BUREAU OF INTERNATIONAL LABOR AFFAIRS
UNITED STATES DEPARTMENT OF LABOR

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FINAL EVALUATION

ARGENTINA CLUSTER PERFORMANCE EVALUATION

May 2024

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Evaluation Fieldwork Dates: July 3 – July 7, 2023, and March 18 – 22, 2024

PROJECT TO PROMOTE WORKPLACE-BASED TRAINING FOR VULNERABLE YOUTH IN ARGENTINA (NOEMI)

Grantee: Desarrollo y Autogestion (DyA)
Project Duration: November 2016 – April 2023
Fiscal Year and Funding Level: FY 2023 $3,300,000.00

IMPROVING THE CAPACITY OF LABOR AND AGRICULTURE STAKEHOLDERS TO ADDRESS CHILD LABOR IN AGRICULTURAL AREAS OF ARGENTINA (OFFSIDE)

Grantee: International Labour Organization (ILO)
Project Duration: January 2019 – November 2024
Fiscal Year and Funding Level: FY 2023: $3,125,000

MULTI-STAKEHOLDER STRATEGY ON CHILD LABOR ELIMINATION IN AGRICULTURE IN ARGENTINA (PAR)

Grantee: Desarrollo y Autogestion (DyA)
Project Duration: January 2019 – May 2024
Fiscal Year and Funding Level: FY 2023: $3,100,000

ACKNOWLEDGEMENT

This report presents the results associated with the final cluster performance evaluation of the three U.S. Department of Labor (USDOL), Bureau for International Labor Affairs (ILAB)-funded projects in Argentina including: (1) the Project to Promote Workplace-Based Training for Vulnerable Youth in Argentina (NOEMI); (2) the Improving the Capacity of Labor and Agriculture Stakeholders to Address Child Labor in Agricultural Areas of Argentina (OFFSIDE); and, (3) the Multi-stakeholder Strategy on Child Labor Elimination in Agriculture in Argentina (PAR). Fieldwork for this evaluation was conducted in two phases with the first phase occurring in July of 2023 and the second in March of 2024. DevTech Systems Inc. (DevTech) conducted this independent evaluation in collaboration with the project team and stakeholders and prepared the evaluation report according to the terms specified in its contract with the USDOL. The evaluation team would like to express sincere thanks to all the parties involved for their support and valuable contributions.

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LIST OF ACRONYMS

ABC	Argentine Blueberry Committee
CGTRA	The General Confederation of Labor of the Argentine Republic
CMEP	Comprehensive Monitoring and Evaluation Plan
COPRETI	Provincial Commissions for the Eradication of Child Labor
CONAETI	The National Commission for the Elimination of Child Labor
COR	Contracting Officer's Representative
CRC	United Nations Convention on the Rights of the Child
CSO	Civil Society Organization
DAC	Development Assistance Committee
DevTech	DevTech Systems Inc.
DyA	Desarrollo y Autogestion
EWBT	Existing Workplace-Based Training
FGD	Focus Group Discussion
FOA	Funding Opportunity Announcement
HQ	Headquarters
ILAB	Bureau of International Labor Affairs
ILO	International Labor Organization
INTA	The National Agricultural Technology Institute
KII	Key Information Interview
MEL	Monitoring, Evaluation, and Learning
MLESS	Ministry of Labor, Employment, and Social Security
MAGyP	The Ministry of Agriculture, Livestock and Fisheries
NOEMI	Project to Promote Workplace-Based Training for Vulnerable Youth in Argentina
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
OECD	Organization of Economic Cooperation and Development
OFFSIDE	Improving the Capacity of Labor and Agriculture Stakeholders to Address Child Labor in Agricultural Areas of Argentina
OTLA	Office of Trade and Labor Affairs
PAR	Multi-stakeholder Strategy on Child Labor Elimination in Agriculture in Argentina
PII	Personally Identifiable Information
PMP	Project Management Professional
TPR	Technical Progress Report
TOR	Terms of Reference
USDOL	U.S. Department of Labor

U-FE	Utilization Focused Evaluation
US	Undersecretary
USG	United States Government

EXECUTIVE SUMMARY

The Bureau of International Labor Affairs (ILAB) leads the United States Department of Labor's (USDOL) efforts to ensure that workers around the world are treated fairly and can share in the benefits of the global economy. ILAB's mission is to promote a fair global playing field for workers in the United States and around the world by enforcing trade commitments, strengthening labor standards, and combating international child labor, forced labor, and human trafficking.

In support of these objectives, the Office of Child Labor, Forced Labor, and Human Trafficking (OCFT), embedded within ILAB, works to combat international child labor, forced labor, and human trafficking in more than 90 countries working with governments, workers, businesses, and others to end these abusive practices. Specifically, OCFT engages stakeholders through the design and implementation of technical cooperation projects, research and reporting, public awareness raising, and policy initiatives that help to address child labor and forced labor issues around the world.

EVALUATION METHODS

The evaluation team used a mixed methods and participatory approach, specifically a two-step outcome harvesting methodology informed by utilization-focused evaluation (U-FE) principles. This U-FE approach ensured the evaluation's usefulness by integrating intended users into the process, leading to more relevant findings and increased likelihood of their use. This aligns with best practices and the Foundations for Evidence-Based Policymaking Act of 2018, guaranteeing validated findings, conclusions, and recommendations directly addressing ILAB's learning priorities.

Notably, the evaluation for the NOEMI, OFFSIDE, and PAR projects assessed performance across eight key areas: relevance, coherence, efficiency, effectiveness, impact, sustainability, equity and inclusion, and implementation of previous recommendations. The cluster evaluation went further, examining each project's achievements in meeting objectives by considering factors like the validity of their theories of change, alignment with stakeholder and target group needs, collaboration with other interventions, efficiency in delivering results, identification of unintended effects, potential for sustained benefits, lessons learned, promising practices, and the incorporation of inclusion and equity elements.

KEY RESULTS

USDOL's portfolio in Argentina, exemplified by the NOEMI, OFFSIDE, and PAR projects, showcases a robust commitment and coordinated effort to address child labor, including forced labor and adolescent labor, and enhance labor conditions. Each project demonstrates a distinct approach, collectively contributing to significant progress.

- **NOEMI: Empowering Vulnerable Youth.** Highly aligned with the Argentine context, NOEMI focused on vulnerable youth within the educational system. Grounded in a 2017 pre-situational diagnosis, it addressed critical gaps in internship methodologies. By targeting legal frameworks, stakeholder best practices, and educational inclusion methodologies, NOEMI strengthened the capacity and awareness of key actors. This holistic approach empowered government agencies, employers, workers' organizations, and civil society to establish and expand workplace-based training programs for adolescents and youth at risk of child labor.

- **OFFSIDE: Building Capacity and Knowledge**. OFFSIDE aimed to increase knowledge of child labor challenges and opportunities in the labor and agricultural sectors. It built stakeholder capacity to support the National Action Plan (NAP) implementation. Stakeholders praised its strategies for fostering collaboration across sectors and government levels. Notably, OFFSIDE's cutting-edge research bolstered understanding and commitment to ending child labor, aligning with stakeholder priorities. While its influence on the new NAP remains unclear, its strong foundation in stakeholder engagement positions it to advance action against child labor in Argentina's agricultural areas.
- **PAR: Fostering Collaboration and Systemic Change.** PAR effectively mobilized diverse stakeholders across Argentina's agricultural landscape. Its multifaceted approach strengthened the child protection system, elevated child labor on the political agenda, enhanced government officials' capacity to address child labor, and aligned with national and local policies. PAR's strategies resonated across government, private sector, and civil society, fostering collaboration and transformative social change. A major achievement involved engaging businesses in key sectors like blueberry, yerba mate, and lemon to adopt the Social Compliance System (SCS). This not only strengthens internal compliance but also enhances their reputations as champions against child labor. PAR's compatibility with other initiatives fostered enhanced collaboration between government agencies and heightened community awareness, marking significant progress in combating child labor and driving transformative social change.

The NOEMI, OFFSIDE, and PAR projects represent USDOL's unwavering commitment to combatting child labor in Argentina. Their strategic alignment with local contexts, proactive interventions, and collaborative efforts has demonstrably improved stakeholder awareness and capacity. They have also contributed to significant policy reforms, innovative initiatives, and societal shifts. Despite current challenges, these projects have laid a strong foundation for sustained progress in addressing child labor and promoting labor rights in Argentina.

KEY LESSONS LEARNED

As a result of the evaluation, stakeholders identified the following lessons learned garnered through the implementation of the NOEMI, OFFSIDE, and PAR projects.

1. **Empowering Local Impact:** A bottom-up approach effectively generates multi-level impact and facilitates scalable policy change.
2. **Collaboration is Key:** Multi-level and cross-sectoral coordination strengthens programmatic impact and broadens reach.
3. **Co-Created Solutions:** Co-creation exemplifies the power of stakeholder collaboration in building effective solutions.
4. **Ground-Truthing for Policy Shifts:** Exposing national officials to on-the-ground realities through field visits shifted perceptions and influenced policy decisions.
5. **Flexibility for Context:** The projects avoided rigid, pre-defined implementation manuals, allowing for adaptation to local contexts.
6. **Private Sector Engagement:** Involvement and even small financial contributions of the private sector in collaborative spaces with government and municipalities can yield significant benefits.

7. **Local Expertise Matters:** Deploying local teams alongside government officials increases program visibility and facilitates hands-on guidance for effective implementation.

PROMISING PRACTICES

Similarly, stakeholders identified several promising practices stemming from the implementation experience of NOEMI, PAR and OFFSIDE projects.

1. **Emotional Support Groups:** NOEMI identified the need for informal meetings where students, particularly those outside mainstream schools, could receive emotional and psychological support in a safe space.
2. **Student Pitches to Businesses:** NOEMI adopted a groundbreaking approach where students directly presented their ideas to entrepreneurs. This fostered communication and trust between youth and businesses, promoting student engagement and increased interest from the private sector.
3. **Multi-Layered Support**: NOEMI offered a unique support system for youth participants. It included socio-educational and employment tutors in schools, along with dedicated business tutors for internships. This comprehensive approach enhanced academic and professional development, while also supporting the emotional well-being of students.
4. **Leveraging Existing Systems:** OFFSIDE strategically worked within existing government structures at national, provincial, and municipal levels. This approach minimized challenges, while maximizing sustainability and scalability of interventions.
5. **Multi-Stakeholder Engagement**: Both PAR and OFFSIDE projects effectively utilized a multi-actor approach. This involved collaboration with government, NGOs, private sector, worker and employer organizations, and community members. This comprehensive strategy ensured diverse perspectives and expertise were incorporated into solutions for combating child labor.
6. **Tailored Inter-Institutional Protocols:** PAR successfully addressed local challenges by developing customized protocols and manuals for child labor cases. These tools facilitated standardized processes across different jurisdictions, leading to more efficient and effective interventions.
7. **Enhanced Inter-Institutional Collaboration:** PAR fostered stronger cooperation between entities working on child labor and protection. This included formalizing roles and establishing inter-institutional collaboration tables. This model of well-defined collaboration promotes more cohesive and impactful interventions.

RECOMMENDATIONS

Based on the evaluation findings, the evaluation team presents the following recommendations for consideration by grantees, USDOL, and the Government of Argentina.

TO THE GRANTEES

1. **Diversify Funding Sources**: Continue developing a robust funding strategy, diversifying income through private sector partnerships and international grants. This approach is essential to mitigate potential public funding cuts and ensure sustained project activities.
2. **Intensify Community Awareness Campaigns:** Strengthen efforts to shift cultural norms around child labor, particularly in regions like Misiones, using local media, schools, and community leaders effectively. Expand targeted awareness campaigns across various

platforms including radio, social media, and public events to communicate the adverse effects of child labor and promote educational opportunities.

3. **Expand the Social Compliance System (SCS):** Scale up the SCS model to include a wider array of companies and sectors, such as strawberries, focusing particularly on integrating medium and small producers along the value chain. Extend the SCS' reach to engage small producers who supply larger companies. Strengthen the SCS' connection with international markets to enhance export value. Implement targeted sensitization campaigns to educate consumers about the advantages of purchasing child-labor-free yerba mate, thereby boosting its market value.
4. **Enhance Coordination:** Grantees should amplify their collaboration efforts, now more than ever considering the political environment, to maximize the impact. By pooling resources and expertise, they can amplify their geographic reach and effectiveness. Through sharing best practices, jointly implementing projects, and coordinating advocacy, grantees can address gaps comprehensively and innovate more effectively. Moreover, collaborative initiatives hold the potential to enhance visibility and credibility, presenting a unified front toward eradicating child labor.
5. **Continue to Prioritize Advocacy at the National Level.** Advocacy efforts at the national level should not only be maintained but enhanced to ensure child labor remains a priority, despite the challenging political environment. Grantees should identify and support influential champions who can drive policy changes, secure funding, and keep the issue on the national agenda. By engaging in strategic networking, building alliances, and using data-driven advocacy, grantees can maintain momentum and ensure ongoing efforts to eradicate child labor receive the necessary attention and resources.

