workers' organisation / Enterprise (private sector) / Academic or research institution / NGO or civil society / ILO or UN staff / Other (please specify)
5. A5. What is your gender? — Woman / Man / Non-binary / Prefer not to say

6. A6. What is your current level of seniority in your organisation? — Senior management / Middle management / Technical or programme staff / Entry-level or support staff / Not currently employed / Other
7. A7. In which modality did you attend this activity? (M) — Face-to-face / Blended / Fully online
8. A8. Before this training, how would you rate your prior knowledge of the subject matter? [1 = No prior knowledge – 5 = Extensive prior experience]
9. A9. Approximately how long ago did you complete this training? — Less than 6 months / 6–12 months / 1–2 years / More than 2 years
10. A10. Who funded or sponsored your participation? — Self/own organisation / ITCILO scholarship / Donor-funded (EU, bilateral, other) / Employer's organisation / Workers' organisation / Government / Other
11. A11. In which language did you complete this survey? (auto-recorded) — EN / FR / ES / PT / AR

Part B — Learning Outcomes and Effectiveness

Part B is the analytical core of the survey, addressing EQ5–EQ8 (effectiveness), EQ14–EQ15 (impact) and EQ16 (sustainability). Section B1 and B2 use parallel matrix structures deliberately carried over from the 2025 Social Protection survey cycle to preserve trend comparability across ITCILO evaluation rounds; the underlying content was adapted to the SEE thematic streams rather than rebuilt from scratch.

B1 — Application of Learning

B1.1 Overall, this training met my learning objectives. [1 = Strongly disagree – 5 = Strongly agree] (M)

B1.2 I acquired new knowledge or skills that I did not have before this training. [1–5 agree scale] (M)

B1.3 I can apply the knowledge or skills gained in this course to: [1–5 agree scale, one row each] (M)

- a. ...my own daily work tasks
- b. ...my team's or unit's practices
- c. ...my organisation's policies, strategy or training offer
- d. ...enterprise-level practice (e.g. workplace policy, supply-chain practice, SME operations)
- e. ...sectoral or national policy work (e.g. legislation, code of conduct, national plan)

B1.4 I have already applied the knowledge or skills gained in this course to: [same five rows as B1.3, past tense; 1–5 agree scale]

The B1.3 / B1.4 pairing is the key intent-to-application gap measure used throughout the effectiveness and impact analysis (EQ7, EQ14).

B2 — Perceived Change

Since completing this training, to what extent has the following changed? [1 = No change – 5 = Very substantial change]

- Your own competencies (knowledge, skills, confidence)
- Your job performance
- The capacity of your organisation or enterprise

B3 — Policy and Systemic Influence

B3a. Do you feel this training influenced (or is likely to influence) practice or policy on sustainable enterprises in your country, sector, or organisation? — Yes, significantly / Yes, moderately / Yes, slightly / Not yet, but potential / No / Too early to tell

B3b. [Routed to respondents answering 'Yes' or 'Not yet, but potential' to B3a] Which of the following areas were influenced? (tick all that apply)

- Responsible Business Conduct (RBC)
- Social and Solidarity Economy (SSE)
- Enterprise formalization
- Green economy / just transition
- SCORE / productivity and working conditions

B4 — Concrete Example (Open Question)

B4. Please describe one concrete example of how you, your team, or your organisation applied learning from this training (e.g. a policy change, a new practice, a tool adopted, a decision influenced). [Open text, optional]

B4 was answered by 153 of 176 routed respondents (86.9%) and was coded thematically to feed the impact analysis and case study selection.

Part C — Community of Inquiry (Training Design and Delivery)

Part C operationalises the Community of Inquiry (CoI) framework used elsewhere in the evaluation (EQ3, EQ4) as a self-report instrument. Items are grouped under the three CoI presences and use a 1–5 agree scale.

Cognitive presence

- C1. The training gave me opportunities to reflect critically on problems relevant to my professional practice.
- C2. I was able to connect ideas from the training with my own experience and knowledge.
- C3. The training helped me construct a deeper understanding of the subject, not just recall information.

Social presence

- C4. I felt part of a learning community during this training.
- C5. I was comfortable expressing my views and asking questions during the training.

- C6. I had meaningful interaction with other participants.

Teaching presence

- C7. The facilitators clearly explained the purpose and structure of learning activities.
- C8. The facilitators encouraged discussion and the exchange of different viewpoints.
- C9. The facilitators provided timely and useful feedback.

Part D — Learning Environment and Support

Part D addresses EQ3 and EQ9–EQ11 from the participant perspective, covering the technical, logistical and administrative environment in which the training was delivered.

D2 — Materials and Content

- D2.1 The training materials were clear and well organised. [1–5 agree]
- D2.2 The materials were pitched at an appropriate level of difficulty. [1–5 agree]
- D2.3 The materials reflected a multilingual, multi-regional audience appropriately. [1–5 agree]

D3 — Technical and Logistical Environment

- D3.1 The learning platform (eCampus or other) was easy to use. [1–5 agree]
- D3.2 Technical support, when needed, was responsive. [1–5 agree]
- D3.3 The scheduling of sessions was convenient for my time zone and workload. [1–5 agree]
- D3.4 Administrative arrangements (registration, joining instructions, certificates) were handled smoothly. [1–5 agree]

Part E — Modality, Overall Assessment and Closing

- E12. Given your learning objectives and professional context, which modality would have best suited you for this course? — Same as I had / Face-to-face instead / Blended instead / Fully online instead / No preference
- E13. Overall, how satisfied are you with this training activity? [1 = Very dissatisfied – 5 = Very satisfied] (M)
- E14. Would you recommend this training to a colleague? — Yes / No / Not sure
- E15. What would you improve about this training activity? [Open text, optional]
- E16. Is there anything else you would like to share about your experience or its longer-term effects? [Open text, optional]

Respondents were thanked and given a link to access the final evaluation report once published.

Part 2 — Interview Guides (All Stakeholder Categories)

Semi-structured interview guides were developed for each stakeholder category identified in the Inception Report, tailored to the SEE thematic context (RBC, SSE, formalization, green economy/just transition, SCORE) and to the evaluation questions each group is best placed to inform. Guides were shared with the ITCILO evaluation manager for review before use, and were adapted at activity level (specific course names, survey findings, participant numbers) ahead of each individual interview. The generic, role-level versions are reproduced below.

Stakeholder Group	Indicative Number	Evaluation Questions Prioritised
SEE Programme Manager and senior management (including, where available, the Centre Director)	3–5	Relevance, coherence, validity of design, management arrangements, efficiency, sustainability (EQ1–4, EQ9–13, EQ16)
Activity Managers for the sampled activities	5–8	Validity of design, effectiveness, management arrangements, efficiency, sustainability (EQ3, EQ5–6, EQ9–11, EQ13, EQ16)
Training Activity Assistants linked to the sampled activities	3–5	Management arrangements, efficiency, sustainability (EQ9–10, EQ12–13, EQ16)
Institutional clients (TC project focal points) sponsoring participants	3–5	Effectiveness, impact, sustainability (EQ5–7, EQ14–16)
Cross-programme counterparts in the Training Department	1–2	Coherence, management arrangements (EQ2, EQ9–11)

2.1 Interview Guide — SEE Programme Manager and Senior Management

Suggested duration: 60–75 minutes. Interviews were conducted online via Zoom, recorded with consent, transcribed with machine assistance, and summarised in structured notes within 48 hours.

Relevance (EQ1)

17. What were the main learning needs the SEE portfolio was designed to address, and for which target groups?
18. How well does the SEE portfolio reflect the ILO's sustainable enterprises agenda — in particular the 2007 ILC Conclusions on Sustainable Enterprises and the 2022 ILC Resolution on Decent Work and the SSE?
- 19.

Coherence (EQ2)

20. How does the SEE programme relate to other ITCILO programmes and to ILO technical departments working on related themes?
21. How do you ensure the SEE programme has adequate technical expertise and content-development resources to support its service portfolio across the five thematic streams?

Validity of design (EQ3, EQ4)

22. How are modality choices (online, blended, face-to-face) made across the portfolio, and are these choices working?

Effectiveness (EQ7, EQ8)

23. How is capacity strengthening of ILO constituents tracked at portfolio level, and how are results reported to management and to donors/clients?

Management arrangements (EQ9–EQ11)

24. Are the roles of Programme Manager, Activity Managers, Activity Assistants and support functions (FINSERV, ICTS, FIS/PATU) clearly defined and understood across the portfolio?
25. What management or coordination challenges emerge from delivering a thematically diverse programme such as SEE, and how are they handled?

Efficiency (EQ12, EQ13)

26. Are time, financial and human resources allocated across the portfolio sufficient to deliver quality outcomes? Where are the pressure points?
27. How do delivery costs across SEE compare with broadly equivalent ITCILO or ILO training activities?

Sustainability (EQ16)

28. What mechanisms exist (alumni networks, communities of practice, toolkits, eCampus access) to sustain results after training ends?

Closing / strategic (senior management / Director version)

29. Looking ahead, what would you change about how the SEE programme is positioned, resourced or managed?
30. If you could redesign the programme from scratch, what would you do differently?

2.2 Interview Guide — Activity Managers

Suggested duration: 60 minutes. Interviews were conducted online via Zoom, recorded with consent, transcribed with machine assistance, and summarised in structured notes within 48 hours.

Validity of design (EQ3)

31. Does this activity's results chain (objectives → outputs → outcomes) appear logical and realistic given the time, budget and target audience?
32. How was the curriculum sequenced and the modality chosen — and were these choices appropriate for the learners and learning objectives?
33. How were materials, exercises and assessments designed to suit a multilingual, multi-regional, multi-constituent audience?

Effectiveness (EQ5, EQ6)

34. What were the intended outputs and immediate outcomes of this activity, and were they delivered as planned? If not, why?
35. Are there differential results across groups — by gender, region, constituent type or modality?
36. Which capacity gaps remain after this activity, and how could they be addressed through follow-up?

Management arrangements (EQ9–EQ11)

37. Were the management and implementation arrangements (planning, contracting, logistics, learner support, QA) effective for this activity?
38. Were quality assurance arrangements (peer review of materials, end-of-activity evaluation review, feedback loops) consistently applied?

Efficiency (EQ13)

39. Did the activity stay within budget and timeline? If not, what caused delays or overruns, and how were they managed?

Sustainability (EQ16)

40. What steps were taken to ensure participants and their institutions could maintain or scale the results without continued ITCILO support?

Closing

41. What would you replicate — or avoid — in similar future SEE activities?

2.3 Interview Guide — Training Activity Assistants

Suggested duration: 45 minutes. Interviews were conducted online via Zoom, recorded with consent, transcribed with machine assistance, and summarised in structured notes within 48 hours.

