

Board of the Centre

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CC 90/2

SECOND ITEM ON THE AGENDA

External evaluation of the training activities of the Sustainable Enterprises and Economies Programme –

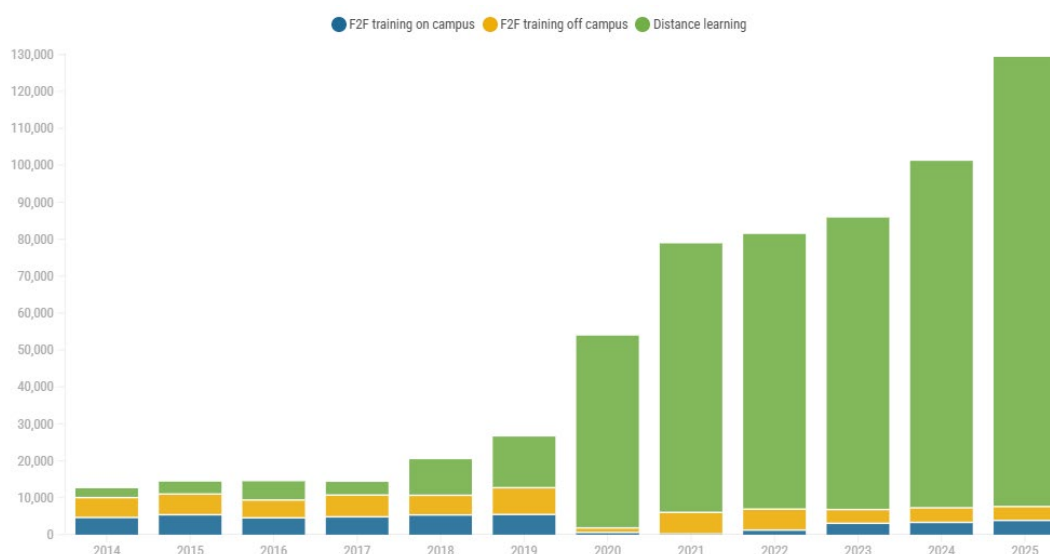
Management response

I. Introduction

1. **Quality** is a central pillar of the Results-based Management Framework underpinning the 2026-27 Programme and Budget of the International Training Centre of the ILO (the Centre). The Centre continuously monitors the quality of its capacity development services along the service cycle and furthermore commissions **external evaluations** to evaluate positive change in the performance of participants after treatment. The main evaluation is annual and covers the training activities of the Centre in the previous calendar year; in addition, the Centre may commission ad hoc evaluations of both training and non-training capacity development activities and including the Master Programmes offered by Turin School of Development¹.
2. **The 2026 external evaluation** of the Centre's training activities covered in this Board paper covers both distance learning activities and face-to-face training courses, giving due consideration to the relative asset weight of each learning modality and in the latter case including both face-to-face training on campus and worldwide in the field. (see graph below). The 2026 evaluation thus allows for benchmarking of different learning modalities to assess their respective strengths and weaknesses. The evaluation methodology is aligned with ILO evaluation principles and allows for the comparison of results across calendar years since 2014.

¹ For copies of all evaluation reports since 2014 go to <https://www.itcilo.org/about/board>. The findings of selected evaluations have been synthesized in digital briefs that are accessible via <https://www.itcilo.org/resources/digital-briefs>

Enrolments training activities (2014-25)



Source: Management of Activities and Participants (MAP), eCampus, Solicomm, external e-learning platforms curated by the Centre. The 2022 and 0223 DL figures includes indirect trainees enrolled in training courses on platforms curated by the Centre.