TO USDOL-ILAB

1. **Support for Ongoing and Future Projects:** Provide funding to either existing projects or forthcoming initiatives to sustain and build upon the progress achieved by the PAR and NOEMI projects to further the success of the SCS in established sectors like yerba mate and lemon, and to initiate expansion into new sectors such as strawberries. Expand the municipal model to additional municipalities in Misiones to ensure ongoing support for essential educational and childcare services for vulnerable families. Additionally, incorporate activities in future ILAB programming that connects and aligns with the NOEMI project's "Vocational Development Path" to enhance the project's institutional foundation in Tucuman, ensuring a cohesive approach to institutional development.
2. **Maintain National-Level Engagement:** Focusing on territorial and provincial levels is essential for tackling child labor, but the national level must not be overlooked. The current shift in portfolio actions toward the subnational levels risks creating a vacuum in national leadership and advocacy, potentially stalling the progress made in placing child labor on the political agenda. Despite the challenges posed by the current administration, it is crucial for the U.S. Government, its grantees, and implementers, to continue applying pressure on the Argentine government. This should involve targeted advocacy to ensure that the fight against child labor remains a high priority and receives the necessary attention and resources at the national policy level.
3. **Enhance Flexibility in Funding Mechanisms:** Embed greater flexibility within future USDOL contracts and cooperative agreements to ensure they can be adjusted in response to changing local conditions and unforeseen challenges. While these mechanisms are already designed with some flexibility, increasing this flexibility will enable implementers to respond promptly and effectively to evolving project demands.

Additionally, grantees could establish a reserve within the project budget specifically designed to address emerging needs and ensure swift adaptation to new circumstances.

4. **Promote Knowledge Exchange:** Facilitate knowledge exchange programs or learning events that connect different interventions and countries grappling with similar issues related to child labor. Organize international conferences, workshops, and stakeholder visits to share and disseminate best practices and innovative solutions for eradicating child labor and enhancing global cooperation and learning. These exchanges will also provide valuable learning opportunities for the U.S., enhancing global cooperation and mutual learning
5. **Strengthen Enforcement Initiatives:** Coordinate with ILAB's Office of Trade and Labor Affairs (OTLA) to bolster initiatives aimed at improving the capacity of the labor inspectorate, ensuring more rigorous oversight and effective follow-up on child labor violations in Argentina. Consider promoting initiatives that provide comprehensive training and resources to labor inspectors in Argentina and develop an enhanced monitoring and evaluation system to ensure thorough compliance and enforcement.
6. **Continue to Gather New Evidence and Learning:** Provide additional funding for external evaluations to continue to assess OFFSIDE and PAR's performance, impact, and scalability and to identify best practices for future expansion. This evaluation could analyze the activities of OFFSIDE and PAR that extended beyond this evaluation and their effectiveness in achieving project objectives. The evaluation findings could inform potential strategies for scaling up successful interventions through continued collaboration with stakeholders.

TO THE ARGENTINE GOVERNMENT

1. **Restore Budget Allocations**: Urgently restore and ensure continuous funding for critical programs such as "Volvé a la Escuela" and the "Good Harvest" initiative. This funding is crucial to prevent families from facing poverty and the associated risks of child labor. By supporting these programs, the government can safeguard vulnerable populations and maintain the momentum toward eliminating child labor.
2. **Strengthen Legal Frameworks**: Update and enhance the legal frameworks to provide clearer guidelines and enforce stricter penalties for child labor violations, including adolescent labor. This could include, for example, updating the hazardous list with innovative methodologies by sector. Implement regular training sessions for law enforcement agencies to ensure that these laws are applied uniformly across all regions, thereby improving the effectiveness of enforcement efforts nationwide.
3. **Enhance CONAETI's Operational Capabilities:** Strengthen the existing framework of CONAETI by enhancing its operational capabilities. This improvement will enable a more cohesive and proactive management of child labor issues, helping to effectively operationalize the NAP across both national and provincial levels. To achieve these objectives, it is crucial to allocate the necessary resources to CONAETI, enabling it to efficiently perform these expanded functions. This enhancement will ensure a more dynamic and responsive approach to the eradication of child labor throughout Argentina.
4. **Encourage Private Sector Engagement**: Develop incentives for private companies to implement and sustain SCS. Create a rewards program that offers tax incentives and public recognition to businesses that demonstrate a strong commitment to eradicating child labor. This program will not only encourage compliance but also publicly commend those companies taking active steps toward a child-labor-free supply chain.

1. INTRODUCTION

The Bureau of International Labor Affairs (ILAB) leads the United States Department of Labor's (USDOL) efforts to ensure that workers around the world are treated fairly and are able to share in the benefits of the global economy. ILAB's mission is to promote a fair global playing field for workers in the United States and around the world by enforcing trade commitments, strengthening labor standards, and combating international child labor, forced labor, and human trafficking.

In support of these objectives, the Office of Child Labor, Forced Labor, and Human Trafficking (OCFT), embedded within ILAB, works to combat international child labor, forced labor, and human trafficking in more than 90 countries working with governments, workers, businesses, and others to end these abusive practices. Specifically, OCFT engages stakeholders through the design and implementation of technical cooperation projects, research and reporting, public awareness raising, and policy initiatives that help to address child labor and forced labor issues around the world.

Building the next generation of craftspeople! This image features a machine shop owner mentoring a young intern discovered through NOEMI. Together, they're working with a metal-bending machine used to create door frames. PHOTO CREDIT TANYA HURST

In response to the persistent issue of child labor in Argentina, ILAB/OCFT is actively engaged in combatting this challenge through a cluster of projects. Notable among these initiatives are the Project to Promote Workplace-Based Training for Vulnerable Youth in Argentina (NOEMI), the endeavor titled Improving the Capacity of Labor and Agriculture Stakeholders to Address Child Labor in Agricultural Areas of Argentina (OFFSIDE), and the Multi-stakeholder Strategy on Child Labor Elimination in Agriculture in Argentina (PAR). Addressing the most prevalent aspect of child labor in agriculture, these projects aim to collectively reduce its pervasiveness and promote education, empowerment, and safe work conditions for vulnerable youth. As the projects are ending, ILAB/OCFT contracted DevTech Systems (DevTech) to conduct a cluster

performance evaluation to assess the effectiveness and efficiency of these projects in achieving their intended objectives and outcomes in Argentina.

1.1. COUNTRY CONTEXT

In Argentina, child labor, inclusive of adolescent labor, is a prevalent problem. According to official estimates, 10 percent of children between the ages of 5 and 15 are engaged in at least one form of productive activity, rising to 19.8 percent in rural areas.[1] More broadly, forced labor is also a critical issue across the country. This problem spans various sectors, including agriculture, construction, and domestic work, affecting vulnerable populations such as migrants and rural workers who are often coerced into forced labor through debt bondage and threats.[2] These forms of abusive labor are mainly driven by economic and poverty factors, as well as gaps in the legal framework, i.e., child labor legal framework, inadequate government enforcement of labor laws, and a lack of available data on the scale of the issue.[3] Additionally, the COVID-19 pandemic has had a significant impact on child, adolescent, and forced labor, with a government study indicating that 46 percent of children aged 13-17 engaged in work began doing so as a result of the pandemic.[4]To combat this issue, the government has implemented various measures through legislative reform and government initiatives, including ratifying the United Nations (UN) Convention on the Rights of the Child, introducing the 2018-2020 plan to end human trafficking, child prostitution, and exploitation,[5] and implementing the Third National Plan for the Prevention and Eradication of Child Labor and the Regulation of Adolescent Work (2018-2022) and the Federal Strengthening Program for the Eradication of Child Labor. This latter initiative targets leaders at the sub-national level to improve preventative strategies and detection of child labor. Additionally, there are important interagency agreements and national coordination mechanisms in place to eliminate child labor, such as the Interagency Agreement for Prevention of Child Labor and Protection of the Adolescent Worker.[6]

International organizations such as UNICEF are also taking major steps to eradicate child, adolescent, and forced labor and increase opportunities for disadvantaged children in Argentina. For example, the Ministry of Education and UNICEF have implemented a two-year program to provide scholarships for students to attend school in areas protected from human trafficking. Similarly, UNICEF has allocated an annual budget of $123 million to establish social programs for countries including Argentina.

Despite these efforts, child labor persists in various forms in Argentina. Children, particularly in northern areas, are commonly employed in the agricultural sector, harvesting crops such as blueberries, cotton, yerba mate (a stimulant plant), and tobacco, exposing them to hazardous conditions.[7] To address these challenges, USDOL/ILAB works diligently to support the fight against child labor through various cooperative agreements to reduce child labor and provide opportunities for vulnerable youth, including the three projects under this cluster evaluation.

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[1] Encuesta de Actividades de Niños, Niñas y Adolescentes. 2016-2017. https://www.indec.gob.ar/indec/web/Nivel4-Tema-4-31-63

[2] 2023 Trafficking in Persons Report: Argentina. U.S. Department of State. 2023 Trafficking in Persons Report.

[3] Bureau of International Labor Affairs. Child Labor and Forced Labor Reports, Argentina. 2021. https://www.dol.gov/agencies/ilab/resources/reports/child-labor/argentina

[4]Bureau of International Labor Affairs. Child Labor Report, Argentina. 2021. https://www.dol.gov/sites/dolgov/files/ILAB/child_labor_reports/tda2021/Argentina.pdf

[5] Ibid 4.

[6] Ibid 5.

[7] Ibid 6.

2. EVALUATION PURPOSE

ILAB has contracted DevTech to conduct a cluster performance evaluation of three projects in Argentina: NOEMI, OFFSIDE, and PAR. This cluster performance evaluation aimed to assess the effectiveness and efficiency of these three projects individually in achieving their intended objectives and outcomes in Argentina. The evaluation also considered the sustainability prospects of the projects, as well as factors that have facilitated or hindered their success. Specifically, the final cluster performance evaluation assessed:

1. relevance of the projects in the implementing environment and the validity of their strategies in relation to host government and national and local stakeholder priorities and needs;
2. achievement of project objectives and outcomes, identifying challenges encountered and analyzing driving factors for these challenges, with a focus on equity and inclusion, where relevant;
3. intended and unintended effects of the projects;
4. lessons learned and emerging practices from the project (e.g., strategies and models of intervention) that can be applied to current or future projects in Argentina or under similar conditions or target sectors; and
5. sustainability of project outcomes or outputs.

In addition to assessing the overall achievement of NOEMI, OFFSIDE, and PAR this cluster evaluation also evaluated the synergies among the projects and the extent to which they sought collaboration with other ILAB-funded projects and local initiatives to add value and avoid duplication of efforts. The evaluation considered the effects of internal or external factors that may have advanced or hindered the projects' strategic planning, resource allocation, and implementation. Further, the evaluation team examined the extent to which interim evaluation questions were implemented and the results of implementing those recommendations. Gender and non-discrimination were considered as a cross-cutting concern.

2.1. EVALUATION REPORT

This evaluation report serves as the final evaluation of the performance of NOEMI and PAR, implemented by Desarrollo y Autogestion (DyA), and OFFSIDE, implemented by the International Labour Organization (ILO) initiatives. For the NOEMI project, the scope was specifically limited to examining activities implemented after its latest cost extension in July 2021 which was covered under a previous cluster performance evaluation.[8] With regards to OFFSIDE, while the evaluation focused on the progress and performance since the start of the project in 2019, the scope of the evaluation was limited to the project's activities implemented through August 2023. Finally, for PAR, the scope of the evaluation assessed activities through March 2024 and the corresponding progress and performance through April 2024.

2.2. EVALUATION APPROACH

The evaluation team applied a mixed methods and participatory approach, utilizing a two-step outcome harvesting methodology infused with the principles of a utilization-focused evaluation

[8] U.S. Department of Labor (DOL). (2020, December). Argentina Multi-Project Evaluation: Final Report (Non-PII, 508-Compliant). https://www.oig.dol.gov/public/reports/oa/2018/06-18-002-03-321.pdf

(U-FE). A U-FE approach ensures that the evaluation is useful to its intended users and that integrating users into the evaluation process generates more relevant findings that are more likely to be used. This approach aligns with evaluation best practices and the Foundations for Evidence-Based Policymaking Act of 2018, and ensures that the findings, conclusions, and recommendations are validated and clearly oriented towards ILAB's learning priorities.

2.2.1. EVALUATION QUESTIONS

The evaluation questions for the NOEMI, OFFSIDE, and PAR projects aimed to assess their performance in terms of their relevance, coherence, efficiency, effectiveness, impact, sustainability, equity and inclusion, and implementation of previous recommendations. The cluster evaluation examined each project's achievements in meeting its objectives, considering factors such as the validity of the projects' theories of change within the implementing environment, alignment with the needs of target groups and local stakeholders, compatibility and collaboration with other interventions, efficiency in delivering planned results, identification of unintended effects, likelihood of sustained benefits, lessons learned, promising practices, and the incorporation of inclusion and equity elements. The following evaluation questions were applied across all three projects:

Table 1. Evaluation Criteria and Corresponding Evaluation Questions

Evaluation Criteria	No.	Evaluation Question
1. Relevance/ Validity	1.1	To what extent were the projects' theories of change valid given the implementing environment?
	1.2	Were the project strategies relevant to the current priorities and needs of target groups and local stakeholders?
2. Coherence	2.1	To what extent are the projects compatible with each other and with other related interventions in the country?
	2.3	To what extent have the projects coordinated with each other and established links with other donor-funded projects or other interventions led by national stakeholders?
3. Efficiency	3.1	To what extent have the projects been able to deliver the planned outputs in an efficient and timely manner?
	3.2	What internal or external factors have advanced or hindered project implementation and how successful were the projects in adapting to the effects of these factors (i.e., the COVID-19 pandemic)?
4. Effectiveness	4.1	To what extent have the projects achieved or made progress toward achieving their objectives?
	4.2	What were the key internal or external factors that limited or facilitated the achievement or progress toward achieving the projects' outcomes?
5. Impact	5.1	Did the projects cause unintended effects? If so, what were they?
6. Sustainability	6.1	To what extent have the projects' activities continued, absent of ILAB or others' external resources? What additional benefits, if any, have emerged since the completion of the projects? (NOEMI and OFFSIDE)
	6.2	What is the likelihood that the benefits of the projects' activities will continue, absent ILAB or other external resources? (PAR)
	6.3	To what extent do the projects' intended beneficiaries feel ownership of and motivation to continue the activities absent of ILAB or others' external resources?