Management arrangements (EQ9, EQ10)

42. Were your role and responsibilities on this activity clearly defined and understood by the Activity Manager and other parties?
43. How well did support and service functions (FINSERV, ICTS, FIS/PATU) respond to the operational needs of the activity?
44. Were there any coordination challenges with other SEE activities or ITCILO technical programmes during delivery?

Efficiency (EQ12, EQ13)

45. Were internal tools (MAP, eCampus, KPI dashboards, QA templates) used effectively to plan, manage and monitor delivery and costs?
46. Did the activity stay within budget and timeline from your vantage point? What operational factors helped or hindered this?

Sustainability (EQ16)

47. Are there mechanisms or follow-up arrangements (mentoring, refresher access, alumni contact lists, eCampus access) in place after the activity ends?

Closing

48. What administrative or logistical practice from this activity would you recommend be standardised across the SEE programme?

2.4 Interview Guide — Institutional Clients (TC Project Focal Points)

Suggested duration: 45–60 minutes. Interviews were conducted online via Zoom, recorded with consent, transcribed with machine assistance, and summarised in structured notes within 48 hours.

Effectiveness (EQ5, EQ6, EQ7)

49. What capacity gaps did you hope this training would address for your staff or constituents, and were those needs met?
50. What evidence have you seen of participants applying what they learned in their workplace?
51. How did the training complement or fit alongside other capacity-building support your organisation was receiving?

Impact (EQ14, EQ15)

52. Can you describe any longer-term changes the training has contributed to — at enterprise, organisational, sectoral or policy level?
53. Have you observed any lasting behavioural, structural or policy changes in your institution or the wider system following the training?
54. Were there any unexpected positive — or negative — consequences of the training for your organisation?

Sustainability (EQ16)

55. Has your organisation allocated resources or taken concrete steps to sustain the results (budget, personnel, integration into work plans or policies)?
56. How likely is it that these results will be maintained or scaled up over the next 2–3 years?

Closing

57. What feedback have you received from participants after the activity, formally or informally?
58. What would you need from ITCILO, the ILO, or your own institution to make the benefits of this kind of training more sustainable?

2.5 Interview Guide — Cross-Programme Counterparts

Suggested duration: 30–45 minutes. Interviews were conducted online via Zoom, recorded with consent, transcribed with machine assistance, and summarised in structured notes within 48 hours.

Coherence (EQ2)

1. How does the SEE programme's work relate to your own programme's activities in the same thematic area, country or region?
2. Have synergies been explored between SEE and your programme (e.g. joint activities, shared expert rosters, referral of participants)?
3. Are there any overlaps, duplications or contradictions between SEE and your programme's offer that you are aware of?

Management arrangements (EQ9–EQ11)

4. Where coordination between SEE and your programme is needed, does it function well in practice? What would improve it?

Closing

5. What good practice from SEE's approach could be shared with — or adopted by — other ITCILO programmes, or vice versa?

SCHEDULE OF EXTERNAL EVALUATION INTERVIEWS
for
Ms. Ksenija Frelih, Mr. Nik Heerens and Mr. Stefan Jahnke
of
Knowledge Innovation Centre

ITCILO Staff Interviews

All interviews will take place online via Zoom.

Zoom link: <https://knowledgeinnovation-eu.zoom.us/j/93001699960?pwd=hrHSbIUmv1336KkH2PJxmeli4SnCGa.1>

Monday, 11 May 2026

09:00 – 10:00	Ms. Linda Deelen Programme Manager, Sustainable Enterprises and Economies (SEE)	Introduction and overview of SEE Programme
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Tuesday, 12 May 2026

09:00 – 10:00	Ms. Linda Deelen Programme Manager (replacing Pfeffer, Lanfranchi and Dunne) Ms. Alessandra Bertolotto Activity assistant Ms. Maria Grazia Restelli Activity assistant	Activities under responsibility: A9718192 Responsible Business Conduct: A Pathway to Achieving a Just Transition A9718554 ESG as a driver for SME growth: from risk mitigation to value creation A9717197 Certification Programme for Green Business Trainers (NEW)
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Thursday, 14 May 2026

09:00 – 10:00	Mr. Carlo Maria Delù Activity Manager Mr. Hichem Ouertani Activity Co-Manager Ms. Cristiana Actis Activity assistant Ms. Stefania Perniola Activity assistant Ms. Beatrice Spandonaro Activity assistant	Activities under responsibility: • A9718687 Digitalization and AI for Small and Medium Enterprises - Training of Trainers (NEW) • A1018741 Labor-Intensive Infrastructure and Community Development Projects • A5718506 Sustainable and Resilient Enterprise Training Programme Palestine • A9718450 Formalização das pequenas empresas - a abordagem da recomendação n° 204 da OIT • A9717189 Market-based livelihood interventions for refugees and host communities - Certification programme - Analyst's learning path • A5717921 Approach to Inclusive Market Systems - Certification Programme • A9717193 Start and Improve Your Business - Training of Trainers / Gérez Mieux votre Entreprise - Formation des Formateurs • A9717848 Women in Digital Business - Training of Trainers 2024 • A9717187 Certification Programme on Value Chain Development (VCD): Moving from analysis into action • A1517863 Formalisation des Petites Entreprises- L'approche de la Recommandation (N° 204)
15:00 – 16:00	Ms. Maria Fernanda Perez Activity Manager (replacing Pfeffer) Ms. Alessandra Bertolotto Activity assistant	Activities under responsibility: • A9718235 The labour dimension of business-related human rights policies and national action plans • A9017200 Gender equality, responsible business conduct and human rights due diligence • A9017202 International Labour Standards and Responsible Business Conduct • A9517865 Empresas multinacionais, desenvolvimento e trabalho decente: a abordagem da declaração tripartida de princípios sobre empresas multinacionais e política social (MNE)

Friday, 15 May 2026

14:00 – 15:00	Ms. Margarita Lalayan Activity Manager Ms. Paola Agnello Activity assistant	Activities under responsibility: • A1518486 Driving Transformation in Africa's culture and creative sector / Favoriser la transformation dans le secteur de la culture et de la création en Afrique
15:00 – 16:00	Ms. Maria Jose Mallo Activity Manager Ms. Erika Valdebenito Activity assistant	Activities under responsibility: • A2717778 Promoción de empleos verdes en el marco de una transición justa - Cuba • A9717886 Desenvolvimento rural e trabalho digno

Tuesday, 16 June 2026

15:00 – 16:00	Mr. Carlo Maria Delù Activity Manager, Sustainable Enterprises and Economies (SEE)	Partnership with Microsoft and the Women in Digital Business programme
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Tuesday, 7 July 2026

13:00 – 14:00	Mr. Andreas Klemmer Director of Training, Training Department (TDIR)	Wrap-up and final round of questions Zoom link: https://knowledgeinnovation-eu.zoom.us/j/92447822666?pwd=Q3GGwP5TNalJJPdX8K123S6ITqxSHf.1
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Monday, 13 July 2026

13:00 – 14:00	Ms. Linda Deelen Programme Manager, Sustainable Enterprises and Economies (SEE)	Wrap-up and final round of questions
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Participants Focus Group Interviews

Tuesday, 16 June 2026

17:00 – 18:00	Focus Group Discussion 1 st Round Group 1	Zoom link: https://knowledgeinnovation-eu.zoom.us/j/92870675500?pwd=AW91NX1ahTRpgfa53jpU7l47ajvHcj.1
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Wednesday, 17 June 2026

09:00 – 10:00	Focus Group Discussion 1 st Round Group 2	Zoom link: https://knowledgeinnovation-eu.zoom.us/j/92902463821?pwd=8MvQHt0uxWgrTga0vx9brJdYdXjClg.1
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Thursday, 18 June 2026

13:00 – 14:00	Focus Group Discussion 1 st Round Group 3	Zoom link: https://knowledgeinnovation-eu.zoom.us/j/92953747762?pwd=FOABdGCbgYJ2iv5FZCvw5J8zkALZMA.1
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Tuesday, 30 June 2026

10:00 – 11:00	Focus Group Discussion 2 nd Round Group 1	Zoom link: https://knowledgeinnovation-eu.zoom.us/j/92202712649?pwd=LZMg37P5EOPQYm1pR6ChVULy0Rs8Rf.1
16:00 – 17:00	Focus Group Discussion 2 nd Round Group 2	Zoom link: https://knowledgeinnovation-eu.zoom.us/j/96556706656?pwd=vzXEcKhoOY2cejVVAAdXhILFqVEkyrS.1

Clients/Donors/Partners/Constituents Interviews

Tuesday, 23 June 2026

11:00 – 12:00	Mr. Ahmed Khalouf ILO Representative Office in Jerusalem	A5718506 Sustainable and Resilient Enterprise Training Programme Palestine Zoom link: https://knowledgeinnovation-eu.zoom.us/j/95657116048?pwd=maKwd0vMCxqiWtSrUMMdR3odflhJr0.1
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Wednesday, 24 June 2026

12:00 – 13:00	Ms. Josée Laporte Specialist Responsible Business Conduct, ILO	A9718192 Responsible Business Conduct: A Pathway to Achieving a Just Transition Zoom link: https://knowledgeinnovation-eu.zoom.us/j/95657116048?pwd=maKwd0vMCxqiWtSrUMMdR3odflhJr0.1
14:00 – 15:00	Ms. Margherita Licata Technical Specialist at the ILO on labour issues and decent work in commerce, financial and media sectors	A1518486 Driving Transformation in Africa's culture and creative sector Zoom link: https://knowledgeinnovation-eu.zoom.us/j/95657116048?pwd=maKwd0vMCxqiWtSrUMMdR3odflhJr0.1

Friday, 3 July 2026

18:30 – 19:30	Ms. Suyay Cubelli Ministry of Labour, Argentina	A9017202 Zoom link: https://knowledgeinnovation-eu.zoom.us/j/97475225763?pwd=I9Qq7svMjUPWOnlozfaQoPkSMZYvDF.1
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Thursday, 9 July 2026

11:00 – 12:00	Mr. Orxan Nadirov Ministry of Labour, Azerbaijan	A9017200 Zoom link: https://knowledgeinnovation-eu.zoom.us/j/99504444726?pwd=0tjbMnY5lTedgzNljz621szKwYl40p.1
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Monday, 13 July 2026

10:00 – 11:00	Mr. Walid Darwish Director Human & Community Development Central Sector at Medium, Small & Micro Enterprise Development Agency (MSMEDA) Egypt	A1018741 Zoom link: https://knowledgeinnovation-eu.zoom.us/j/93789241946?pwd=JAY7Hznm5MHNnq5BaUBsezs5HHHzma.1
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Thursday, 16 July 2026

11:00 – 12:00	Ms. Kate Barnes Microsoft	A9717848 Zoom link: https://knowledgeinnovation-eu.zoom.us/j/95780949312?pwd=eeCb3XmQei0QkKTSu9GiBss4IMVu9c.1
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Annex D

Statistical Annex — Full Alumni Survey Data Tables

This annex presents the complete frequency distributions and means for all closed-question items in Sections B (Learning Outcomes and Effectiveness), C (Community of Inquiry — Learning Experience) and D (Learning Environment and Support) of the 2026 alumni survey (N = 307 respondents, 50+ countries, five languages). Each item is mapped to the evaluation questions (EQ1–EQ16) it primarily informs, and, where applicable, to the ITCILO Results-Based Management (RBM) Key Performance Indicator (KPI) dimension it corresponds to.