3. The **purpose of the 2026 evaluation** was to provide the Centre with evidence of the relevance, coherence, validity, effectiveness, efficiency, impact, and sustainability of its training activities related to ILO policy outcome 4 (sustainable enterprises for inclusive growth and decent work). It also aimed to investigate which training modalities were more impactful in terms of effectiveness and efficiency, and to extrapolate good practices, lessons learned, and recommendations for the improvement or scale-up of relevant training activities. The findings from this evaluation will directly inform future programming decisions for the Centre's training services.
4. The **thematic focus** of the 2026 evaluation was on training activities of the Sustainable Enterprises and Economies (SEE) Programme in the Training Department. The SEE Programme offers capacity development services along thematic streams. The evaluation covered a sample of 20 training activities delivered over the 2024-25 period cutting across the workstreams and purposefully selected to capture a variety of different training approaches, venues, and methodologies.
5. 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. 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: The six OECD-DAC criteria, complemented by validity of training design and effectiveness of management arrangements were used to structure the analysis.
6. **Limitations** encountered during the evaluation were that anonymised and voluntary data collection, applied for confidentiality and in line with participant data agreements, limited the ability to link individual records across datasets. 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.

II. Conclusions and recommendations by the Evaluators

7. Conclusions²

Relevance (Evaluation Question 1)

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 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 all 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

² Quoted from: 2026 external evaluation of ITCILO training activities, p. 6-64

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 all 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.

8. Recommendations³

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.

Recommendation 2: Apply documented learning needs assessment consistently across the 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 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.

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

³Quoted from: 2026 external evaluation of ITCILO training activities, p. 64-68

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.

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

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.

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).

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.

III. Management response

9. **The Centre welcomes the findings of the external evaluation.** The evaluation shows that the learning activities of the SEE Programme have made a significant contribution towards the achievement of the higher-level ILO policy outcomes. The evaluation also provides further evidence that distance learning and face-to-face training are complementary learning modalities, best combined to maximize learning outcomes. The evaluation identifies concrete actions to further refine the Centre's learning services that will be heeded in the spirit of continuous quality improvement. The following paragraphs set down the **management response to the recommendations** made by the evaluator:
10. **In response to recommendation 1**, the Centre will on a pilot basis and initially at the level of the SEE programme establish a follow-up layer at the level of the individual activity, beneath the Centre's existing institutional alumni and quality assurance infrastructure. The pilot will involve opening a cohort channel at the close of each activity, and an automated short pulse-check survey sent to those same participants six months later. Pending pilot results, these instruments may eventually be rolled out to all training activities of the Centre.
11. **In response to recommendation 2**, the Centre will more systematically document the client or institutional need at the PLAN stage of the service delivery cycle and draw up a baseline of participant competencies, applied and documented for all open courses. For tailored activities, this preparatory step is pending willingness of the client to allow (and pay for) the training needs analysis.
12. **In response to recommendation 3**, the SEE programme will retain and further expand its Training of Trainers (ToT) and certification-based activities as a strategic pillar of the, moving from the one-off training of trainers toward the deliberate management of a trainer community over time, in the case of tailored and project specific activities subject to willingness of the client to engage in (and pay for) these follow-up measures. The Centre will furthermore disseminate the good practices of the SEE programme in ToT and certification-based activities among all Technical Programmes.

13. **In response to recommendation 4**, the Centre will 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.
 14. **In response to recommendation 5**, the Centre will encourage instructional designers and facilitators in its learning faculty to build structured peer-interaction elements into the existing facilitation guides for online activities, either complementing or replacing unstructured open- discussion slots.
 15. **In response to recommendation 6**, the Centre will seek to more systematically feed evaluation evidence forward into the design decisions of future PDCA cycles, drawing on the internal dashboards already available to course teams and extending Technical Programmes direct access to external evaluation datasets; consolidating Knowledge Acquisition Test results and making pre- and post-course testing the default including for tailor-made activities (subject to client agreement); and subject to the pilot outcomes (see recommendation 1 above), roll out the automated follow-up evaluation instruments across Technical Programmes and feed the follow-up evaluation data into future external evaluations.
 16. **In response to recommendation 7**, the Centre will make the disaggregation of results a routine feature of programme-level reporting, drawing on the Centre's internal learning analytics dashboards made available in 2025. The disaggregated data on programme specific results will be made available through the digital briefs, data visuals and in annual implementation reports routinely released by the Centre.
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