Evaluation Criteria	No.	Evaluation Question
	6.4	Are there any factors that limit or facilitate sustainability of the projects' outputs or outcomes?
7. Lessons Learned and Promising Practices	7.1	What are the lessons learned and promising practices from the projects?
	7.2	What interventions appear particularly promising for achieving outcomes?
8. Equity and Inclusion	8.1	How did the projects incorporate elements of inclusion and equity into their design and implementation?
	8.2	How did the projects serve the needs and priorities of diverse stakeholders, including those from underserved or marginalized communities?
9. Adaptation	9.1	To what extent were interim evaluation recommendations implemented and what were the results of implementing those recommendations?

2.2.2. EVALUATION METHODOLOGY

In accordance with the mixed methods approach and two-step outcome harvesting methodology, the evaluation team first identified the anticipated and actual outcomes of the three projects using project indicators, targets, and reported results. Then, the team reconstructed the chain of events that led to those outcomes by leveraging participatory data collection techniques such as semi-structured key informant interviews (KIIs) and focus group discussions (FGDs). These techniques actively involved the subjects of the evaluation in the process, allowing them to elaborate on the details of the outcomes, how and when they were achieved, how they link to program outputs, why processes unfolded as they did, and lessons learned. This approach empowered stakeholders to steer the interview and share what they perceive to be critical data, yielding a more nuanced and comprehensive evaluation. Additionally, the participatory nature of the evaluation contributed to a sense of ownership among stakeholders and project participants.

Data Collection. During both the first and second field visit conducted in July 2023 and March 2024 respectively, the evaluation team had the opportunity to observe the activities and outputs developed by the project and conduct both in-person KIIs and FGDs. The evaluation team successfully gathered data representing a diverse set of stakeholders. Table 2 summarizes the data collection activities completed within the timeframe of the evaluation.

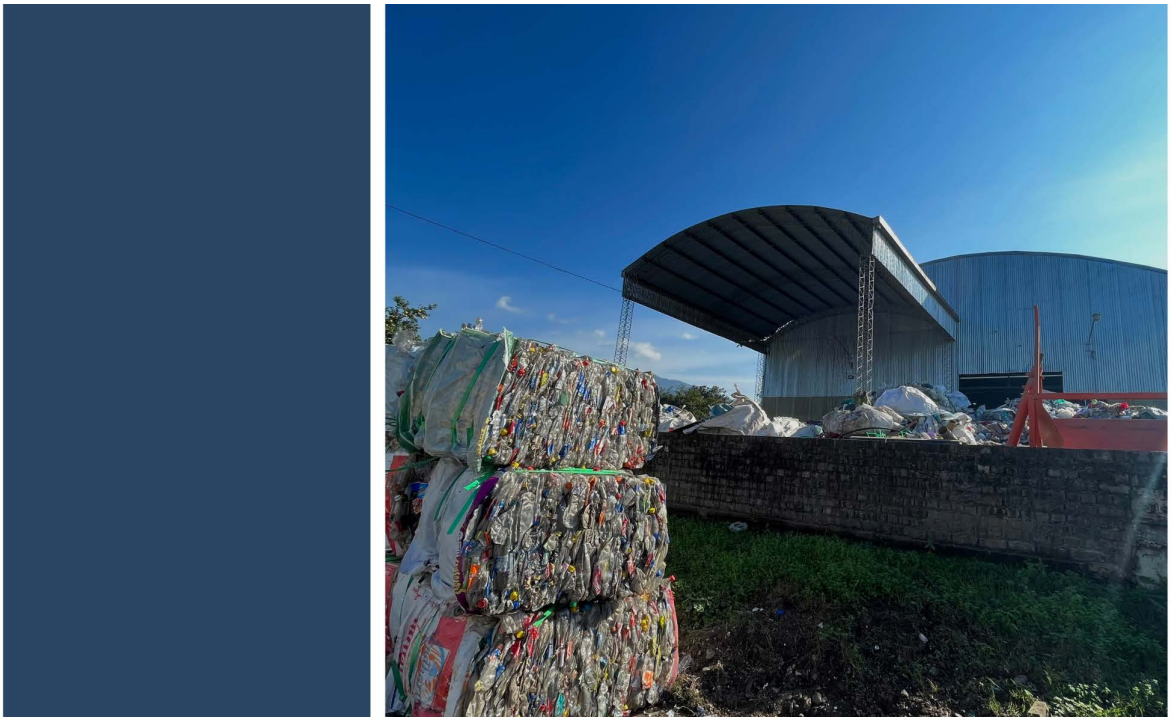
Table 2. Data Collection

Data Collection Tool	NOEMI	OFFSIDE	PAR	TOTAL
Key Informant Interview[9]	22	28	20	**70**
Focus Group Discussions	7	6	9	**22**
Observations	1	0	2	**3**
Perception Surveys	22	18	0	**40**

[9] The KIIs and FGDs were conducted both in-person during the field visit and remotely through videoconferences.

- KIIs were semi-structured interviews, and each lasted approximately 60 minutes. The evaluation team conducted a total of 70 KIIs, including both in-person and remote KIIs, with project staff, government representatives at national and local levels, private sector actors, and unions. The evaluation team also conducted a KII with the ILAB Project Manager and MEL specialists (former and current).
- FGDs were conducted with project participants and other relevant stakeholders and each FGD lasted for approximately 90 minutes. The team conducted 22 FGDs while in country.
- In addition, the evaluation team integrated a mini perception survey into KIIs and FGDs to objectively assess the level of achievement if each of the project's major outcomes. Together, 40 participants from KIIs and FGDs participated in this survey.

Data Analysis. In accordance with the evaluation criteria and their corresponding questions, the team has developed a codebook and thematically coded the qualitative data gathered for both projects. The quantitative data collected via the mini survey was analyzed using descriptive statistics. To ensure the evaluation's validity and reliability, the team then systematically triangulated data across respondent groups as well as data-collection methods, using multiple data sources to identify whether and where there is alignment or divergence in findings, to generate actionable conclusions and recommendations. Additionally, following data collection, the evaluation team engaged in validation meetings with each grantee providing a chance to get insight into the perspectives on the evaluation's findings to enhance the precision of the results and feasibility of the recommendations.



LEADING THE WAY IN SUSTAINABILITY! This unique recycling facility in Argentina, proudly welcomes youth interns through the NOEMI project, fostering a new generation of environmental stewards. PHOTO CREDIT: Tanya Hurst

3. NOEMI, EVALUATION RESULTS

3.1. PROJECT DESCRIPTION

In 2016, ILAB awarded a $3,000,000 cooperative agreement to Desarrollo y Autogestión (DyA) to implement NOEMI. In 2021, DyA received additional funding of $300,000 and an extension until April 2023 to continue the implementation of the project. The objective of NOEMI was to create an environment that facilitated the development of workplace-based training opportunities for adolescents and youth, including vulnerable youth, in order to enhance their secondary education with more relevant training that aligns with the labor market. The project aimed to accomplish this by achieving the following three specific outcomes.[10]

1. Laws or policies supporting quality educational workplace-based training opportunities for youth, including vulnerable and marginalized youth, are improved, and/or implemented by key stakeholders,
2. Employers, workers' organizations, and other stakeholders implement good practices related to educational workplace-based training for youth, including vulnerable and marginalized youth,
3. The quality of existing public and private programs that provide vulnerable and marginalized youth with prerequisite skills to enter workplace-based training programs is improved.[11]

Specifically, NOEMI sought to assist key stakeholders in identifying opportunities for improvement within laws and policies that would aid in the establishment of high-quality work-

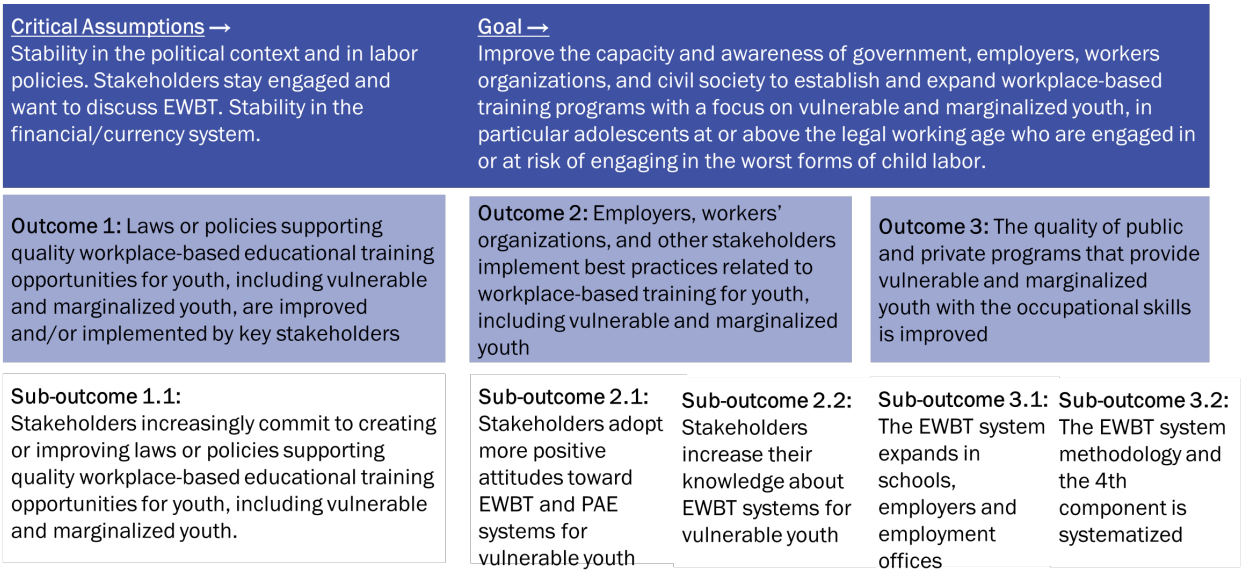
[10] Bureau of International Labor Affairs. Project to Promote Worklace-Based Training for Vulnerable Youth in Argentina (NOEMI) Project, Final Report. December 2018. https://www.dol.gov/sites/dolgov/files/ILAB/Argentina-Apprenticeship_meval.pdf
[11] Ibid.

based training programs. It also provided employers and workers' organizations with the tools and technical knowledge to implement work-based training programs, and helps existing job training programs reach young individuals who are at a high risk of engaging in hazardous activities.[12] Furthermore, the project built the capacity of national and local stakeholders to implement an educational workplace-based training model that prevents school dropout, enhances soft skills, and provides real-world work opportunities through apprenticeships. During the first phases the project was implemented in the provinces of Buenos Aires, Tucumán, and Santa Fe, with the leading partner DyA supported by three main implementing partners: Fundación La Salle, Fundación Sostenibilidad, Educación y Solidaridad, and four other organizations at the local level: Crecer Juntos, Develar, Jóvenes Solidarios, and Fundación Armstrong. In the final phase under evaluation, DyA solely executed the project within Tucumán, without collaboration from other organizations.

3.2. RELEVANCE/VALIDITY

EQ1.1 To what extent were the projects' theories of change valid given the implementing environment?

Figure 1. NOEMI Results Framework



NOEMI's Theory of Change (TOC) demonstrated a high degree of alignment with the implementing environment in Argentina, particularly in its focus on vulnerable youth within the educational system. The TOC was initially grounded in a comprehensive pre-situational diagnosis conducted in 2017, which identified critical gaps in internship methodologies in both the educational and labor sectors of Argentina. It addressed these gaps by targeting legal frameworks, stakeholder best practices, enhancements in educational inclusion methodologies, and support for job placement. Stakeholders agreed that collectively, these elements contributed to bolstering the capacity and awareness of key actors—government agencies, employers, workers' organizations, and civil society—to establish and expand workplace-based training programs. A specific focus was placed on adolescents at or above the legal working age who are engaged or at risk of engaging in the worst forms of child labor.

[12] Bureau of International Labor Affairs. Project to Promote Workplace-Based Training for Vulnerable Youth in Argentina. https://www.dol.gov/agencies/ilab/project-promote-workplace-based-training-vulnerable-youth-argentina

During the project's last extension, the TOC underwent key refinements, including a transition from an Existing Workplace-Based Training (EWBT) methodology to a more comprehensive "Vocational Development Path." This adaptation, informed by a midterm external evaluation, centered on smoothing the transition from education to employment and underscored the TOC's flexibility and responsiveness to real-world conditions.