Base sizes vary by item because the survey used routing and skip logic: participants answered only the sections relevant to their course modality (face-to-face, blended, or fully online) and their responses to preceding gating questions (e.g. Section C and D items were only shown to respondents who completed Section B; B1.3/B1.4 sub-items, B3b and D4.1 were conditional on prior answers). The N reported for each item is the number of respondents who were shown and answered that specific item, not the full sample of 307.

Unless noted otherwise, five-point ordinal items are scored 1 (least favourable) to 5 (most favourable) to produce a mean; 'Not applicable' and skip-logic non-responses are excluded from the mean but reported separately. Two items are reverse-worded (D2.2 and D3.4): for these, a higher mean reflects a less favourable experience (more reported issues), and this is flagged at the relevant table.

Each mean is accompanied by its standard deviation (SD) and a 95% confidence interval (CI), calculated using the t-distribution appropriate to each item's own sample size. Because base sizes range from under 60 (e.g. some B1.3/B1.4 sub-items) to over 300, the width of the CI varies considerably across items and should be read alongside the mean, not in isolation — a favourable mean on a small base carries a wider CI and should be treated as more provisional. As with the means themselves, SD and CI treat the five-point agreement/quality/improvement scales as interval data, a standard analytical convention for Likert-type survey items rather than a strict statistical

guarantee; they are not calculated for categorical items (B3a, B3b, B7, B9, D4.1), where a mean is not meaningful.

A small number of items (B3a, B3b, B7, B9, D4.1) use response categories that are not evenly spaced or not fully ordinal (e.g. Yes/Maybe/No; named practice-influence categories). For these, only frequency distributions and percentages are reported — no mean is calculated — consistent with the correction applied to B3a earlier in the review process.

B. Learning Outcomes and Effectiveness

Section B items primarily inform EQ5–EQ8 (Effectiveness) and, for B2/B3, EQ14–EQ15 (Impact) and EQ16 (Sustainability). Selected items feed the ITCILO RBM KPI dimensions 2.A (service satisfaction), 2.B (knowledge acquisition/application) and 2.C (concrete application), as noted per item.

B1.1 – Course relevance to participant needs

Maps to: EQ1 (Relevance); EQ3 (Validity of training design); EQ3 (Validity of training design)

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	0	0.0%	2
Neither agree nor disagree	4	2.3%	3
Agree	70	39.8%	4
Strongly agree	102	58.0%	5

N (respondents to this item) = 176 | Mean = 4.56 (n=176) | SD = 0.54 | 95% CI = [4.48, 4.64] | Scale: 1=Strongly disagree ... 5=Strongly agree

B1.2 — Course translated theory into practice (worked examples)

Maps to: EQ3 (Validity of training design)

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	1	0.6%	2
Neither agree nor disagree	4	2.3%	3
Agree	71	40.3%	4
Strongly agree	100	56.8%	5

N (respondents to this item) = 176 | Mean = 4.53 (n=176) | SD = 0.57 | 95% CI = [4.44, 4.62] | Scale: 1=Strongly disagree ... 5=Strongly agree

B1.3 — Perceived ability to apply knowledge, by level

Maps to: EQ5–EQ8 (Effectiveness); RBM KPI 2.C (potential for concrete application)

Item	Item text (abbreviated)	N	Mean	SD	95% CI
B1.3	To my own daily work tasks	83	4.49	0.65	4.35–4.63
B1.3	To my team's/unit's practices	51	3.94	0.79	3.72–4.16
B1.3	To my organisation's policies, strategy or training offer	73	3.79	1.01	3.55–4.03
B1.3	To enterprise-level practice	69	3.57	1.24	3.27–3.87
B1.3	To sectoral or national policy work	92	3.33	1.42	3.04–3.62

B1.3 — To my own daily work tasks

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	1	1.2%	2
Neither agree nor disagree	4	4.8%	3
Agree	31	37.3%	4
Strongly agree	47	56.6%	5

N (respondents to this item) = 83 | Mean = 4.49 (n=83) | SD = 0.65 | 95% CI = [4.35, 4.63] | Scale: 1=Strongly disagree ... 5=Strongly agree

B1.3 — To my team's/unit's practices

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	3	5.9%	2
Neither agree nor disagree	8	15.7%	3
Agree	29	56.9%	4
Strongly agree	11	21.6%	5

N (respondents to this item) = 51 | Mean = 3.94 (n=51) | SD = 0.79 | 95% CI = [3.72, 4.16] | Scale: 1=Strongly disagree ... 5=Strongly agree

B1.3 — To my organisation's policies, strategy or training offer

Response category	n	%	Scale pt.
Strongly disagree	1	1.4%	1
Disagree	6	8.2%	2
Neither agree nor disagree	22	30.1%	3
Agree	22	30.1%	4
Strongly agree	22	30.1%	5

N (respondents to this item) = 73 | Mean = 3.79 (n=73) | SD = 1.01 | 95% CI = [3.55, 4.03] | Scale: 1=Strongly disagree ... 5=Strongly agree

B1.3 — To enterprise-level practice

Response category	n	%	Scale pt.
Strongly disagree	3	4.3%	1
Disagree	16	23.2%	2
Neither agree nor disagree	8	11.6%	3
Agree	23	33.3%	4
Strongly agree	19	27.5%	5

N (respondents to this item) = 69 | Mean = 3.57 (n=69) | SD = 1.24 | 95% CI = [3.27, 3.87] | Scale: 1=Strongly disagree ... 5=Strongly agree

B1.3 — To sectoral or national policy work

Response category	n	%	Scale pt.
Strongly disagree	19	20.7%	1
Disagree	6	6.5%	2
Neither agree nor disagree	11	12.0%	3
Agree	38	41.3%	4
Strongly agree	18	19.6%	5

N (respondents to this item) = 92 | Mean = 3.33 (n=92) | SD = 1.42 | 95% CI = [3.04, 3.62] | Scale: 1=Strongly disagree ... 5=Strongly agree

B1.4 — Knowledge/skills already applied, by level

Maps to: EQ5–EQ8 (Effectiveness); EQ14–EQ15 (Impact); RBM KPI 2.C (concrete application)

Item	Item text (abbreviated)	N	Mean	SD	95% CI
B1.4	To my own daily work tasks	109	4.35	0.91	4.18–4.52
B1.4	To my team's/unit's practices	62	3.73	0.85	3.51–3.95
B1.4	To my organisation's policies, strategy or training offer	71	3.72	1.08	3.46–3.98
B1.4	To enterprise-level practice	56	3.05	1.44	2.66–3.44
B1.4	To sectoral or national policy work	80	3.08	1.39	2.77–3.39

B1.4 — To my own daily work tasks

Response category	n	%	Scale pt.
Strongly disagree	2	1.8%	1
Disagree	4	3.7%	2
Neither agree nor disagree	8	7.3%	3
Agree	35	32.1%	4
Strongly agree	60	55.0%	5

N (respondents to this item) = 109 | Mean = 4.35 (n=109) | SD = 0.91 | 95% CI = [4.18, 4.52] | Scale: 1=Strongly disagree ... 5=Strongly agree

B1.4 — To my team's/unit's practices

Response category	n	%	Scale pt.
Strongly disagree	2	3.2%	1
Disagree	3	4.8%	2
Neither agree nor disagree	12	19.4%	3
Agree	38	61.3%	4
Strongly agree	7	11.3%	5

N (respondents to this item) = 62 | Mean = 3.73 (n=62) | SD = 0.85 | 95% CI = [3.51, 3.95] | Scale: 1=Strongly disagree ... 5=Strongly agree

B1.4 — To my organisation's policies, strategy or training offer

Response category	n	%	Scale pt.
Strongly disagree	2	2.8%	1
Disagree	6	8.5%	2
Neither agree nor disagree	24	33.8%	3
Agree	17	23.9%	4
Strongly agree	22	31.0%	5

N (respondents to this item) = 71 | Mean = 3.72 (n=71) | SD = 1.08 | 95% CI = [3.46, 3.98] | Scale: 1=Strongly disagree ... 5=Strongly agree

B1.4 — To enterprise-level practice

Response category	n	%	Scale pt.
Strongly disagree	9	16.1%	1
Disagree	16	28.6%	2
Neither agree nor disagree	7	12.5%	3
Agree	11	19.6%	4
Strongly agree	13	23.2%	5

N (respondents to this item) = 56 | Mean = 3.05 (n=56) | SD = 1.44 | 95% CI = [2.66, 3.44] | Scale: 1=Strongly disagree ... 5=Strongly agree

B1.4 — To sectoral or national policy work

Response category	n	%	Scale pt.
Strongly disagree	17	21.3%	1
Disagree	12	15.0%	2
Neither agree nor disagree	10	12.5%	3
Agree	30	37.5%	4
Strongly agree	11	13.8%	5

N (respondents to this item) = 80 | Mean = 3.08 (n=80) | SD = 1.39 | 95% CI = [2.77, 3.39] | Scale: 1=Strongly disagree ... 5=Strongly agree

B1.5 — Course contributed to motivation for further development

Maps to: EQ5–EQ8 (Effectiveness); RBM KPI 2.A (service satisfaction)

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	0	0.0%	2
Neither agree nor disagree	2	1.1%	3
Agree	64	36.4%	4
Strongly agree	110	62.5%	5

N (respondents to this item) = 176 | Mean = 4.61 (n=176) | SD = 0.51 | 95% CI = [4.53, 4.69] | Scale: 1=Strongly disagree ... 5=Strongly agree

B2 — Extent of improvement in competencies, performance and organisational capacity

Maps to: EQ5–EQ8 (Effectiveness); EQ14–EQ15 (Impact)

Item	Item text (abbreviated)	N	Mean	SD	95% CI
B2	Competencies	155	4.13	0.92	3.98-4.28
B2	Job performance	143	3.83	0.88	3.68-3.98
B2	Capacity of the organisation/enterprise	157	3.46	1.07	3.29-3.63

B2 — Competencies

Response category	n	%	Scale pt.
No improvement	0	0.0%	1
Slight improvement	8	5.2%	2
Moderate improvement	32	20.6%	3
Large improvement	47	30.3%	4
Very large improvement	68	43.9%	5

N (respondents to this item) = 155 | Mean = 4.13 (n=155) | SD = 0.92 | 95% CI = [3.98, 4.28] | Scale: 1=No improvement ... 5=Very large improvement

B2 — Job performance

Response category	n	%	Scale pt.
No improvement	1	0.7%	1
Slight improvement	10	7.0%	2
Moderate improvement	34	23.8%	3
Large improvement	66	46.2%	4
Very large improvement	32	22.4%	5

N (respondents to this item) = 143 | Mean = 3.83 (n=143) | SD = 0.88 | 95% CI = [3.68, 3.98] | Scale: 1=No improvement ... 5=Very large improvement

B2 — Capacity of the organisation/enterprise

Response category	n	%	Scale pt.
No improvement	9	5.7%	1
Slight improvement	15	9.6%	2
Moderate improvement	55	35.0%	3
Large improvement	51	32.5%	4
Very large improvement	27	17.2%	5

N (respondents to this item) = 157 | Mean = 3.46 (n=157) | SD = 1.07 | 95% CI = [3.29, 3.63] | Scale: 1=No improvement ... 5=Very large improvement

B3a — Perceived influence of training on practice or policy

Maps to: EQ14–EQ15 (Impact); EQ16 (Sustainability). Categorical item — no mean calculated.

Response category	n	%
Yes, significantly	94	53.4%
Yes, moderately	42	23.9%
Yes, slightly	19	10.8%
No influence yet, but potential for future impact	19	10.8%
Too early to tell	2	1.1%
No influence	0	0.0%

N (respondents to this item) = 176

B3b — Sustainable-enterprise stream(s) influenced (multi-select)

Maps to: EQ14–EQ15 (Impact); thematic-stream disaggregation. Base = respondents reporting any degree of Yes at B3a.

Sustainable enterprise stream	n	%
Responsible Business Conduct (RBC)	95	61.3%
Social and Solidarity Economy (SSE)	65	41.9%
Enterprise formalization	65	41.9%
Green economy / Just transition	72	46.5%
SCORE / SME productivity and working conditions	33	21.3%
Other	3	1.9%

Base (respondents answering "Yes" to any degree at B3a) = 155. Percentages sum to more than 100% because respondents could select multiple streams.

B5 — Overall quality of the training

Maps to: EQ5–EQ8 (Effectiveness); RBM KPI 2.A (service satisfaction)

Response category	n	%	Scale pt.
Very Poor	1	0.6%	1
Poor	0	0.0%	2
Acceptable	7	4.0%	3
Good	63	35.8%	4
Very Good	105	59.7%	5

N (respondents to this item) = 176 | Mean = 4.54 (n=176) | SD = 0.63 | 95% CI = [4.45, 4.63] | Scale: 1=Very Poor ... 5=Very Good

B6 — Effectiveness of the training format

Maps to: EQ5–EQ8 (Effectiveness); EQ12–EQ13 (Efficiency, modality dimension)

Response category	n	%	Scale pt.
Very Poor	0	0.0%	1
Poor	0	0.0%	2
Acceptable	12	6.8%	3
Good	71	40.3%	4
Very Good	93	52.8%	5

N (respondents to this item) = 176 | Mean = 4.46 (n=176) | SD = 0.62 | 95% CI = [4.37, 4.55] | Scale: 1=Very Poor ... 5=Very Good

B7 — Satisfaction now vs immediately post-course

Maps to: EQ16 (Sustainability of perceived value). Three-point ordinal scale (see note).

Response category	n	%	Scale pt.
Decreased	1	0.6%	1
Remained the same	32	18.2%	2
Increased	143	81.3%	3

N (respondents to this item) = 176 | Mean = 2.81 (n=176) | SD = 0.41 | 95% CI = [2.75, 2.87] | Scale: 1=Decreased ... 3=Increased — Note: three-point scale (1=Decreased, 2=Remained the same, 3=Increased); mean shown for indicative trend only.

B9 — Intention to take another ITCILO course

Maps to: EQ16 (Sustainability); RBM KPI 2.4 (alumni engagement, indicative only — not the formal alumni-network indicator)

Response category	n	%	Scale pt.
No	3	1.7%	1
Maybe	13	7.4%	2
Yes	160	90.9%	3

N (respondents to this item) = 176 | Mean = 2.89 (n=176) | SD = 0.36 | 95% CI = [2.84, 2.94] | Scale: 1=No ... 3=Yes — Note: three-point scale (1=No, 2=Maybe, 3=Yes).

B8 — Likelihood to recommend the training (NPS-style)

Maps to: EQ5–EQ8 (Effectiveness); RBM KPI 2.A (service satisfaction, proxy)

Response category	n	%	Scale pt.
Extremely unlikely	0	0.0%	1
Somewhat unlikely	1	0.6%	2
Neutral	0	0.0%	3
Somewhat likely	39	22.2%	4
Extremely likely	136	77.3%	5

N (respondents to this item) = 176 | Mean = 4.76 (n=176) | SD = 0.47 | 95% CI = [4.69, 4.83] | Scale: 1=Extremely unlikely ... 5=Extremely likely

C. Community of Inquiry — Learning Experience

Section C applies the Community of Inquiry (CoI) framework (Garrison, Anderson & Archer, 2000), assessing Teaching Presence (C1), Social Presence (C2) and Cognitive Presence (C3). These items were only shown to respondents who progressed beyond Section B, and several sub-items were routed by modality (face-to-face, blended, online). All C items are five-point agreement scales (1=Strongly disagree ... 5=Strongly agree, with 'Not applicable' reported separately) and map primarily to EQ3–EQ4 (Validity of training design); there is no direct ITCILO RBM KPI dimension for CoI constructs.

C1 — Teaching Presence

Maps to: EQ3–EQ4 (Validity of training design)

Item	Item text (abbreviated)	N	Mean	SD	95% CI
C.103	C1.1.1 Tutors clearly communicated expected learning achievements	171	4.54	0.56	4.46–4.62
C.104	C1.1.2 Tutors provided clear instructions on participation in learning activities	171	4.54	0.55	4.46–4.62
C.105	C1.1.3 Tutors provided clear instructions on obligations and assessment methods	171	4.53	0.58	4.44–4.62
C.106	C1.1.4 Tutors clearly communicated due dates/time frames	171	4.56	0.55	4.48–4.64
C.107	C1.1.5 Integration of online/f2f activities helped complete learning (blended only)	171	4.30	0.78	4.16–4.44
C.108	C1.2.1 Tutors helped clarify thinking on the topic	167	4.50	0.62	4.40–4.60
C.109	C1.2.2 Tutors maintained high engagement/active participation	167	4.51	0.61	4.42–4.60
C.110	C1.2.3 Tutors facilitated a sense of community	167	4.35	0.62	4.25–4.45
C.111	C1.2.4 Tutors were helpful in guiding understanding of the topic	167	4.54	0.56	4.45–4.63

Item	Item text (abbreviated)	N	Mean	SD	95% CI
C.112	C1.3.1 Tutors focused discussion on relevant, useful issues	162	4.44	0.62	4.34-4.54
C.113	C1.3.2 Pace/clarity of presentations was right to understand key points	162	4.42	0.64	4.32-4.52
C.114	C1.3.3 Tutors provided feedback in a timely fashion	162	4.30	0.70	4.19-4.41
C.115	C1.3.4 Assessment reflected the course's learning activities	162	4.43	0.59	4.34-4.52

C1.1.1 Tutors clearly communicated expected learning achievements

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	0	0.0%	2
Neither agree nor disagree	5	2.9%	3
Agree	69	40.6%	4
Strongly agree	96	56.5%	5
Not applicable / skip logic	1	—	—

N (respondents to this item) = 171 | Mean = 4.54 (n=170) | SD = 0.56 | 95% CI = [4.46, 4.62] | Scale: 1=Strongly disagree ... 5=Strongly agree

C1.1.2 Tutors provided clear instructions on participation in learning activities

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	0	0.0%	2
Neither agree nor disagree	4	2.4%	3
Agree	70	41.2%	4
Strongly agree	96	56.5%	5
Not applicable / skip logic	1	—	—

N (respondents to this item) = 171 | Mean = 4.54 (n=170) | SD = 0.55 | 95% CI = [4.46, 4.62] | Scale: 1=Strongly disagree ... 5=Strongly agree

C1.1.3 Tutors provided clear instructions on obligations and assessment methods

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	1	0.6%	2
Neither agree nor disagree	4	2.4%	3
Agree	69	40.8%	4
Strongly agree	95	56.2%	5
Not applicable / skip logic	2	—	—

N (respondents to this item) = 171 | Mean = 4.53 (n=169) | SD = 0.58 | 95% CI = [4.44, 4.62] | Scale: 1=Strongly disagree ... 5=Strongly agree

C1.1.4 Tutors clearly communicated due dates/time frames

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	0	0.0%	2
Neither agree nor disagree	5	2.9%	3

Response category	n	%	Scale pt.
Agree	65	38.2%	4
Strongly agree	100	58.8%	5
Not applicable / skip logic	1	—	—

N (respondents to this item) = 171 | Mean = 4.56 (n=170) | SD = 0.55 | 95% CI = [4.48, 4.64] | Scale: 1=Strongly disagree ... 5=Strongly agree

C1.1.5 Integration of online/f2f activities helped complete learning (blended only)

Response category	n	%	Scale pt.
Strongly disagree	1	0.9%	1
Disagree	2	1.7%	2
Neither agree nor disagree	11	9.4%	3
Agree	50	42.7%	4
Strongly agree	53	45.3%	5
Not applicable / skip logic	54	—	—

N (respondents to this item) = 171 | Mean = 4.30 (n=117) | SD = 0.78 | 95% CI = [4.16, 4.44] | Scale: 1=Strongly disagree ... 5=Strongly agree

C1.2.1 Tutors helped clarify thinking on the topic

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	1	0.6%	2
Neither agree nor disagree	8	4.8%	3
Agree	64	38.6%	4
Strongly agree	93	56.0%	5
Not applicable / skip logic	1	—	—

N (respondents to this item) = 167 | Mean = 4.50 (n=166) | SD = 0.62 | 95% CI = [4.40, 4.60] | Scale: 1=Strongly disagree ... 5=Strongly agree

C1.2.2 Tutors maintained high engagement/active participation

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	1	0.6%	2
Neither agree nor disagree	7	4.2%	3
Agree	64	38.8%	4
Strongly agree	93	56.4%	5
Not applicable / skip logic	2	—	—