NOEMI's TOC was closely aligned with existing national and sub-national policies. This ensured its goals were not standalone but integrated into a broader systemic framework aimed at reducing educational dropout rates and facilitating entry into the protected labor market for vulnerable youth. Notably, the project's TOC and corresponding strategies were closely aligned with government priorities, particularly in bridging the gap between education and employment. A government representative summarized this alignment, stating: "*The first steps are all about orientation and induction, making them aware of what the world of work is about... This is what we call our 'virtuous triangle': education, work, and employment, which aims to polish these 'rough diamonds,' ensuring their successful transition into the workforce.*"[13] This viewpoint was consistently endorsed across the employment, education, and productive sectors, accentuating the project's pivotal role as a pilot in formulating effective strategies for successful labor market entry for young graduates.

> "The overall objectives align closely with those of the Ministry of Labor, particularly in creating a link between education and employment, and in supporting young workers who face challenges entering the labor market. These are common objectives between the Noemi project and the Ministry of Labor, specifically the Secretariat of Employment."
>
> - Interview with Government of Argentina

EQ1.2 Were the project strategies relevant to the current priorities and needs of target groups and local stakeholders?

The NOEMI project in Argentina exhibited a high degree of relevance in its strategies aimed at addressing the varied needs and priorities of local stakeholders. The DyA team highlighted that the project was developed using an iterative "lab" design approach, with its strategies grounded in previous work, external evaluations, and pre-situational assessments. This approach contributed to the project's adaptability and relevance. In addition to NOEMI's alignment with existing government priorities as described above, NOEMI was also closely aligned with the priorities and needs of marginalized youth and the private sector.

- **For marginalized youth,** including young women, the project focused on supporting their educational and work career paths. It employed a variety of strategies, such as vocational orientation, internships and apprenticeships, and accompaniment in their first job experience, generally incorporating a gender-sensitive approach. A business representative in Tucumán emphasized the gap the project addresses: *"There's a significant gap where high school students generally aren't prepared for full-time employment. Going to university is also particularly challenging for low-income*

[13] NOEMI KII No. 3.

individuals. As a result, a large percentage of young people between 18 and 25 end up in informal jobs. There's practically no formal work for young people… being able to generate instances for labor insertion [is crucial] because the reality is that today there are fewer and fewer young people [going to university].”[14] This highlights the project's significant role in bridging educational and vocational gaps.

- **From a business perspective,** stakeholders concurred that the project aligned with the need for a skilled, locally sourced labor force, which could result in cost savings and addresses the lack of youth preparedness for employment.

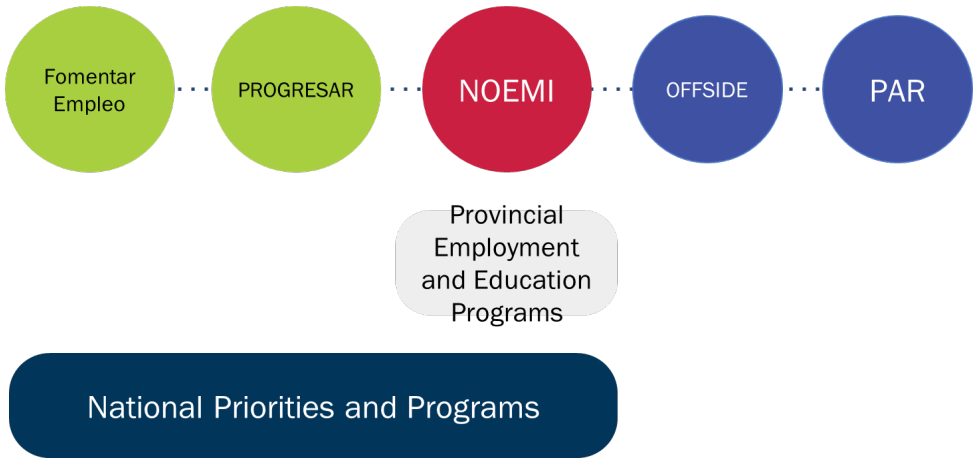
The evaluation findings suggest that, as a pilot involving various governmental levels and sectors, the project has validated its methodologies while laying the groundwork for scalability. This has elevated awareness among multiple stakeholders, compelling them to consider adopting and adapting its methodologies in broader programs and initiatives.

3.3. COHERENCE

EQ2.1 To what extent are the projects compatible with each other and with other related interventions in the country?

NOEMI exhibited strong compatibility and complementarity with national and provincial programs focused on youth employment and vocational training. While OFFSIDE and PAR target child labor directly, NOEMI complemented these efforts by specifically focusing on job insertion and occupational skills. As previously mentioned, the project aligned well with broader governmental objectives, including those of the Ministry of Labor. It also acted as a complementary initiative to establish programs such as Fomentar Empleo, also under the Ministry of Labor, and PROGRESAR, which is spearheaded by the Ministry of Education, as provincial stakeholders noted. These programs offer a range of services, from career guidance and job search assistance to work training and educational support, often accompanied by stipends or scholarships for marginalized youth. While NOEMI did not formally collaborate with these programs, it enriched its offerings through its targeted focus on vocational pathways.

Figure 2. NOEMI linkages to government and donor-funded initiatives



Despite limited engagement with projects like OFFSIDE and PAR, NOEMI filled a specific yet complementary niche. Notably, it aligned with PAR on broader objectives, including promoting the discussion about policies for adolescent labor, within the umbrella of the Plataforma

[14] NOEMI KII No. 4.

Argentina de Monitoreo para la Agenda (PAMPA) 2030 platform. This demonstrates NOEMI's ability to contribute nuanced solutions to broader socio-economic issues.

At the provincial and municipal levels, NOEMI demonstrated significant compatibility by complementing existing programs, a point on which stakeholders concurred. It leveraged provincial internship structures, extending them to technical schools, as well as health insurance benefits, thereby amplifying the reach and impact of these initiatives. For example, a student intending to launch a micro-enterprise could take advantage of provincial programs covering initial start-up costs. At the municipal level, NOEMI helped fill a critical information gap. Local stakeholders reported that, prior to NOEMI's involvement, local employment offices had poor records concerning youth interests and available job training opportunities. With NOEMI's involvement, these offices enhanced their ability to track and disseminate such opportunities more effectively.

EQ2.2 To what extent have the projects coordinated with each other and established links with other donor-funded projects or other interventions led by national stakeholders?

NOEMI actively coordinated with and established links to key national programs and initiatives, while selectively engaging with other projects like PAR to optimize stakeholder interactions. NOEMI coordinated closely with key national initiatives, particularly the FORMAR system of Tucuman's Ministry of Education. This partnership involved the design and delivery of three specialized EWBT courses, now integrated into FORMAR's ongoing curriculum. The involvement from national and provincial technical staff ensured lasting instructional capacity.

Government stakeholders emphasized the importance of formal agreements in operationalizing NOEMI's objectives. Notable examples include agreements with Tucumán's Secretariat of State for Small and Medium Enterprises and Employment, as well as the Employment Secretariat of the Ministry of Labor. These also include a tripartite agreement involving national and provincial employment bodies. Rather than mere formalities, these agreements enhance the program's effectiveness and potential future scalability.

Strategically, NOEMI's participation in the PAMPA 2030 platform illustrates its ability to engage societal actors like trade unions, who acknowledged the initiative's value. Through its participation, NOEMI has contributed to the broader dialogue on protected adolescent labor, navigating agendas of traditionally resistant organizations. This multi-stakeholder engagement is critical in facilitating political and societal shifts.

In project-to-project coordination, NOEMI has selectively engaged with PAR, arranging joint stakeholder meetings to discuss both projects efficiently. This strategy prevents stakeholder fatigue and maintains focus. It is also worth noting that, during the period under evaluation, ILAB hosted one coordination workshop in January 2022 that involved all ILAB-funded projects. However, no recorded linkages with other donor-funded initiatives were discovered.

3.4. EFFICIENCY

EQ3.1 To what extent have the projects been able to deliver the planned outputs in an efficient and timely manner?

Efficiency in the NOEMI project was generally high, as evidenced by the accomplishment of nearly all planned outputs and outcomes. Specifically, 95 percent of target outputs and outcomes were achieved or exceeded, with only one out of 19 indicators falling short. The single unmet indicator, which pertained to the number of orientation, intermediation, and labor

support events implemented (OTP 3.1.1.), was constrained by a limited operational timeframe for employment tutors. Due to delays in public funding, they had only two months in the field, affecting the reach of this specific indicator (63 percent achievement).

Table 3. NOEMI Performance as Measured by its Performance Indicators and Established Targets

Indicator	Target	Actual	Status
Number of stakeholders strengthened with educational and labor inclusion methodologies for vulnerable and marginalized youth	20	29	Exceeded *(145% achievement)*
Number of laws amended, or policies improved by key stakeholders (2017-2022)	2	5	Exceeded (*250% achievement)*
Number of stakeholders increasingly commit to creating or improving laws or policies to include vulnerable youth in EWBT systems (2021-2022)	4	5	Exceeded (*125% achievement)*
Number of cooperation agreements signed (2021-2022)	4	5	Exceeded (*125% achievement)*
Number of multi-stakeholder forums organized in collaboration with municipal and provincial governments (2020-2022)	9	19	Exceeded (*211% achievement)*
Number of multi-stakeholder events organized to produce recommendations for Protected Adolescent Employment policies to the government (2021-2022)	2	3	Exceeded *(150% achievement)*
No. of stakeholders who are applying best practices related to EWBT strategies (2017-2022)	20	29	Exceeded (*145% achievement)*
% of people who change their attitudes regarding EWBT (2017-2020/2021-2022)	50%	60%	Exceeded (*120% achievement)*
Number of outreach campaigns targeted to different audiences (2017-2022)	14	26	Exceeded (*186% achievement)*
Number of people participating in meetings/ workshops to discuss education and work with a gender perspective (2021-2022)	13	15	Exceeded (*115% achievement)*
% of people who have increased their knowledge about EWBT (2017-2020/2021-2022)	50%	67%	Exceeded (*134% achievement)*
Number of research studies generated related to education and work for vulnerable youth (2021-2022)	2	2	Met (*100% achievement)*
Number of public and/or private educational and employment assistance programs applying improved methodologies to address vulnerable and marginalized youth (2017-2022)	9	9	Met (*100% achievement)*
Number of schools, employment offices and stakeholders applying EWBT methodology (2021-2022)	19	38	Exceeded *(200% achievement)*
Number of orientation, intermediation and labor support events implemented performed by stakeholders (2021-2022)	100	63	Not met (*63% achievement)*
Number of people trained in the EWBT model (2017-2020 was OTP 2.3.1) and (2021-2022)	26	110	Exceeded (*423% achievement)*
Number of EWBT-system methodologies systematized and shared (2021-2022)	1	1	Met (*100% achievement)*
Number of materials designed for vocational guidance and placement strategy for vulnerable youth (2021-2022)	4	4	Met (*100% achievement)*
Number of materials modified to include rights and gender perspective (2021-2022)	1	3	Exceeded (*300% achievement)*

EQ3.2 What internal or external factors have advanced or hindered project implementation and how successful were the projects in adapting to the effects of these factors (i.e., the COVID-19 pandemic)?

The NOEMI project exhibited significant adaptability and resilience in the face of multiple external challenges, successfully navigating these constraints to maintain a high level of efficiency in its implementation.

- A key external factor that hindered implementation, as noted by multiple stakeholders, was a nine-month delay in the transfer of public funding for employment tutors. The project navigated these financial constraints by making the strategic decision to front the costs of hiring the tutors. As a result, project activities ramped up intensively during December and January to compensate for lost time, and labor insertion activities could still proceed, albeit within a significantly compressed timeframe of only two months.
- Confronted with Argentina's fluctuating political scene, the project continually adjusted its plans to accommodate policy shifts and administrative turnovers. Turnovers in state and school-level authorities necessitated renegotiations and re-initiations of previously agreed-upon collaborations, causing yet more delays. Nevertheless, our findings indicate that, despite the challenges, NOEMI succeeded in establishing constructive relationships between national and provincial governments, ensuring project policies remained prioritized.
- The COVID-19 pandemic, although not in its acute phase during the period comprised in this evaluation, influenced coordination with stakeholders and led to changes in government focus. As noted by provincial government officials, NOEMI adapted by rapidly mobilizing digital engagement methods such as WhatsApp and Zoom, and by distributing educational kits. These measures helped maintain student engagement despite the pandemic's lingering effects.
- A notable advancing factor was the existing legal framework, specifically Ministerial Resolution 0071/5 in Tucumán. Provincial stakeholders acknowledged that this framework was partly a result of NOEMI's efforts in previous stages, thereby providing the necessary regulatory environment for professional internships. This exemplifies the project's ability to not only adapt to existing conditions but also to proactively shape an environment conducive to its objectives.

> "There is a regulatory decree of how to carry out the professionalized practices, and how... A legal framework that was already approved and endorsed by the Ministry of Education of the province made it much easier to validate the internships with the companies. This was particularly important because some interns are minors. In Tucumán, at least in the most urban sectors where we began to link with the companies, this was a significant advantage."
>
> - Tucuman DyA team member

3.5. ADAPTATION

EQ9.1 To what extent were interim evaluation recommendations implemented and what were the results of implementing those recommendations?

The NOEMI project conscientiously implemented the recommendations from the interim evaluation, thereby enhancing both its impact and effectiveness.

Please see Table 4 below for a description of the recommendations and the project's response and adaptations.

Table 4. Uptake of Midterm Recommendations

Midterm Recommendation		NOEMI's Response and Adaptations
Refine and adjust the EWBT methodology	→	The NOEMI project integrated a gender perspective and a rights-based approach fully into the manuals, communication campaigns, and other ongoing activities. This move expanded the project's scope significantly, going beyond simple adjustments.
Follow-up on the implementation of the EWBT model in La Matanza and General Pueyrredón	→	The NOEMI team executed two phases of systematization for implementation in La Matanza and General Pueyrredón. The first phase focused on internal project experiences and set the stage for the second phase, which produced a document to inform broader public policy.
Revisit the strategy to engage the private sector in expanding the EWBT experience	→	The NOEMI team implemented a multifaceted engagement approach. Utilizing both in-person and virtual interactions, the project framed internships and apprenticeships as educational collaborations rather than formal employment relationships. To enhance credibility, testimonials from participating companies were integrated into communication campaigns. Despite challenges posed by the pandemic, this revised strategy resulted in an estimated 30% positive engagement rate with the companies approached, as noted by a provincial government official.
Develop a comprehensive dissemination and expansion strategy for the EWBT model	→	The NOEMI team developed a systematization document intended for wider circulation.
Complete semi-experimental observations and data collection to expand the impact analysis of the EWBT experience	→	The project partially aligned with the recommendation for semi-experimental observations; instead, the team conducted a comprehensive qualitative study. This research offered valuable insights, assessing stakeholders' attitudes and knowledge levels in key areas such as labor insertion, professional practices, and educational experiences.

3.6. EFFECTIVENESS

EQ4.1 To what extent have the projects achieved or made progress toward achieving their objectives?

The project has largely succeeded in achieving its primary goal of improving stakeholders' capacity and awareness for expanding workplace-based training opportunities. This success was achieved through adaptive strategies and multi-stakeholder collaboration, which

influenced both policy and practice. Please refer to Table 5 for a summary of the project's performance per outcome.

Table 5. Performance Summary

Performance Summary	Achievement Rating	Sustainability Rating
Outcome 1: Laws or policies supporting quality workplace-based educational training opportunities for youth, including vulnerable and marginalized youth, are improved, and/or implemented by key stakeholders		
Although the project did not yield new legislation in its final stage, it effectively influenced the public policy agenda concerning youth employment. Tangible impacts included the allocation of public sector funds for four employment tutor positions within employment offices, as well as the incorporation of specialized courses—such as EWBT—into Tucumán's teacher training program via the FORMAR system. These courses now serve as permanent training modules for educators, promising sustained impact on future cohorts.	**High.** The high rating is justified by the project's tangible influence on public policy.	**Moderate.** While the evaluation team observed the continuation of employment tutor positions and the enhancement of teacher training programs in Tucumán, these efforts were not replicated in other provinces – including Buenos Aires. Moreover, the current political environment makes it improbable that private sector funding will be mobilized to continue this work in the absence of USDOL support.
Outcome 2: Employers, workers' organizations, and other stakeholders implement best practices related to workplace-based training for youth, including vulnerable and marginalized youth		
The project successfully engaged four employment offices, integrating the project's Vocational Training Path methodologies into their programming, thereby shifting their traditional focus to include high school students. In parallel, 22 businesses actively participated, adopting, and implementing the project's best practices related to workplace-based training for youth, including designating tutors tasked with guiding (providing "acompañamiento") the participating youth. Notably, the project excelled in fostering alliances between educational institutions and employment offices,[15] augmenting its impact and reach. Involvement of workers' organizations was directly channeled through the PAMPA 2030 platform and revolved around the issue of protected adolescent labor.	**High.** The project's successful involvement of businesses and employment offices in the implementation of best practices warrants a high achievement rating.	**High.** Following the completion of NOEMI, businesses and employment offices were found to have continued the implementation of the best practices shared by the project.
Outcome 3: The quality of public and private programs that provide vulnerable and marginalized youth with the occupational skills is improved		

[15] In this last phase, the project reached 12 technical schools and 4 employment offices in Tucumán.

Performance Summary	Achievement Rating	Sustainability Rating
Multiple avenues facilitated this achievement: • **Methodology Integration**: Elements of the project's innovative methodologies were successfully incorporated into the Ministry of SMEs and Employment's labor intermediation program, thereby amplifying their efficacy and reach. • **Vocational Development Path:** Collaboratively designed with key stakeholders, this tried and tested methodological approach provides a comprehensive roadmap for both educational and employment institutions. • **Practical Implementation:** Between March and April 2023, the project deployed employment tutors who specialized in curriculum design, career orientation, and vocational guidance. Socio-educational tutors were also engaged throughout this period to enhance participants' socio-emotional skills and provide "acompañamiento." This phase, focused on job placement, enriched participants' experiences by facilitating direct interactions with potential employers, thus providing invaluable insights into various workplace environments.	**High.** The project achieved significant strides in improving the quality of public and private programs dedicated to enhancing occupational skills among marginalized youth, justifying a high rating.	**Moderate.** Despite NOEMI's achievements under Outcome 3, the recent political shift, including the demotion of the Ministry of Labor, Employment, and Social Security (MTESS), makes it unlikely that these gains will be sustained at the national level.

> "The most important aspect was developing skills so students could express their capabilities. With the 4th component, we shifted focus to job orientation and technical skills for work, rather than just career choice. Connecting them with companies for their first work experiences was the highlight, making it the final part of their formative journey."
>
> - Interview with Provincial Government Official

EQ4.2 What were the key internal or external factors that limited or facilitated the achievement or progress toward achieving the projects' outcomes?

The project demonstrated resilience in overcoming initial obstacles and benefited from various facilitating factors; however, external constraints limited its full potential for impact.

The evaluation team identified these external factors as key limitations:

- **Political Engagement:** Initially, the project encountered resistance at the national level, primarily due to bureaucratic barriers. A strategic refocus to the provincial level, centered around a specific pilot experience, proved more effective, setting the stage for later engagement at the national level.
- **Time and Resource Constraints:** Multiple stakeholders identified the project's limited time frame and funding as limiting factors. Specifically, job placement activities were confined to a two-month window within the project's life cycle, as opposed to extending across the academic year, constraining their potential impact. Time constraints also prevented the full institutionalization of the Vocational Development Path methodology - including its handover to the succeeding government – and the formalization of key roles, such as that of the employment tutor.
- **Stakeholder Perception:** Employers were initially skeptical, viewing the program as potentially burdensome due to the investment of *"time and dedication"* in training youth. There was also hesitance from businesses to engage young interns, particularly women, due to concerns over workplace conditions and potential harassment complaints.

The evaluation team identified these external factors as facilitators:

- **Political Support:** While initial attempts to influence national policy met with resistance, subsequent political backing at provincial and local levels accelerated collaborations with key stakeholders in the education and employment sectors, thus facilitating the project's successful implementation. This finding, corroborated by multiple stakeholders, was encapsulated in this statement:

> "What we could see is that there was very meticulous work to achieve access, both at the national and subnational levels. The smaller the territory, the easier it was to access. similar strategy. For example, a municipal secretariat is much more accessible than the national-level secretariat."
>
> - Interview with Researcher

- **Multi-Stakeholder Engagement:** The project's strategic approach to engaging a diverse range of stakeholders contributed to bridging the gap between national policies and local realities.
- **Team Dynamics and Expertise:** Stakeholders universally agreed that the project's human resources were essential to the project's success. Not only did the DyA team bring technical expertise, but they were also lauded for their interpersonal skills, such as empathy and approachability, which contributed to the project's adaptability and effectiveness.
- **Community Trust:** Stakeholders identified *"goodwill"* and community engagement emerged as essential elements. The project skillfully leveraged local relationships and trust, aspects that multiple stakeholders identified as critical to the program's success.

3.7. IMPACT

EQ5.1 Did the projects cause unintended effects? If so, what were they?

The evaluation revealed a range of unintended yet positive impacts from the NOEMI project, from bolstering inter-sectoral collaborations to expanding educational and entrepreneurial perspectives among participants. At the institutional level, increased synergy between involved sectors stood out as a notable impact. As articulated by a government stakeholder, the project

generated "*a lot of synergy between the areas involved [an] installed capacity [that is] expected to continue to develop outside the project.*" [16] Multiple stakeholders corroborated this, indicating it is not an isolated occurrence but a sustainable shift in inter-agency dynamics.

At the grassroots level, young participants derived benefits that went beyond skill development. Collaborative efforts with other educational institutions enhanced the learning experience and instilled a community ethos, reinforcing trust in local bodies. A government official emphasized that such engagements sparked "*a lot of commitment from young people, [resulting in increased] self-confidence [and] self-esteem, also in trusting local institutions.*" [17]

The NOEMI project further served as a social infrastructure in the community. Participants valued its role as a "*space*" and a "*contact reference person*", thereby contributing to the build-up of social capital within the community. [18]

Finally, the project generated varied and meaningful impacts on the ground. It fostered employability, nurtured entrepreneurial skills, and influenced educational trajectories by enabling participants to consider higher educational goals and make more purposeful career decisions.

> For me, at least, the internship was what helped me the most, and perhaps secondly the socioemotional training. The internship allowed us to gain a lot of practice... During the pandemic, we had a year without hands-on experience, a year when we couldn't use equipment or machinery, so we were all seeing everything that was virtual, learning what was by video and not turning it to hands-on practices. So, an internship in [company] helped us largely, to correct ourselves in mistakes we didn't think we had and to see larger-scale mistakes.
>
> - Interview with Participating Youth

3.8. SUSTAINABILITY

EQ6.1 To what extent have the projects' activities continued, absent of ILAB or others' external resources? What additional benefits, if any, have emerged since the completion of the projects?

The evaluation revealed some continuation of NOEMI activities beyond its 2023 completion. However, the recent political shifts in early 2024 pose a significant challenge to the long-term sustainability of NOEMI's activities and related achievements.

The evaluation team found encouraging signs of NOEMI's lasting impact in 2024. Integration of its work was observed at both national and provincial levels, along with collaboration between private and public sector actors. This is evident in the public sector's continued support for the Tucuman tutor program and Buenos Aires provincial leadership's interest in replicating the NOEMI model, even after project completion. Furthermore, ongoing public sector engagement with the PAMPA 2030 platform - a tool for worker engagement -

[16] NOEMI KII No. 2.
[17] NOEMI KII No. 2.
[18] NOEMI KII No. 2.

demonstrates NOEMI's influence. Finally, stakeholders reported the continued focus on job placement among vulnerable youth, a positive shift initiated by NOEMI.

EQ6.2 What is the likelihood that the benefits of the projects' activities will continue, absent ILAB or other external resources?

The evaluation found that the likelihood of the project's continuation is moderate to high in the short to medium term. However, the prospect of long-term sustainability is largely contingent upon the precedent set at the national level under the new administration as well as successful multi-stakeholder engagement and diversification of funding sources.

In Tucumán, the national government not only allocated a four-month period of financial support for tutors but continued the program in the province following the completion of the project. As a government stakeholder noted, this decision was made based on evidence garnered during an evaluation conducted in collaboration with municipal employment offices. Concurrently, the project shows high alignment with provincial priorities, a sentiment underscored by a provincial government official who stated, "*As I say, the political decision of the province is 100 percent favorable.*"[19] These factors collectively indicate robust local political support, enhancing the project's prospects for sustained funding in the short to medium term.

> We are in talks with the government of the province of Buenos Aires to replicate a similar experience. We are on the cusp of signing an agreement to implement this in ten localities—targeting not technical schools, but regular secondary schools—with a similar strategy. We are currently waiting for the signing to proceed.
>
> - Interview with Government of Argentina

While the national government made significant progress in laying the groundwork for replicating key components of the project in Buenos Aires province – most notably, efforts to establish linkages between institutions and labor-market intermediaries, with an emphasis on youth engagement. These discussions which continued to progress substantially until 2024, including the identification of potential partnerships with national universities, came to a halt under the new administration.[20]

Concerning long-term sustainability and institutionalization, stakeholders continue to agree on the necessity of a multi-stakeholder approach. However, the current environment appears to be closing. One key stakeholder emphasized the importance of the initiative being self-sustained. Pooling resources from various sectors, such as local governments and education, is seen as essential for institutionalization. This multi-sectoral strategy not only increases the likelihood of sustained impact but also minimizes dependence on any single funding source. Nevertheless, there remains a lack of awareness, interest, and commitment to addressing child labor at the national level under the new administration, threatening the continuity of the benefits observed as a result of the project.

[19] NOEMI KII No. 3.
[20] During the NOEMI Stakeholder Validation Workshop on September 29th, 2023, Ministry of Labor officials indicated that the extension of similar activities to Buenos Aires province had been stalled due to political considerations. However, there was strong willingness from stakeholders both at the Ministry of Labor and provincial level in Tucuman to advance this initiative with the incoming government.