N (respondents to this item) = 167 | Mean = 4.51 (n=165) | SD = 0.61 | 95% CI = [4.42, 4.60] | Scale: 1=Strongly disagree ... 5=Strongly agree

C1.2.3 Tutors facilitated a sense of community

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	1	0.6%	2
Neither agree nor disagree	10	6.0%	3
Agree	85	51.2%	4
Strongly agree	70	42.2%	5
Not applicable / skip logic	1	—	—

N (respondents to this item) = 167 | Mean = 4.35 (n=166) | SD = 0.62 | 95% CI = [4.25, 4.45] | Scale: 1=Strongly disagree ... 5=Strongly agree

C1.2.4 Tutors were helpful in guiding understanding of the topic

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	0	0.0%	2
Neither agree nor disagree	5	3.0%	3
Agree	67	40.4%	4
Strongly agree	94	56.6%	5
Not applicable / skip logic	1	—	—

N (respondents to this item) = 167 | Mean = 4.54 (n=166) | SD = 0.56 | 95% CI = [4.45, 4.63] | Scale: 1=Strongly disagree ... 5=Strongly agree

C1.3.1 Tutors focused discussion on relevant, useful issues

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	2	1.3%	2
Neither agree nor disagree	5	3.1%	3
Agree	73	45.9%	4
Strongly agree	79	49.7%	5
Not applicable / skip logic	3	—	—

N (respondents to this item) = 162 | Mean = 4.44 (n=159) | SD = 0.62 | 95% CI = [4.34, 4.54] | Scale: 1=Strongly disagree ... 5=Strongly agree

C1.3.2 Pace/clarity of presentations was right to understand key points

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	3	1.9%	2
Neither agree nor disagree	4	2.5%	3
Agree	76	47.5%	4

Response category	n	%	Scale pt.
Strongly agree	77	48.1%	5
Not applicable / skip logic	2	—	—

N (respondents to this item) = 162 | Mean = 4.42 (n=160) | SD = 0.64 | 95% CI = [4.32, 4.52] | Scale: 1=Strongly disagree ... 5=Strongly agree

C1.3.3 Tutors provided feedback in a timely fashion

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	2	1.3%	2
Neither agree nor disagree	16	10.2%	3
Agree	72	45.9%	4
Strongly agree	67	42.7%	5
Not applicable / skip logic	5	—	—

N (respondents to this item) = 162 | Mean = 4.30 (n=157) | SD = 0.70 | 95% CI = [4.19, 4.41] | Scale: 1=Strongly disagree ... 5=Strongly agree

C1.3.4 Assessment reflected the course's learning activities

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	1	0.6%	2
Neither agree nor disagree	5	3.1%	3
Agree	77	48.4%	4
Strongly agree	76	47.8%	5
Not applicable / skip logic	3	—	—

N (respondents to this item) = 162 | Mean = 4.43 (n=159) | SD = 0.59 | 95% CI = [4.34, 4.52] | Scale: 1=Strongly disagree ... 5=Strongly agree

C2 — Social Presence

Maps to: EQ3–EQ4 (Validity of training design)

Item	Item text (abbreviated)	N	Mean	SD	95% CI
C.116	C2.1.1 Getting to know participants gave a sense of belonging	162	4.20	0.89	4.06–4.34
C.117	C2.1.2 Online platform provided adequate tools for social interaction (online/blended only)	162	4.21	0.87	4.07–4.35
C.118	C2.2.1 Felt comfortable conversing through online platform tools (online/blended only)	162	4.33	0.68	4.22–4.44
C.119	C2.2.2 Felt comfortable participating in course discussions	162	4.32	0.68	4.21–4.43
C.120	C2.3.1 Felt comfortable disagreeing while maintaining trust	161	4.01	0.80	3.88–4.14
C.121	C2.3.2 Felt point of view was acknowledged by others	161	4.07	0.77	3.94–4.20
C.122	C2.3.3 Discussions helped develop a sense of collaboration	161	4.27	0.69	4.16–4.38

C2.1.1 Getting to know participants gave a sense of belonging

Response category	n	%	Scale pt.
Strongly disagree	2	1.3%	1
Disagree	6	3.8%	2
Neither agree nor disagree	19	12.1%	3
Agree	62	39.5%	4
Strongly agree	68	43.3%	5
Not applicable / skip logic	5	—	—

N (respondents to this item) = 162 | Mean = 4.20 (n=157) | SD = 0.89 | 95% CI = [4.06, 4.34] | Scale: 1=Strongly disagree ... 5=Strongly agree

C2.1.2 Online platform provided adequate tools for social interaction (online/blended only)

Response category	n	%	Scale pt.
Strongly disagree	2	1.3%	1
Disagree	5	3.2%	2
Neither agree nor disagree	18	11.7%	3
Agree	63	40.9%	4
Strongly agree	66	42.9%	5
Not applicable / skip logic	8	—	—

N (respondents to this item) = 162 | Mean = 4.21 (n=154) | SD = 0.87 | 95% CI = [4.07, 4.35] | Scale: 1=Strongly disagree ... 5=Strongly agree

C2.2.1 Felt comfortable conversing through online platform tools (online/blended only)

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	2	1.3%	2
Neither agree nor disagree	13	8.3%	3
Agree	73	46.8%	4
Strongly agree	68	43.6%	5
Not applicable / skip logic	6	—	—

N (respondents to this item) = 162 | Mean = 4.33 (n=156) | SD = 0.68 | 95% CI = [4.22, 4.44] | Scale: 1=Strongly disagree ... 5=Strongly agree

C2.2.2 Felt comfortable participating in course discussions

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	2	1.3%	2
Neither agree nor disagree	13	8.2%	3

Response category	n	%	Scale pt.
Agree	76	47.8%	4
Strongly agree	68	42.8%	5
Not applicable / skip logic	3	—	—

N (respondents to this item) = 162 | Mean = 4.32 (n=159) | SD = 0.68 | 95% CI = [4.21, 4.43] | Scale: 1=Strongly disagree ... 5=Strongly agree

C2.3.1 Felt comfortable disagreeing while maintaining trust

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	3	2.1%	2
Neither agree nor disagree	35	24.6%	3
Agree	61	43.0%	4
Strongly agree	43	30.3%	5
Not applicable / skip logic	19	—	—

N (respondents to this item) = 161 | Mean = 4.01 (n=142) | SD = 0.80 | 95% CI = [3.88, 4.14] | Scale: 1=Strongly disagree ... 5=Strongly agree

C2.3.2 Felt point of view was acknowledged by others

Response category	n	%	Scale pt.
Strongly disagree	1	0.7%	1
Disagree	2	1.4%	2
Neither agree nor disagree	27	18.2%	3
Agree	74	50.0%	4
Strongly agree	44	29.7%	5
Not applicable / skip logic	13	—	—

N (respondents to this item) = 161 | Mean = 4.07 (n=148) | SD = 0.77 | 95% CI = [3.94, 4.20] | Scale: 1=Strongly disagree ... 5=Strongly agree

C2.3.3 Discussions helped develop a sense of collaboration

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	1	0.7%	2
Neither agree nor disagree	18	11.8%	3
Agree	73	47.7%	4
Strongly agree	61	39.9%	5
Not applicable / skip logic	8	—	—

N (respondents to this item) = 161 | Mean = 4.27 (n=153) | SD = 0.69 | 95% CI = [4.16, 4.38] | Scale: 1=Strongly disagree ... 5=Strongly agree

C3 — Cognitive Presence

Maps to: EQ3–EQ4 (Validity of training design)

Item	Item text (abbreviated)	N	Mean	SD	95% CI
C.123	C3.1.1 Problems from other participants increased interest in topics	160	4.32	0.66	4.21-4.43
C.124	C3.1.2 Talks/presentations were thought-provoking	160	4.26	0.78	4.14-4.38
C.125	C3.1.3 Felt motivated to explore content-related questions	160	4.43	0.64	4.33-4.53
C.126	C3.2.1 Utilised a variety of information sources to explore problems	160	4.26	0.71	4.15-4.37
C.127	C3.2.2 Brainstorming with others helped resolve content questions	160	4.26	0.74	4.14-4.38
C.128	C3.2.3 Discussions helped appreciate different perspectives	160	4.36	0.66	4.26-4.46
C.129	C3.3.1 Combined information from different sessions to answer questions	160	4.38	0.65	4.28-4.48
C.130	C3.3.2 Learning activities helped construct explanations/solutions	160	4.37	0.68	4.26-4.48

Item	Item text (abbreviated)	N	Mean	SD	95% CI
C.131	C3.3.3 Able to reflect on content/discussions to understand concepts	160	4.40	0.60	4.31-4.49

C3.1.1 Problems from other participants increased interest in topics

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	2	1.3%	2
Neither agree nor disagree	11	7.1%	3
Agree	77	49.7%	4
Strongly agree	65	41.9%	5
Not applicable / skip logic	5	—	—

N (respondents to this item) = 160 | Mean = 4.32 (n=155) | SD = 0.66 | 95% CI = [4.21, 4.43] | Scale: 1=Strongly disagree ... 5=Strongly agree

C3.1.2 Talks/presentations were thought-provoking

Response category	n	%	Scale pt.
Strongly disagree	2	1.3%	1
Disagree	4	2.5%	2
Neither agree nor disagree	8	5.0%	3
Agree	81	50.9%	4
Strongly agree	64	40.3%	5
Not applicable / skip logic	1	—	—

N (respondents to this item) = 160 | Mean = 4.26 (n=159) | SD = 0.78 | 95% CI = [4.14, 4.38] | Scale: 1=Strongly disagree ... 5=Strongly agree

C3.1.3 Felt motivated to explore content-related questions

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	3	1.9%	2
Neither agree nor disagree	4	2.5%	3
Agree	74	46.5%	4
Strongly agree	78	49.1%	5
Not applicable / skip logic	1	—	—

N (respondents to this item) = 160 | Mean = 4.43 (n=159) | SD = 0.64 | 95% CI = [4.33, 4.53] | Scale: 1=Strongly disagree ... 5=Strongly agree

C3.2.1 Utilised a variety of information sources to explore problems

Response category	n	%	Scale pt.
Strongly disagree	1	0.6%	1
Disagree	1	0.6%	2
Neither agree nor disagree	15	9.6%	3
Agree	79	50.3%	4
Strongly agree	61	38.9%	5
Not applicable / skip logic	3	—	—

N (respondents to this item) = 160 | Mean = 4.26 (n=157) | SD = 0.71 | 95% CI = [4.15, 4.37] | Scale: 1=Strongly disagree ... 5=Strongly agree

C3.2.2 Brainstorming with others helped resolve content questions

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	2	1.3%	2
Neither agree nor disagree	20	13.4%	3
Agree	65	43.6%	4