EQ6.3 To what extent do the projects' intended beneficiaries feel ownership of and motivation to continue the activities absent of ILAB or others' external resources?

Based on the evaluation's findings, **beneficiaries exhibit high levels of ownership and motivation to sustain activities, even without external funding from ILAB or other entities.** At both municipal and provincial levels, authorities and staff have not merely adopted the NOEMI project's methodology; they have tailored it to align with their existing programs, demonstrating deep-rooted ownership. Their deep involvement in the project—from strategy formulation to identifying focus areas—underpins this strong sense of ownership.

> "[NOEMI] provided the right knowledge and skills, empowering the Ministry to move forward and adopt the methodology without needing further assistance from the project."
>
> - Interview with Government of Argentina

Tutors also show a continuing commitment by integrating the project's practices into their daily activities. One tutor noted, "*Even after the project ended, we continue to stay in the same [WhatsApp] group. She still shares information, and I still share updates.*" [21] Another adds, "*The commitment is lifelong. I get messages from students regularly*," indicating a social commitment that bodes well for long-term sustainability.[22]

Despite these encouraging signs of ownership and engagement, the long-term viability of the project remains closely tied to agenda set forth at the national level as well as the sustained "*goodwill*" of key stakeholders,[23] including businesses, government authorities, and tutors. While this speaks to the project's ability to inspire engagement and motivation, our findings also reveal a gap in formalizing and institutionalizing certain key roles. Given this, the continuation of activities is susceptible to disruptions if any vital stakeholders should shift roles or withdraw their support – as observed by the recent change in administration.[24]

EQ6.4 Are there any factors that limit or facilitate sustainability of the projects' outputs or outcomes?

The evaluation uncovered key elements that present both constraints and opportunities for the project's long-term viability.

Frequent shifts in public administration introduce a degree of uncertainty that has impacted the project's long-term prospects: "*Every four years all human resources change. I mean, I don't know if I'll be there or not.*", notes a government official. [25] Notably, as a result of the recent change in political power, MTESS was demoted from a Ministry to a Secretariat. Consequently, the new Secretariat has experienced significant shifts among its workforce. This revolving door in key positions has introduced a degree of instability that could impair institutional memory and disrupt ongoing initiatives.

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[21] NOEMI FGD No. 7.
[22] NOEMI FGD No. 7.
[23] NOEMI FGD No 18.
[24] The NOEMI team anticipated that the electoral climate would limit the process of securing formal commitments and institutionalizing key activities. Recognizing these challenges, the team emphasized the importance of guiding the anticipated governmental transition in December 2023 to ensure the successful formalization and institutionalization of these activities. Although the NOEMI project did request an extension to better support this governmental transition, the extension was not granted.
[25] NOEMI KII No. 3.

Further complexities arise from governmental coordination and bureaucratic obstacles, specifically issues related to inter-ministerial coordination, cumbersome bureaucratic processes, and the pressing need for a stable financial mechanism. These factors collectively introduce intricacies in the governance structure that could jeopardize the sustainability of the project's outputs and outcomes.

Moreover, the decentralized governance of education in Argentina adds an additional layer of complexity. As a government official articulates, *"Education is decentralized, so each Ministry of Education can have a general framework, but it has autonomy."* [26] This decentralized authority makes the alignment of educational practices across regions a complex endeavor, thereby challenging the project's widespread implementation. Additionally, under the new administration, there is a general lack of awareness, interest, and commitment to child labor issues creating a challenging environment for sustaining project initiatives.

From the economic and social perspective, increasing levels of poverty significantly hinders the project's sustainability. Child monetary poverty rates are alarmingly high, estimated by UNICEF to rise from 57 percent at the end of 2023 to "values around 70 percent" by the first quarter of 2024.[27] There is a corresponding rise in child labor rates. These economic pressures make it difficult to maintain and build upon the project's successes, as families facing extreme poverty may rely on child labor as a survival strategy. These factors collectively limit the ability to ensure long-term sustainability of the project's outputs and outcomes, despite the efforts and resources invested.

Conversely, one factor acts as a significant facilitator for sustainability: the project's long-standing multi-year process. A DyA team member emphasized, "*We have had a process of seven years that has been important and generates a context for sustainability.*" [28]

3.9. EQUITY AND INCLUSION

EQ8.1 How did the projects incorporate elements of inclusion and equity into their design and implementation?

While the project made significant strides in reaching marginalized communities and initiating a comprehensive gender strategy, it faced systemic and cultural barriers that constrained its ability to fully apply its gender inclusion efforts.

Initially focusing on marginalized communities, the project strategically identified vulnerable and hard-to-reach areas for implementation. Rather than viewing beneficiaries solely based on their unmet needs, the project recognized them for their unique talents and interests. *"We want to approach these kids not from a deficit perspective, but by tapping into their existing potential and resources,"* a DyA team member stated.[29]

To address gender-specific barriers, the project rolled out a multi-faceted gender strategy. This included awareness-raising campaigns to include girls as potential practitioners, targeted workshops that empowered both men and women to scrutinize their gendered realities, and the integration of a gender lens into its Vocational Training Path. These concerted efforts aimed to promote more equitable gender participation in traditionally male-dominated fields.

[26] NOEMI KII No. 2.
[27] Reuters. (2024, March 12). Argentina's child poverty rate on track to hit 70%, UNICEF warns. Reuters. Retrieved from https://www.reuters.com/world/americas/argentinas-child-poverty-rate-track-hit-70-unicef-warns-2024-03-12/#:~:text=%22If%20current%20trends%20continue%2C%20the,%2Dterm%20well%2Dbeing.%22
[28] NOEMI FGD No. 1.
[29] NOEMI FGD No 1.

However, certain entrenched systemic and cultural challenges have impeded the full realization of these inclusion objectives. For example, industry reluctance to engage women for roles perceived as masculine remains an issue. "*In roles requiring knowledge over physical strength, women can be more included,"* noted a company representative, [30] illustrating the lingering gender biases in hiring practices. The technical education system further reinforces these gender norms. *"The world of technical schools and formal work is a masculine one, excluding women,"* observed a DyA team member.[31]

The project engaged a range of stakeholders—marginalized youth, business owners, and educators— in meaningful dialogue. This created platforms to discuss and tackle complex issues, including deeply rooted gender imbalances which *"prevent women from fully accessing some of these opportunities,"* as one local field staff highlighted.[32]

EQ8.2 How did the projects serve the needs and priorities of diverse stakeholders, including those from underserved or marginalized communities?

The project effectively addressed the needs of marginalized communities by overcoming socioeconomic barriers, yet it also uncovered challenges in extending opportunities to those with severe financial constraints and a wider range of academic abilities.

The project empowered participants from impoverished backgrounds to access competitive job markets, traditionally reserved for those with high academic qualifications. This not only *"overcame socioeconomic barriers"* but also shattered psychological ones. [33] The development of soft skills such as self-esteem, communication, and teamwork were highlighted as particularly beneficial for individuals facing social stigmas or economically disadvantaged backgrounds.

However, the project encountered challenges in fostering broader inclusivity. Specifically, participation in internships and apprenticeships often hinged on families' ability to bear extra costs like transportation and meals. This limitation effectively excluded the most impoverished segments of the community. A company representative noted, "*The teacher asked who would be able to participate based on their parents' ability to support the trip financially. In this context, 'paying for the trip' often meant just providing lunch, as some families couldn't afford even that. However, the program did offer breakfast or snacks. Teachers sometimes used their personal vehicles to transport students and brought lunches to help out.*" [34]

Furthermore, several informants called for an expansion in the project's scope of inclusivity, advocating for opportunities to extend beyond just high-performing students. One interviewee emphasized, "*The focus should not just be on students who excel academically; opportunities should be available for those who are average…* "[35]

If the government secures additional public funding to transition the project or specific components thereof beyond its pilot stage in Tucumán and expand its activities to other provinces, addressing these limitations will be critical. Targeted strategies that focus on inclusivity and financial sustainability are recommended to align the project more closely with its overarching goal of serving the diverse needs and priorities of all stakeholders.

[30] NOEMI KII No 8.
[31] NOEMI KII No 17.
[32] NOEMI KII No 15.
[33] NOEMI KII No. 12.
[34] NOEMI FGD No. 4.
[35] NOEMI KII No. 18.

INNOVATIVE AWARENESS PRODUCTS! This eye-catching calendar showcases powerful artistic depictions of the devastating effects of child labor, aiming to educate and inspire change. PHOTO CREDIT: Tanya Hurst

4. OFFSIDE, EVALUATION RESULTS

4.1. PROJECT DESCRIPTION

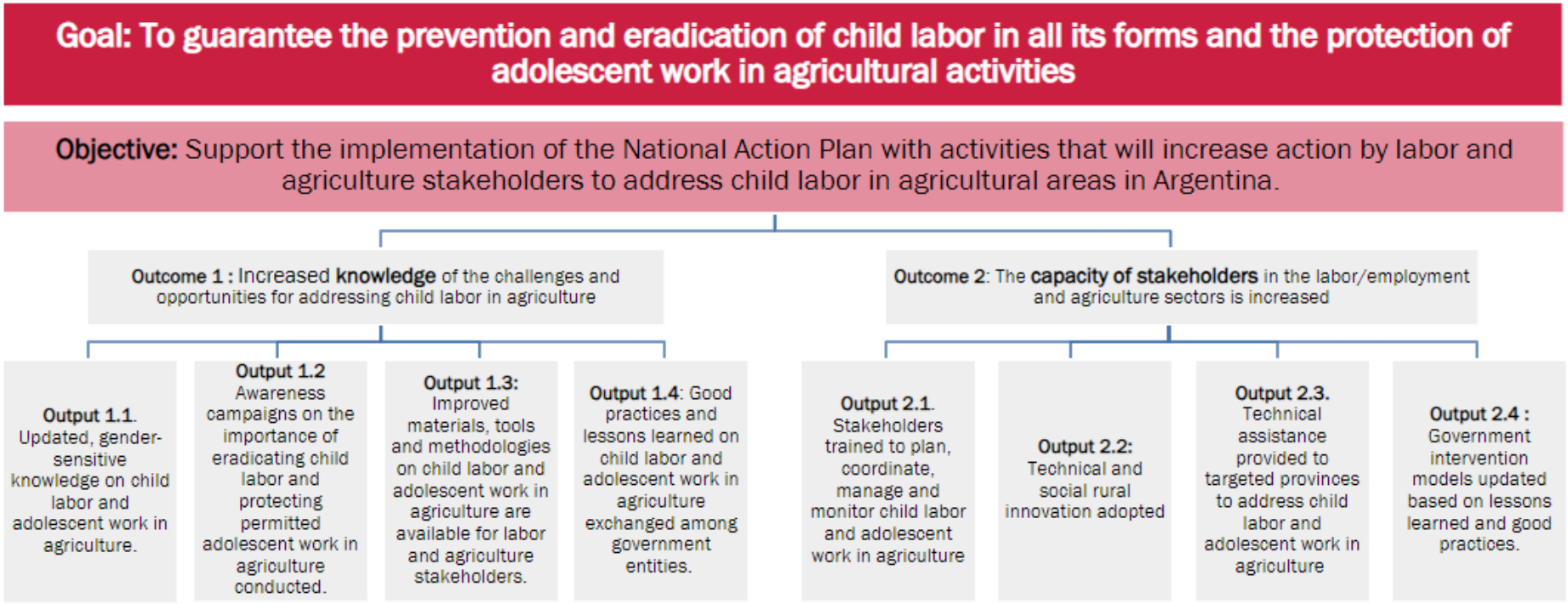
In 2018, ILAB awarded a $2,500,000 cooperative agreement to ILO to implement OFFSIDE, a 4.5-year project, which was later extended for another two and a half years with an increase of $625,000 (2019-2024). The project was designed to build the capacity of stakeholders with agriculture and labor mandates to effectively implement the National Action Plan for the Prevention and Eradication of Child Labor (NAP) by improving coordination at all levels using the existing governmental organizational structures in Argentina. Specifically, the OFFSIDE project is intended to make progress toward its goal by:

1. generating knowledge and information on child labor and adolescent work in agriculture;
2. raising awareness of and advocating for solutions to the problem;
3. assisting labor and agricultural stakeholders in building their capacities to address child labor; and
4. designing local-level models, methodologies, tools, good practices, and lessons learned.

The project implemented activities focused on the wine grape, tomato, garlic, and cotton value chains, among others, in the provinces of Mendoza, Santa Fe, and Buenos Aires. These activities were designed to then inform the Ministry of Labor, Employment, and Social Security and the Ministry of Agriculture, Livestock, and Fisheries on national-level policies relating to child labor in Argentina. Interestingly, the OFFSIDE project shares the same outcomes with PAR as they derive from the same Funding Opportunity Announcement (FOA), refer to section 5. PAR, Evaluation Results, but it has different strategies, outputs, and activities and span different geographical areas, only overlapping in Buenos Aires.[36]

[36] FOA-ILAB-18-05. https://www.grants.gov/web/grants/view-opportunity.html?oppId=306975

Figure 3. OFFSIDE Results Framework



4.2. RELEVANCE/VALIDITY

EQ1.1 To what extent were the projects' theories of change valid given the implementing environment?