Response category	n	%	Scale pt.
Strongly agree	62	41.6%	5
Not applicable / skip logic	11	—	—

N (respondents to this item) = 160 | Mean = 4.26 (n=149) | SD = 0.74 | 95% CI = [4.14, 4.38] | Scale: 1=Strongly disagree ... 5=Strongly agree

C3.2.3 Discussions helped appreciate different perspectives

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	3	1.9%	2
Neither agree nor disagree	7	4.5%	3
Agree	77	49.0%	4
Strongly agree	70	44.6%	5
Not applicable / skip logic	3	—	—

N (respondents to this item) = 160 | Mean = 4.36 (n=157) | SD = 0.66 | 95% CI = [4.26, 4.46] | Scale: 1=Strongly disagree ... 5=Strongly agree

C3.3.1 Combined information from different sessions to answer questions

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	2	1.3%	2
Neither agree nor disagree	8	5.1%	3
Agree	75	48.1%	4
Strongly agree	71	45.5%	5
Not applicable / skip logic	4	—	—

N (respondents to this item) = 160 | Mean = 4.38 (n=156) | SD = 0.65 | 95% CI = [4.28, 4.48] | Scale: 1=Strongly disagree ... 5=Strongly agree

C3.3.2 Learning activities helped construct explanations/solutions

Response category	n	%	Scale pt.
Strongly disagree	1	0.6%	1
Disagree	1	0.6%	2
Neither agree nor disagree	9	5.7%	3
Agree	74	46.8%	4
Strongly agree	73	46.2%	5
Not applicable / skip logic	2	—	—

N (respondents to this item) = 160 | Mean = 4.37 (n=158) | SD = 0.68 | 95% CI = [4.26, 4.48] | Scale: 1=Strongly disagree ... 5=Strongly agree

C3.3.3 Able to reflect on content/discussions to understand concepts

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	0	0.0%	2
Neither agree nor disagree	9	5.6%	3
Agree	78	48.8%	4
Strongly agree	73	45.6%	5

N (respondents to this item) = 160 | Mean = 4.40 (n=160) | SD = 0.60 | 95% CI = [4.31, 4.49] | Scale: 1=Strongly disagree ... 5=Strongly agree

D. Learning Environment and Support

Section D covers course organisation and tutor support (D1), technical support (D2), the e-Campus learning platform (D3, online/blended only) and device flexibility (D4). All items are five-point agreement scales unless noted, mapping primarily to EQ3–EQ4 (Validity of training design); D2 and D3 additionally inform EQ6 and EQ12–EQ13 (Effectiveness and Efficiency of the online/blended delivery modality). D2.2 and D3.4 are reverse-worded — a higher mean indicates more reported issues, not a more favourable experience.

D1 — Course Organisation and Tutor Support

Maps to: EQ3–EQ4 (Validity of training design)

Item	Item text (abbreviated)	N	Mean	SD	95% CI
D.132	D1.1 Course organised in a logical, consistent, sensible manner	160	4.52	0.58	4.43-4.61
D.133	D1.2 Received timely/effective help from tutors when needed	160	4.28	0.73	4.16-4.40
D.134	D1.3 Provided with all necessary learning resources	160	4.35	0.68	4.24-4.46
D.135	D1.4 Learning resources were relevant and high quality	160	4.47	0.62	4.37-4.57

D1.1 Course organised in a logical, consistent, sensible manner

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	1	0.6%	2
Neither agree nor disagree	4	2.5%	3
Agree	65	40.9%	4
Strongly agree	89	56.0%	5
Not applicable / skip logic	1	—	—

N (respondents to this item) = 160 | Mean = 4.52 (n=159) | SD = 0.58 | 95% CI = [4.43, 4.61] | Scale: 1=Strongly disagree ... 5=Strongly agree

D1.2 Received timely/effective help from tutors when needed

Response category	n	%	Scale pt.
Strongly disagree	1	0.7%	1
Disagree	1	0.7%	2
Neither agree nor disagree	16	10.7%	3
Agree	69	46.0%	4
Strongly agree	63	42.0%	5
Not applicable / skip logic	10	—	—

N (respondents to this item) = 160 | Mean = 4.28 (n=150) | SD = 0.73 | 95% CI = [4.16, 4.40] | Scale: 1=Strongly disagree ... 5=Strongly agree

D1.3 Provided with all necessary learning resources

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	3	1.9%	2
Neither agree nor disagree	9	5.7%	3
Agree	76	47.8%	4
Strongly agree	71	44.7%	5
Not applicable / skip logic	1	—	—

N (respondents to this item) = 160 | Mean = 4.35 (n=159) | SD = 0.68 | 95% CI = [4.24, 4.46] | Scale: 1=Strongly disagree ... 5=Strongly agree

D1.4 Learning resources were relevant and high quality

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	2	1.3%	2
Neither agree nor disagree	5	3.1%	3
Agree	69	43.4%	4
Strongly agree	83	52.2%	5
Not applicable / skip logic	1	—	—

N (respondents to this item) = 160 | Mean = 4.47 (n=159) | SD = 0.62 | 95% CI = [4.37, 4.57] | Scale: 1=Strongly disagree ... 5=Strongly agree

D2 — Technical Support

Maps to: EQ3–EQ4 (Validity of training design); EQ6, EQ12–EQ13 (modality effectiveness/efficiency)

Item	Item text (abbreviated)	N	Mean	SD	95% CI
D.136	D2.1 Sufficiently supported in using learning facilities (f2f/blended only)	160	4.27	0.69	4.15-4.39
D.137	D2.2 Had many technical issues in this course	160	2.65	1.32	2.44-2.86
D.138	D2.3 Knew where to ask for help with technical/practical issues	160	4.20	0.76	4.08-4.32
D.139	D2.4 Technical support responded in a timely manner (online/blended only)	160	4.06	0.75	3.94-4.18
D.140	D2.5 Technical support was effective in resolving issues	160	4.12	0.67	4.01-4.23

D2.1 Sufficiently supported in using learning facilities (f2f/blended only)

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	3	2.4%	2

Response category	n	%	Scale pt.
Neither agree nor disagree	8	6.5%	3
Agree	65	52.8%	4
Strongly agree	47	38.2%	5
Not applicable / skip logic	37	—	—

N (respondents to this item) = 160 | Mean = 4.27 (n=123) | SD = 0.69 | 95% CI = [4.15, 4.39] | Scale: 1=Strongly disagree ... 5=Strongly agree

D2.2 Had many technical issues in this course

Response category	n	%	Scale pt.
Strongly disagree	27	17.8%	1
Disagree	64	42.1%	2
Neither agree nor disagree	18	11.8%	3
Agree	21	13.8%	4
Strongly agree	22	14.5%	5
Not applicable / skip logic	8	—	—

N (respondents to this item) = 160 | Mean = 2.65 (n=152) | SD = 1.32 | 95% CI = [2.44, 2.86] | Scale: 1=Strongly disagree ... 5=Strongly agree Reverse-worded: higher mean = more reported issues.

D2.3 Knew where to ask for help with technical/practical issues

Response category	n	%	Scale pt.
Strongly disagree	2	1.4%	1
Disagree	2	1.4%	2
Neither agree nor disagree	13	8.8%	3
Agree	79	53.4%	4
Strongly agree	52	35.1%	5
Not applicable / skip logic	12	—	—

N (respondents to this item) = 160 | Mean = 4.20 (n=148) | SD = 0.76 | 95% CI = [4.08, 4.32] | Scale: 1=Strongly disagree ... 5=Strongly agree

D2.4 Technical support responded in a timely manner (online/blended only)

Response category	n	%	Scale pt.
Strongly disagree	1	0.7%	1
Disagree	2	1.3%	2
Neither agree nor disagree	27	17.6%	3
Agree	80	52.3%	4
Strongly agree	43	28.1%	5
Not applicable / skip logic	7	—	—

N (respondents to this item) = 160 | Mean = 4.06 (n=153) | SD = 0.75 | 95% CI = [3.94, 4.18] | Scale: 1=Strongly disagree ... 5=Strongly agree

D2.5 Technical support was effective in resolving issues

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	0	0.0%	2
Neither agree nor disagree	26	17.3%	3
Agree	80	53.3%	4
Strongly agree	44	29.3%	5
Not applicable / skip logic	10	—	—

N (respondents to this item) = 160 | Mean = 4.12 (n=150) | SD = 0.67 | 95% CI = [4.01, 4.23] | Scale: 1=Strongly disagree ... 5=Strongly agree

D3 — e-Campus Platform (online/blended only)

Maps to: EQ3–EQ4 (Validity of training design); EQ6, EQ12–EQ13 (modality effectiveness/efficiency)

Item	Item text (abbreviated)	N	Mean	SD	95% CI
D.141	D3.1 Found it easy to access e-Campus (online/blended only)	160	4.42	0.69	4.31-4.53
D.142	D3.2 Knew where to ask for help with e-Campus technical issues (online/blended only)	160	4.27	0.70	4.16-4.38
D.143	D3.3 Found it easy to navigate e-Campus (online/blended only)	160	4.31	0.65	4.21-4.41
D.144	D3.4 Had regular internet-connectivity issues disrupting learning (online/blended only)	160	2.95	1.30	2.74-3.16

D3.1 Found it easy to access e-Campus (online/blended only)

Response category	n	%	Scale pt.
Strongly disagree	1	0.6%	1
Disagree	1	0.6%	2
Neither agree nor disagree	9	5.8%	3
Agree	65	41.7%	4
Strongly agree	80	51.3%	5
Not applicable / skip logic	4	—	—

N (respondents to this item) = 160 | Mean = 4.42 (n=156) | SD = 0.69 | 95% CI = [4.31, 4.53] | Scale: 1=Strongly disagree ... 5=Strongly agree

D3.2 Knew where to ask for help with e-Campus technical issues (online/blended only)

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	2	1.3%	2

Response category	n	%	Scale pt.
Neither agree nor disagree	16	10.4%	3
Agree	75	48.7%	4
Strongly agree	61	39.6%	5
Not applicable / skip logic	6	—	—

N (respondents to this item) = 160 | Mean = 4.27 (n=154) | SD = 0.70 | 95% CI = [4.16, 4.38] | Scale: 1=Strongly disagree ... 5=Strongly agree

D3.3 Found it easy to navigate e-Campus (online/blended only)

Response category	n	%	Scale pt.
Strongly disagree	0	0.0%	1
Disagree	1	0.6%	2
Neither agree nor disagree	13	8.4%	3
Agree	78	50.3%	4
Strongly agree	63	40.6%	5
Not applicable / skip logic	5	—	—

N (respondents to this item) = 160 | Mean = 4.31 (n=155) | SD = 0.65 | 95% CI = [4.21, 4.41] | Scale: 1=Strongly disagree ... 5=Strongly agree

D3.4 Had regular internet-connectivity issues disrupting learning (online/blended only)

Response category	n	%	Scale pt.
Strongly disagree	20	13.1%	1
Disagree	50	32.7%	2
Neither agree nor disagree	23	15.0%	3
Agree	37	24.2%	4
Strongly agree	23	15.0%	5
Not applicable / skip logic	7	—	—

N (respondents to this item) = 160 | Mean = 2.95 (n=153) | SD = 1.30 | 95% CI = [2.74, 3.16] | Scale: 1=Strongly disagree ... 5=Strongly agree Reverse-worded: higher mean = more reported issues.