OFFSIDE's TOC posited that (1) increasing knowledge of the challenges and opportunities for addressing child labor and (2) building the capacity of stakeholders in the labor and agricultural sectors would support effective implementation of the NAP thereby increasing the actions taken by labor and agricultural stakeholders to address child labor. As depicted in OFFSIDE's corresponding results framework, refer to figure 3 above, these efforts ultimately were designed to contribute to the prevention and eradication of child labor in all its forms and the protection of adolescent work in agricultural activities.

Stakeholders unanimously agreed that OFFSIDE's theory of change and corresponding strategies were relevant and highly responsive to the current and emerging contexts. Specifically, stakeholders praised the way in which OFFSIDE challenged stakeholders to work with different actors, including across the labor and agricultural sectors as well as from the national to provincial and even municipal/rural levels. Numerous stakeholders described the way in which the project would "*readjust certain issues to make them [applicable] to the territories,*" altering its approach to align with the needs and starting positions of different regions, sectors, etc.[37] In this way, OFFSIDE worked to optimize the relevance and validity at each site.

Most notably, OFFSIDE was able to meet stakeholders at various levels of understanding of the harmful practice of child labor and use research to reach acknowledgement that child labor should be eradicated. The project produced cutting-edge research – such as the Diagnóstico sobre las actividades de acarreo de leña por parte de niños y niñas en los hogares rurales" [Child domestic work in rural areas: Diagnosis of firewood carrying activities by children in rural households] study and the "Mapa dinámico del trabajo agrario" [Dynamic Map of Agricultural Labor] – that aided in increased knowledge for many. In producing this research, OFFSIDE "*listen[ed] to the people who are there in that territory and who [were able to] tell us about the issues [of child labor] firsthand.*"[38] In doing so, OFFSIDE reached people where they were, using information that was relevant and reflective of their environment, and strengthened the knowledge and commitment of key stakeholders. The "*studies that were left, and the conclusions that were left, [have] helped us to move forward, to know more things…all these conclusions and these studies help us to influence a little, for example, the National Commission for the Eradication of Child Labor to direct some lines of action.*"[39]

EQ1.2 Were the project strategies relevant to the current priorities and needs of target groups and local stakeholders?

Stakeholders reported strong alignment between OFFSIDE and their own priorities and needs. As one interviewed stakeholder summarized, they agreed to collaborate with the OFFSIDE project expressly because it aligned with "*a need and a local motivation*" to be working to

[37] OFFSIDE KII 4
[38] OFFSIDE KII No. 2
[39] OFFSIDE KII No. 2

combat child labor in their agricultural region.[40] They were "*immediately [swayed]*" by the opportunity to receive tools, support, and generally amplify their work on the issue. [41]

Importantly, stakeholders also noted that OFFSIDE aligned fully with the NAP while pushing for increased action looking to the next iteration of the Plan itself. As part of this, OFFSIDE worked collaboratively with various national and donor-funded initiatives to support various strategies around the NAP. Notably, in the lead-up to the review and revision to the NAP, OFFSIDE provided technical assistance to the National Commission for the Elimination of Child Labor (CONAETI) in formulating the plan's guidelines. This support, completed in November 2023, resulted in a document outlining recommendations and policy guidance for the plan's development. Unfortunately, however, the evaluation team was unable to assess OFFSIDE's influence and contributions to the new NAP as it was not available during data collection. The NAP's current development stage remains unclear.

4.3. COHERENCE

EQ2.1 To what extent are the projects compatible with each other and with other related interventions in the country?

OFFSIDE was highly compatible with the priorities of the Government of Argentina, as well as the priorities of the project's target provinces. Stakeholders described the project as operating "*within the framework*" of the government ministries and in alignment with their existing priorities.[42] Stakeholders routinely described the project as having "*a fluid exchange*" with government officials and a "*dynamic that works collaboratively*" with Government of Argentina stakeholders.[43] This collaborative, open approach facilitated positive relationships between the project and the Government of Argentina:

> "We just asked [for] what we needed – they did not tell us what they would do. They were very open and collaborative – aligning work with national priorities rather than having precondition desired results or objectives."
>
> - Interview with Government of Argentina

OFFSIDE strategically collaborated with the Government of Argentina and provincial governments to enhance existing efforts and structures for greater impact, sustainability, and

> "The Good Harvest program – started in 2010 as a pilot, not a national program. However, thanks to the project we have been able to make more progress and even reach other actors than was impossible before – this is remarkable…"
>
> - Interview with Government of Argentina

[40] OFFSIDE KII No. 1
[41] OFFSIDE KII No. 1
[42] OFFSIDE KIIs No. 1, 8, and 4
[43] OFFSIDE KII No. 8

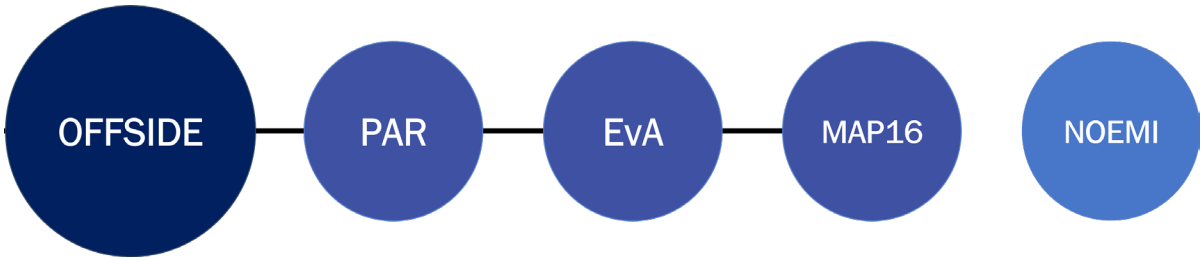
scalability. One such example of this is the Good Harvest Program, as noted by nearly all stakeholders. As described by one government representative in particular:

This was just one example of how the project operated to elevate and advance locally led programs that, as discussed later on, often contributed to greater impact, sustainability, and scalability.

Other stakeholders echoed this sentiment, noting that "*the project is behind what we are doing [and that] has been a strength in the implementation.*"[44] Stakeholders felt supported by OFFSIDE and that the project was highly compatible with their own priorities and efforts.

EQ2.2 To what extent have the projects coordinated with each other and established links with other donor-funded projects or other interventions led by national stakeholders?

The OFFSIDE team identified and leveraged synergies with most USDOL-funded activities in Argentina. Most notably, the evaluation revealed strong links between PAR and two other programs also implemented by ILO, the Evidence to Action (EvA) project, and the Measurement, Awareness Raising, and Policy Engagement Project (Map 16). Due to the scope of NOEMI, however, little to no coordination/collaboration was observed.



Outside of other ILAB-funded projects, the evaluation team also discovered connections between stakeholders across public and private sectors who are engaged in addressing child labor in agriculture. Notably, the evaluation observed the formation of strong linkages with a number of universities and academic partners – including National University of Cuyo, the University of Rafaela, INTA, and the Institute of Rural Development, among others. One stakeholder summarized the consensus on the value of these connections, noting that "*we will take advantage of all the contacts.*"[45] Another noted that the *[group] of companies [OFFSIDE convened] open doors upwards. [We can now] sit down with the prosecutors and talk about the legal tension of child labor, [we can explore] interventions to family groups, and [we have been] received by the rural teacher.*"[46]

4.4. EFFICIENCY

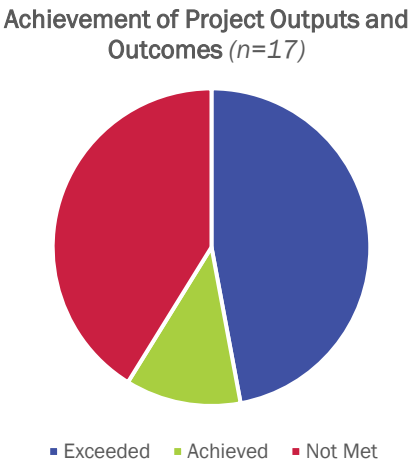
EQ3.1 To what extent have the projects been able to deliver the planned outputs in an efficient and timely manner?

Despite OFFSIDE's notable achievements, efficiency was found to be moderate, as evidenced by the lack of achievement of over half of the planned outputs and outcomes at the time of

[44] OFFSIDE KII No. 5
[45] OFFSIDE KII No. 3
[46] OFFSIDE KII No. 5

the evaluation. As reported in the actualized August submission of the CMEP, Annex A Data Reporting Form, OFFSIDE achieved or exceeded only 59 percent of outputs and outcomes (10 out of 17 indicators). It is important to note that, prior to the closing of the contract, OFFSIDE received an additional 15-month cost extension.

Please note, the evaluation only covers OFFSIDE's period of performance through August 2023 thus any achievements made during the recent extension will not be reflected in the team's findings, conclusions, and recommendations.



- **Project Objectives.** Notably, OFFSIDE successfully achieved two out of the three indicators, or 67 percent, of the objective-level indicators focused on providing capacity strengthening support to relevant government actors and individuals, representing improvement across the country collectively.
- **Outcome 1.** In considering OFFSIDE's efficiency as it relates to the desired Outcome 1, increased knowledge of the challenges and opportunities for addressing child labor in agriculture, moderate levels of efficiency were found as 71 percent of the target outputs and outcomes were achieved (5 out of 7 indicators). The evaluation team recognizes that data informing some of the indicators under Outcome 1 were incomplete at the time of data collection.[47]

  Despite the current reported level of achievement, as described in more detail in the subsequent sections on effectiveness (4.5) and impact (4.6), increased knowledge was a significant achievement of the OFFSIDE project. Many stakeholders strongly expressed their appreciation for sensitizing the broader community of the effects of child labor and the importance of its eradication. The uptake and application of knowledge is a lengthy process. OFFSIDE may not have had enough time to fully observe and capture progress against the desired outcome levels indicators prior to the conclusion of the project and at the time of Phase 1 data collection. For example, government stakeholders may not have had enough time to take targeted actions addressing child labor and adolescent work as a result of the exchange program.
- **Outcome 2.** Efficiency under Outcome 2, increased capacity of labor and agriculture stakeholders to address child labor in agriculture, was the lowest across OFFSIDE's desired outcomes. OFFSIDE only achieved 43 percent (or 3 out of 7) of its targets at the time of reporting. This can be attributed, at least in part, to the delays in implementing the activities designed to contribute to Outcome 2. With only a few weeks left in the project's period of performance, the evaluation team observed that many of the relevant activities were still in the design phase at the time of data collection.

Please refer to Table 6 for a summary of the project's overall performance per outcome.

[47] For example, one of the project's core activities, the South-South Exchange program took place on August 22nd and 23rd after the evaluation team conducted phase one data collection.

Table 6. OFFSIDE Performance as Measured by its Performance Indicators and Established Targets

Indicator	Target	Actual	Status
Number of relevant government actors with strengthened capacities to prevent and eradicate Child Labor in agriculture.	5	5	Met *(100% achievement)*
Number of individuals provided with training or other support to improve enforcement of, or compliance with child labor, forced labor, or other worker rights laws or policies	2,380	2,171	Not Met *(91% achievement)*
Number of countries with increased capacity to address child labor, forced labor, trafficking in persons, or other violations of workers' rights	1	1	Met *(100% achievement)*
Number of national and provincial government structures that implement some action regarding child labor	4	5	Exceeded *(125% achievement)*
Number of actions addressing child labor and adolescent work adopted by government entities as a result of the exchange program	17	5	Not Met *(29% achievement)*
Number of new technical studies conducted by the project about child labor and adolescent work in agriculture available	10	12[48]	Exceeded *(120% achievement)*
Number of participants attending workshops about the project´s research results and awareness raising actions / workshops for CONAETI and CLCU stakeholders	400	422	Exceeded *(105% achievement)*
Number of new or adapted materials on child labor and adolescent work in agriculture transferred to governmental agencies and other actors.	3	6	Exceeded *(200% achievement)*
Number of participants completing the course in Good Agricultural Practices Program Training Course.	2,200	1,748	Not Met *(80% achievement)*
Number of government entities participating in exchange programs coordinated by the project	4	5	Exceeded *(125% achievement)*
Number and percentage of civil servants trained that reports detection of child labor cases.	15 (75%)	0 (0%)	Not Met *(0% achievement)*
Number and percentage of civil servants that demonstrate an increase in knowledge after being trained on child labor.	250	205	Not Met *(82% achievement*
Number of labor inspectors sensitized on Child Labor	80	97	Exceeded *(121% achievement)*
Number of civil servants trained on child labor in agriculture.	250	205	Not Met *(82% achievement*
Number of institutions to effectively integrate training on child labor.	3	2	Not Met *(66% achievement)*
Number of enterprises adopting responsible business conduct practices in their value chains.	8	100	Exceeded *(1250% achievement)*
Number of institutions provided with technical assistance to improve and strengthen care and detection policies	3	5	Exceeded *(167% achievement)*

[48] Value updated following correspondence with the OFFSIDE team on October 12, 2023.

EQ3.2 What internal or external factors have advanced or hindered project implementation and how successful were the projects in adapting to the effects of these factors (i.e., the COVID-19 pandemic)?

The OFFSIDE project encountered a number of internal and external factors throughout its period of performance that imposed potential risks to project implementation. While the team remained agile and was able to mitigate many of these risks – several factors impacted the implementation of OFFSIDE resulting in the observed level of efficiency as described above and in more detail in response to EQ4.2.