D4.1 — Free choice of devices for online learning

Maps to: EQ3–EQ4 (Validity of training design); EQ6 (modality effectiveness). Categorical item — no mean calculated.

Response category	n	%
Yes	148	92.5%
No	5	3.1%
Not Applicable (face-to-face courses)	7	4.4%

N (respondents to this item) = 160

Notes on Excluded Open-Ended Items

Four items in Sections B and D are open-ended free-text responses and are excluded from this quantitative annex: B3b ('Briefly describe the change you observed...'), B4 ('Can you give a concrete example...'), B10 ('If yes, on which topic?') and the D4.1 follow-up on devices that could not be used. These responses were coded thematically and are analysed in the main report narrative and in the case study annex (Annex E), not reproduced verbatim here.

Case Study

Women in Digital Business (WIDB): Scaling Impact through a Trainer Cascade Model

External Evaluation of ITCILO Sustainable Enterprises and Economies (SEE) Programme, 2024–2025

Thematic stream	Enterprise Development / Sustainable Enterprises
Partner	Microsoft Philanthropies (Elevate), with EY and M-KOPA as delivery/platform partners
Delivery model	Training of Trainers (ToT) cascade — Lead Trainers and Trainers certified by ITCILO, who then deliver directly to women entrepreneurs
Learning tracks	WIDB.Basics, WIDB.Start, WIDB.Learn
Modality	Self-guided modules, webinars, and mentorship on a dedicated learning platform
Target	30,000 women entrepreneurs and 2,500 trainers/lead trainers by October 2026
Linked evaluation questions	EQ6 (ToT model), EQ14 (impact), EQ16 (sustainability)

Overview

The Women in Digital Business (WIDB) initiative is a flagship example of the Centre translating a Training of Trainers methodology into large-scale, cascading impact. Developed in partnership with Microsoft Philanthropies (Elevate), WIDB equips women entrepreneurs worldwide with the digital skills needed to grow their businesses — spanning digital literacy, online sales and marketing, bookkeeping, cybersecurity, and artificial intelligence. The initiative demonstrates how a corporate partnership, anchored in ITCILO's pedagogical model, can achieve reach far beyond what the Centre could deliver through direct training alone.

Model and Design

WIDB is structured around three progressive learning tracks, allowing entrepreneurs at different stages of digital maturity to enter at the right level:

WIDB.Basics

Unlocks foundational digital literacy for entrepreneurs new to online business tools.

WIDB.Start

Builds the skills to be visible and sell online.

WIDB.Learn

Provides advanced training in marketing, cybersecurity, bookkeeping, graphic design for business, and AI.

Delivery blends self-guided modules, webinars, and mentorship, hosted on a dedicated learning platform, allowing participants in remote or low-connectivity settings to progress at their own pace. The cascade design is central to the model's efficiency: ITCILO trains and certifies Lead Trainers and Trainers, who then deliver the Basics and Start tracks directly to women entrepreneurs in their own countries and languages — multiplying the Centre's direct training investment many times over.

Scale of Reach

WIDB is among the largest and fastest-growing initiatives in the SEE portfolio. Several thousand trainers and tens of thousands of women entrepreneurs have been trained across dozens of countries, with a target of 30,000 entrepreneurs and 2,500 trainers/lead trainers by October 2026. The initiative has been a significant driver of the Centre's broader push to close the gender gap in digital-learning uptake, and has expanded language coverage into new markets — including South Asian and Arab States languages — reflecting active, demand-led growth.

Why It Stands as Good Practice

 **Multiplier effect through ToT:** the cascade model is the clearest demonstrated example in the SEE portfolio of trainer-led delivery extending the Centre's reach into markets and communities it could not access directly.

 **Modality mix suited to the audience:** combining self-guided content, live webinars, and mentorship addresses the diversity of participants' digital literacy, language, and time constraints — a design choice consistent with good adult-learning practice.

 **Strategic corporate partnership:** WIDB shows how the Centre can mobilize private-sector funding and platform infrastructure in service of a normative goal — women's economic empowerment — without diluting the ILO mandate.

 **Localization:** expansion of language offerings reflects responsiveness to where demand is growing, rather than a static, one-size-fits-all rollout.

Relevance to the Evaluation

WIDB anchors the report's discussion of the Training of Trainers model as a sustainability mechanism (linked to Recommendation R3) and of institutional-level partnership impact (EQ14/EQ16), illustrating the Centre's training design translating into reach at a scale that would be difficult to achieve through conventional face-to-face or single-tier delivery.

Case Study

MSMEDA (Egypt): A Bespoke, Tailor-Made Response to an Institutional Client's Emerging Need

External Evaluation of ITCILO Sustainable Enterprises and Economies (SEE) Programme, 2024–2025

Activity

Labor-Intensive Infrastructure and Community Development Projects — tailored study tour, ITCILO Turin, 9–13 June

Client

MSMEDA — Micro, Small, and Medium Enterprise Development Agency, Egypt (Central Sector for Community Development)

Funding context

EUR 27 million EU grant addressing the root causes of irregular migration, implemented across 13 of Egypt's 27 governorates

Delivery model

Bespoke, iteratively co-designed programme; classroom modules plus site visits; Arabic interpretation throughout

Participants

11 governorate-based staff — one per targeted governorate — trained as a Training-of-Trainers 'ambassador' cohort

Linked evaluation questions

EQ1 (relevance), EQ3 (design fit), EQ6 (ToT model), EQ14–EQ16 (impact, sustainability)

Overview

This case illustrates a different kind of good practice than the programme's flagship cascade initiatives: the Centre's ability to design and deliver a fully bespoke, tailor-made programme in direct response to an institutional client's specific and time-bound need. MSMEDA, Egypt's national MSME development agency, approached ITCILO on the strength of prior positive experience with ILO training in green economy and labour-intensive infrastructure. No existing ITCILO course addressed irregular migration specifically, so the Centre built one from the ground up through an iterative co-design process with the client.

Design and Delivery

The programme trained 11 participants — one per targeted governorate — as a Training-of-Trainers cohort, with an explicit purpose: equip staff to act as 'ambassadors' running community awareness sessions on the risks of irregular migration back in their home governorates. Design went through several rounds of iteration between MSMEDA and ITCILO — an initial scoping meeting, agenda review, and finalization of dates and nominations — reflecting genuine co-ownership of the curriculum rather than a fixed catalogue offering.

Delivery combined classroom instruction with site visits, supported by Arabic interpretation throughout, since not all governorate staff were proficient in English. The case studies used were drawn largely from the Italian context; the interviewee noted a mixed but ultimately useful reception — some examples (such as host-community integration of migrants) transferred directly, while others were less applicable

given that Italy is structurally a destination rather than a source country for migration. Notably, the interviewee described this contrast itself as an unexpected and valuable learning point for participants, rather than as a design weakness.

Effectiveness and Institutional Standing

Cascade in practice: participants have returned to their governorates and are running local awareness-raising sessions drawing directly on the training content — the Training-of-Trainers design working as intended.

Reported outcome: the interviewee highlighted a shift in participants' mindset and attitudes toward migration-related decision-making as the single most valuable outcome, alongside a marked gain in confidence and international exposure for staff with limited prior experience abroad.

Preferred training partner: MSMEDA described ITCILO as its preferred training partner overall, citing the Centre's flexibility to tailor bespoke courses — a contrast drawn explicitly with other providers (e.g. GIZ), seen as narrower in scope.

Repeat engagement signal: a further ITCILO engagement is anticipated within roughly a year, contingent on a new donor agreement now under negotiation — this time focused on hosting and managing refugee populations rather than outward migration, suggesting a durable and evolving institutional relationship rather than a one-off transaction.

Why It Stands as Good Practice

Responsiveness: the Centre built a course that did not exist in its catalogue, in direct response to a client's real and urgent operational need, rather than adapting an existing product.

Genuine co-design: iterative agenda development with the client, rather than a one-way delivery model.

Client-perceived value beyond content: MSMEDA's own framing centred on staff confidence, international exposure, and mindset shift — outcomes that speak to the Centre's broader pedagogical strengths, not just subject-matter delivery.

Evidence of a lasting relationship: a repeat, evolving engagement already in negotiation is a meaningful sustainability signal in a portfolio where many activities show no clear post-training institutional follow-through.

Case Study

Green Business Trainers: From a Single-Country Request to a Global Certification Programme

External Evaluation of ITCILO Sustainable Enterprises and Economies (SEE) Programme, 2024–2025

Activity	A9718123 — Certification Programme for Green Business Trainers
Thematic stream	Green Economy / Just Transition, with strong Enterprise Development and Training-of-Trainers elements
Origin	A bespoke, one-off request from South Africa's Department of Forestry, Fisheries and Environment, delivered with GIZ support (4–5 years ago)
Current form	A standing, repeatable global certification programme, credited by UNEP
Partners	ILO, ITC (International Trade Centre), GIZ, UNEP — built on the ITCILO/GIZ/UNEP Green Business Guide
Linked evaluation questions	EQ1 (relevance), EQ3 (design fit), EQ6 (ToT model), EQ14–EQ16 (impact, sustainability)
Delivery model	Two-phase design: Phase 1 core programme (3 weeks, 40 hours); Phase 2 Training-of-Trainers certification (11 weeks, 50 hours), requiring delivery to a minimum of 10 SMEs
Scale (last edition)	27 participants from 21 countries, drawn from 101 applicants; €1,140 fee with scholarships available
Linked evaluation questions	EQ3 (design validity), EQ6 (ToT model), EQ16 (sustainability)

Overview

This case is the clearest example in the SEE portfolio of a tailor-made activity maturing into a standing, institutionalized course — precisely the sustainability trajectory the evaluation looks for. The Certification Programme for Green Business Trainers began 4–5 years ago as a one-off, bespoke request from South Africa's Department of Forestry, Fisheries and Environment, delivered with GIZ support. Rather than closing out as a single-country engagement, it was developed into a global certification programme now credited by UNEP, run on a repeatable, oversubscribed basis (27 places filled from 101 applicants in its most recent edition).^v

From Bespoke Request to Standing Programme

The programme's evolution illustrates a genuine institutionalization pathway: content originally built for one government client's specific context was generalized, partnered with UNEP for credibility and reach, and folded into ITCILO's regular course offering under a formal partnership with ILO, ITC, and GIZ. It now runs on the ITCILO/GIZ/UNEP Green Business Guide as shared curriculum content — a concrete, documented instance of the kind of product conversion the evaluation has identified as valuable but under-systematized elsewhere in the programme.

Delivery is structured in two phases: a three-week, 40-hour core programme covering green business fundamentals, followed by an 11-week, 50-hour Training-of-Trainers certification phase in which participants must deliver training to a minimum of ten SMEs to qualify for a Certificate of Achievement. This mirrors the field-application design seen in other strong ToT cases in the portfolio (SURE ToT Palestine, WIDB), and reflects the programme's own internal finding that Certificate of Achievement formats — which require demonstrated field application — drive substantially stronger participant engagement than participation-only certificates.

Evidence of Cascade Impact

The programme's Training-of-Trainers design is generating a genuine, quantifiable multiplier effect, corroborated directly by a certified trainer in focus group evidence:

“ I trained 396 of my 496 participants independently — without ITCILO funding. The programme gave me the skills, but I financed the scale-up myself.

Antony Chege, Focus Group Session 2
(Green Business trainer, Kenya)

This is one of the strongest documented Level 4 (behaviour/systems change) signals anywhere in the evaluation's evidence base: a single certified trainer independently reaching hundreds of additional beneficiaries, entirely outside ITCILO's direct funding or delivery footprint.

Why It Stands as Good Practice

Genuine institutional maturation: the programme did not stay a one-off bespoke deliverable; it was deliberately generalized, credentialed (UNEP), and folded into a recurring partnership-funded offering.

Demand exceeds supply: 101 applicants for 27 places in the most recent edition is a strong signal of market validation for the certification, well beyond what the original single-country request would have suggested.

Field-tested certification design: requiring delivery to a minimum of ten SMEs before certification embeds real-world application as a condition of achievement, not an optional extension.

Documented multiplier effect: the Antony Chege example provides a rare, concrete, quantified instance of cascade reach — trainers self-funding delivery well beyond ITCILO's own resourcing.

Cross-agency partnership model: the ILO/ITC/GIZ/UNEP structure demonstrates the Centre's ability to sustain a multi-partner curriculum over several years, rather than a single-donor, time-limited arrangement.

Relevance to the Evaluation

This case anchors the report's discussion of sustainability (EQ16) and the Training of Trainers model (EQ6) with the single clearest bespoke-to-standard institutionalization pathway in the sample. It also pairs directly with the Culture & Creative Sectors case study: both demonstrate one-off activities converting into standing products, but this one shows the mechanism operating as embedded, multi-partner institutional practice rather than individual staff initiative — a useful contrast for the report's recommendation on systematizing product conversion.

Case Study

SURE ToT Palestine: Contextualized Crisis-Response Training for Chambers of Commerce

External Evaluation of ITCILO Sustainable Enterprises and Economies (SEE) Programme, 2024–2025

Activity

A5718506 — Sustainable and Resilient Enterprise Training Programme (SURE) ToT, Palestine

Thematic stream

Green Economy / Just Transition — Enterprise Resilience

Commissioning partner

ILO Jerusalem (ACT/EMP), in partnership with FPCCIA and 18 chambers of commerce across the West Bank and Gaza Strip

Delivery model

Three-phase, ~80-hour Training of Trainers: self-paced eCampus foundation, ITCILO-delivered ToT webinars, and independent trainer-led cascade to SMEs

Language

Arabic

Linked evaluation questions

EQ1 (relevance), EQ3 (design fit), EQ6 (ToT model), EQ14–EQ16 (impact, sustainability)

Overview

The SURE (Sustainable and Resilient Enterprise) Training of Trainers programme for Palestine is a strong example of the Centre adapting an existing methodology to a specific and urgent crisis context. Commissioned by ILO Jerusalem following a needs assessment of employers' organisations across the West Bank and Gaza Strip in the wake of the war on Gaza, the training built crisis-management capacity into 18 chambers of commerce that had no prior grounding in the area. Rather than developing new content from scratch, ITCILO and ILO jointly contextualized an existing SURE curriculum — originally built for Ukraine — for the realities of the Palestinian private sector.

Model and Design

The programme is structured in three phases, building from foundational learning to independent, real-world application:

Phase 1

Self-paced preparatory learning on eCampus (approximately 5 hours), delivered in Arabic.

Phase 2

ITCILO-delivered Training of Trainers webinars over five weeks (approximately 25 hours) — the phase captured by activity A5718506, in which 20 trainers were trained and certified.

Phase 3

Independent, trainer-led delivery to a minimum of 10 SMEs each (approximately 50 hours), including the development of four business resilience strategies per trainer, running through to a planned end-of-September assessment.

The needs assessment underpinning the design was two-dimensional, examining both the demand from SMEs for crisis-response support and the existing service gap at the chamber level — allowing the curriculum to target a genuine capability gap rather than a generic training need.

Why It Stands as Good Practice

Genuine contextualization: the curriculum was not delivered off the shelf. ILO and ITCILO jointly reworked a Ukraine-designed programme for the West Bank and Gaza context, informed by a dedicated local needs assessment rather than assumption.

Institutional embedding: the training was channelled through 18 chambers of commerce, building capacity at the institutional level rather than only training individuals — positioning the chambers themselves as a lasting delivery channel for their SME members.

Cascade model under real constraints: the Phase 3 design pushes certified trainers to apply their learning directly with a minimum of ten SMEs each, embedding practical, hands-on application as a condition of certification rather than as an optional extension.

Cost-recovery pathway: ongoing chamber-level delivery is expected to be sustained through the chambers' own fee arrangements with SMEs, with ILO's direct cost limited to the initial training and certification of trainers — a promising signal for sustainability beyond the funded period.

Strong participant satisfaction: end-of-activity survey data for Phase 2 shows high overall satisfaction (4.56/5) and a 100% recommendation rate.

Relevance to the Evaluation

This case illustrates the Training of Trainers model operating in one of the programme's most demanding contexts, and speaks directly to design validity (EQ3) and institutional sustainability (EQ16). It also offers a useful contrast with WIDB: both rely on a cascade delivery model, but SURE demonstrates that model under acute contextual constraints — active crisis conditions, sensitive information-sharing between SMEs and trainers, and a compressed institutional timeline — rather than at global commercial scale.

Case Study

Decent Work in Culture & Creative Sectors: From One-Off Workshop to Standing Course

External Evaluation of ITCILO Sustainable Enterprises and Economies (SEE) Programme, 2024–2025

Activity

A1518486 — Decent Work in Culture and Creative Sectors, Johannesburg

Nature of activity

Tripartite policy workshop (not a standard course), mandated by an ILO Governing Body decision

Delivery partners

ITCILO, jointly with ILO Geneva (Sector Department) and the ILO Abidjan regional office

Coverage

Seven African countries; bilingual delivery (English/French)

Sustainability mechanism

Workshop content converted into a free self-paced course (~450 participants, four languages) and a paid open course launching in June, with annual replication planned

Linked evaluation questions

EQ1 (relevance), EQ3 (design fit), EQ6 (ToT model), EQ14–EQ16 (impact, sustainability)

Overview

This case documents a clear, traceable example of a one-off, high-cost tailored activity being converted into a durable, scalable training product — precisely the kind of institutional learning the evaluation looks for under sustainability and efficiency. The original activity was a tripartite workshop in Johannesburg on decent work in the culture and creative sectors, mandated by an ILO Governing Body decision and jointly delivered by ITCILO, ILO Geneva's Sector Department, and the ILO Abidjan regional office. It was explicitly not a standard course: countries were pre-selected by the ILO and African Union based on shared sectoral challenges (informality, weak social protection, skills gaps), workers' and employers' representatives were nominated through the ILO's tripartite groups, and government delegates were drawn specifically from Ministries of Labour and Culture.

Design Under Real Constraints

The workshop design held a 20–30% adaptation margin to absorb last-minute participant changes — a practical necessity given the realities of visas and political substitutions in a tripartite, multi-country format. Speakers were selected less for prepared materials than for regional and country knowledge and the ability to adapt in real time, and facilitation was delivered in person by the activity's designer rather than through external consultants. Gender was applied as an active filter in decision-making roles; disability inclusion markers were not recalled as having been systematically applied, which is worth noting as a design gap.

The workshop closed with participants producing country-level roadmaps. Consistent with the programme's broader pattern, formal follow-up on those roadmaps sits within the ILO's own domain

rather than ITCILO's — though the facilitator is aware, informally, of continued ILO-level discussions, a gap around missing creative-sector trade unions, and a subsequent African Union regional programme that was approved partly on the strength of the workshop.

The Sustainability Mechanism: Product Conversion

The standout element of this case is what happened after the workshop concluded. Rather than letting a resource-intensive, one-off delivery end with the training evaluation, the facilitator converted the workshop content into two standing products:

 **A free, self-paced course** — now reaching approximately 450 participants across four languages.

 **A paid open course** — launching in June, with annual replication already planned.

This directly answers a structural weakness the evaluation has identified elsewhere in the portfolio: the absence of systematic post-training tracking or reuse once an activity concludes. Here, a single tailored engagement has been deliberately extended into a recurring, multi-language product line — turning a high fixed cost into a repeatable, scalable asset rather than a one-time expenditure.

Why It Stands as Good Practice

 **Concrete conversion, not aspiration:** the self-paced and open-course products already exist and are running, with a real participant count (450) rather than a future intention.

 **Multilingual reach:** four-language availability substantially extends the workshop's original seven-country footprint.

 **Deliberate annual replication:** the plan to repeat the open course yearly signals an intent to institutionalize reach rather than let the product lapse after one cycle.

 **Efficiency trade-off made visible:** the facilitator was candid that the original workshop consumed roughly a full quarter of her time — time in which two or three other activities could have run — precisely because nothing about it was standardized beyond the evaluation tool and eCampus. The downstream products are a genuine, quantifiable return on that investment, not just a rationalization of the cost.

Relevance to the Evaluation

This case offers a rare, concrete illustration of EQ16 (sustainability and lessons learned) in action, and pairs usefully with the efficiency findings elsewhere in the report on the cost of deep tailoring (EQ13). It also strengthens the case for a recommendation the evaluation team has already been considering: encouraging systematic product-conversion practice — turning high-cost, one-off tailored deliveries into reusable open or self-paced products — as a deliberate institutional strategy rather than leaving it, as it is today, to individual staff initiative.



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