- Like NOEMI, ILO was also confronted with Argentina's fluctuating political scene in the implementation of OFFSIDE. OFFSIDE had to continually adjust its plans to accommodate ministerial and administrative turnovers and resulting shifts in government priorities. Turnovers, particularly among state authorities, necessitated renegotiations, and re-initiations of previously agreed-upon collaborations, causing, at times delays, setbacks, and shifts in programming. Nevertheless, the evaluation found that OFFSIDE succeeded in establishing constructive relationships between national and provincial governments, ensuring the alignment and coherence of project strategies and activities with government priorities.

  For example, OFFSIDE was able to quickly adapt when a government partner no longer felt the need for training labor inspectorates. Instead, OFFSIDE collaborated with the government partner to hold the first National Inspection Meeting, of which over 90 civil servants from across the country participated. Stakeholders alike expressed their gratitude for convening civil servants in the fora which has, among other achievements, strengthened the connection between the national and provincial level stakeholders.

- The COVID-19 pandemic was both an advancing and hindering factor for OFFSIDE, like many others. On the positive side, "*the pandemic taught us to work virtually,*" one stakeholder pointed out. "*The pandemic, especially in education, enabled a lot of forms and modalities of work… many of which have continued after the pandemic.*"[49] On the other hand, stakeholders noted that they had observed a regression in the progress the country had observed in the awareness of the eradication of child labor as a result of the pandemic. "*The closure of the schools influenced [the prevalence of child labor] a lot because the children accompanied their parents to the jobs and to some extent some were exposed to risks without developing a specific task, and many others began to have their first contact with work tasks.*" [50]

- The complex global situation, including the global economic crisis, the war in Ukraine, and the effects of climate change further compounded the consequences of the pandemic. As a result of the economic crisis, "*decent work for adults has weakened…which subsequently, has a direct impact on children*." [51] The drought the country experienced in 2022 also had an immediate impact on the agriculture sector and production. [52] Despite these challenges, however, stakeholders characterized OFFSIDE as "*robust*" and

[49] OFFSIDE KII No. 8
[50] OFFSIDE KII No. 5
[51] OFFSIDE KII No. 5
[52] OFFSIDE KII No. 9

"supported by ILO, an international organization with [expertise] in implementing projects in these [challenging environments.]"[53]

- Internally, OFFSIDE also encountered several factors that hindered implementation. Most importantly, the project team suffered from a lack of leadership, particularly during the latter half of the project. Nearly all project staff, current and former, indicated that the team suffered from a clear vision and implementation plan for success. Staff often found themselves championing activities in a silo and without a clear understanding of how activities were contributing to a common goal. At times, team members felt that progress could have been accomplished at a greater scale and on a quicker timeline if a common vision for success was established by the project's leadership.

4.5. ADAPTATION

EQ9.1 To what extent were interim evaluation recommendations implemented and what were the results of implementing those recommendations?

The OFFSIDE project conscientiously implemented the recommendations from the interim evaluation, thereby enhancing both its impact and effectiveness.

Please refer to Table 7 below for a description of the recommendations and the project's response and adaptations.

Table 7. Uptake of Midterm Recommendations

Midterm Recommendation		OFFSIDE's Response and Adaptations
Reassess the conditions and limitations at the provincial level in Mendoza and Santa Fe and design an alternative plan to boost engagement in those areas	→	The OFFSIDE project leveraged its existing studies, for example, the "Diagnóstico del trabajo decente en la cadena vitivinícola en la provincia de Mendoza" [Diagnosis of decent work in the wine value chain in the province of Mendoza] to boost engagement with government actors, workers, and employers. These efforts led to the establishment of provincial road maps developed in coordination with the provincial government as well as an increase in meetings with relevant stakeholders at the provincial level. Moreover, a collaborative effort in Mendoza saw the promotion of a diploma course with a national university. This initiative aimed to equip public officials with the knowledge and skills necessary to tackle child labor and unprotected adolescent labor.

[53] OFFSIDE KII No. 4

Midterm Recommendation		OFFSIDE's Response and Adaptations
Search for ways to optimize the ability of partner institutions to replicate the process through their networks		To optimize the ability of partner institutions to replicate the process and promote sustainability, OFFSIDE worked closely with key partners, for example, INTA, the Central Market of Buenos Aires, and Bodegas de Argentina, an employers' organization, among others. Interventions to ensure replicability focused primarily on communication and dissemination strategies and products, capacity strengthening (i.e., virtual trainings and workshops), coordination efforts between national and provincial officials and representatives from the public and private sectors, and advisory support to reflect, for example, indicators on good practices to eradicate child labor.
Consider different options to support the engagement of the private sector in preventing and eradicating child labor in the value chains in accordance with international labor standards		The OFFSIDE project expanded project activities to advance private sector engagement following the midterm evaluation. Notably, OFFSIDE organized meetings with MTESS at the provincial level to identify areas of synergy and capitalized on the launch of its studies to identify and promote stakeholder commitment to greater public-private collaboration moving forward. Additionally, as noted above, OFFSIDE supported courses on responsible business practices in both Mendoza and Sante Fe.
Focus more attention on characterizing the permitted conditions for protected adolescent work in the country		To draw attention to the permitted conditions for adolescent workers, the OFFSIDE Project developed the List of Hazardous Child Labor (TIP List). The TIP List was praised among stakeholders as a cutting-edge product that helped to increase one's understanding, not only in setting guidelines for adolescent working conditions but it also (1) served as a reporting tool for provinces to notify state level actors of the current conditions of adolescent work and (2) equipped stakeholders with the necessary tools to address and/or mitigate hazardous conditions.

4.6. EFFECTIVENESS

EQ4.1 To what extent have the projects achieved or made progress toward achieving their objectives?

The project has succeeded in laying the necessary foundation for achieving its primary goal of supporting the implementation of the NAP to increase action by labor and agricultural to address child labor in agricultural areas in Argentina. This success was achieved largely through establishing a multi-stakeholder coalition, supporting collaboration among national, provincial, and municipal level stakeholders, and conducting innovative and groundbreaking research to advance the evidence base on child labor in Argentina. Please refer to Table 8 for a summary of the project's performance per outcome.

Table 8. Performance Summary

Performance Summary	Achievement Rating	Sustainability Rating
Outcome 1 - Increased knowledge of the challenges and opportunities for addressing child labor in agriculture		

Performance Summary	Achievement Rating	Sustainability Rating
OFFSIDE sought to and successfully increased stakeholders' knowledge of the challenges and opportunities for addressing child labor largely through research and awareness raising efforts. Stakeholders of all types echoed appreciation for OFFSIDE's contributions to expand the existing evidence and knowledge base with innovative research. Among the various products that OFFSIDE produced – stakeholders most frequently referenced the: 1. Diagnóstico sobre las actividades de acarreo de leña por parte de niños y niñas en los hogares rurales" [Child domestic work in rural areas: Diagnosis of firewood carrying activities by children in rural households]; 2. List of Hazardous Child Labor (TIP List); and, 3. the Mapa dinámico del trabajo agrario" [Dynamic Map of Agricultural Labor], as leading advancements to eradicate child labor. Moreover, as a result of OFFSIDE's approach to awareness raising, including its research efforts, government representatives acknowledged that many more stakeholders acknowledge the harmful practice of child labor and expressed this commitment to eradicating the practice in Argentina. This was attributed by stakeholders, in part, to the work of OFFSIDE.	**Moderate-High.** The moderate to high rating is justified by the project's tangible influence achieved through groundbreaking research and awareness raising activities and the preliminary achievements observed as part of the project's continuation beyond the period covered by the evalaution	**Moderate.** The sustainability of the knowledge gained among stakeholders as a result of OFFSIDE is largely dependent on the continuity and influence of individuals trained and the extent to which OFFSIDE's products are disseminated.
Outcome 2 - The capacity of stakeholders in the labor/employment and agriculture sectors is increased		
Unfortunately, due to delays in implementing many of the planned capacity building activities, a lack of a cohesive and strategic plan within OFFSIDE, and, in some cases, the unwillingness of stakeholders to receive capacity strengthening support, the evaluation team was unable to observe progress towards Outcome 2. The rating provided under Outcome 2 is thus reflective of the progress made towards achieving the desired outputs and outcomes indicators as described above, Section 4.4 Efficiency.	**Unknown.** The unknown rating is justified by the delays observed in the implementation of activities under Outcome 2 and the subsequent achievement of the desired results.	**Unknown.** The unknown rating is justified by the delays observed in the implementation of activities under Outcome 2 and the subsequent achievement of the desired results.

EQ4.2 What were the key internal or external factors that limited or facilitated the achievement or progress toward achieving the projects' outcomes?

The project demonstrated an agile approach in overcoming obstacles and benefited from various facilitating factors; however, internal constraints limited its full potential for impact.

The evaluation team identified these factors as key limitations:

- **Political Prioritization:** While the OFFSIDE project was well supported by stakeholders at the national level, their priorities and approaches changed often and rapidly. As a result, OFFSIDE institutionalized a flexible approach allowing the team to adapt quickly in respond to stakeholders' needs. While this approach was praised by stakeholders and promoted the project's relevancy, adapting activities mid-course to maintain alignment with

stakeholder needs occasionally impacted the team's ability to meet its targets in alignment with the original timeline.

- **Broad Dissemination of Research:** While stakeholders alike praised the quality and relevance of OFFSIDE's research, the majority of stakeholders expressed their frustration and concern regarding the timeliness of publication and lack of broad dissemination of the studies and other research products. The arduous publication process limited awareness raising among stakeholders external to the project, and the community at large. Some stakeholders even expressed concern that by the time these reports are may available, the data may be outdated, affecting the relevance of the product.
- **Lack of a Clear Plan to Achieve the Desired Goals.** As previously noted, the OFFSIDE team suffered from a clear strategy set forth by the project's leadership to achieve the desired outputs and outcomes. Often times, team members were left to design, implement, and monitor activities without an understanding of how activities were linked, the timeline for which activities should be implemented, and the relevance or significance of a given activity.

The evaluation team identified these factors as facilitators:

- **Organizational Reputation and Team Expertise:** Stakeholders universally agreed that the ILO's reputation and the expertise embedded within the OFFSIDE team were essential to the project's success and its likelihood of sustainability. Stakeholders acknowledged that with the support and backing of the ILO, doors that had previously remained closed – such as INTA's participation in child labor discussions at the national level – were open allowing new relationships to form. Moreover, the team was lauded for their knowledge and understanding of the local context, particularly within the agricultural sector.
- **Multi-Stakeholder Engagement:** The project's strategic approach to engaging a diverse range of stakeholders, spanning the national, provincial, and municipal levels as well as public and private actors, contributed to bridging the gap between national policies and local realities. The OFFSIDE team leveraged its reputation and convening powers to strengthen a coalition of actors in Argentina, that, as one stakeholder noted, "*… [was] a value added to strengthen aspects of our work beyond what our funding could do.*"[54]

4.7. IMPACT

EQ5.1 Did the projects cause unintended effects? If so, what were they?

The evaluation revealed some unintended yet positive impacts from the OFFSIDE project. Notably these included interconnections among stakeholders and, to some extent, the selection of Argentina as a pathfinder country.

- **Interconnections among stakeholders.** While not a formal and documented outcome of the OFFSIDE project, due to ILO's approach to implementation, stakeholders alike indicated that they have a greater understanding of and respect for the different roles and responsibilities of stakeholders spanning the national, provincial, and municipal levels as well as their colleagues representing the labor and agricultural sectors, respectively.
- **Argentina became a Pathfinder Country.** In 2023, Argentina joined forces with the international community under the UN Sustainable Development Goal 8.7 to end child labor, forced labor, modern slavery, and human trafficking. While not a direct impact of the

[54] OFFSIDE KII No. 11

OFFSIDE Project, the project was supportive of the government and helped pave the way to achieve this status.

4.8. SUSTAINABILITY

EQ6.1 To what extent have the projects' activities continued, absent of ILAB or others' external resources? What additional benefits, if any, have emerged since the completion of the projects?

Due to the ongoing nature of OFFSIDE, a complete evaluation of activity continuity without ILAB or external resources remains to be seen. However, positive signs for future sustainability emerged. Notably, organizations like INTA remain committed to OFFSIDE's legacy, continuing awareness-raising efforts and utilizing innovative research methods like data-collection games with children. In addition, stakeholders across the board continued to praise OFFSIDE for its innovative and ground-breaking research – contributing to the expansion of knowledge and awareness raising efforts across the country and region. However, echoing concerns raised with NOEMI, the recent political shifts in early 2024 pose a significant challenge to OFFSIDE's long-term sustainability.

EQ6.2 What is the likelihood that the benefits of the projects' activities will continue, absent ILAB or other external resources?

The likelihood for the projects' continuation is moderate in the short to medium term. However, the prospect of long-term sustainability remains contingent upon the precedent set at the national level under the new administration as well as successful multi-stakeholder collaboration, diversification of funding sources, and the direction of the forthcoming NAP.

The OFFSIDE project successfully convened a diverse set of stakeholders to address and mitigate the root causes of child labor like never before. The project supported stakeholders from different sectors, namely the agricultural and labor sectors, spanning the national, provincial, and municipal levels to understand the roles and responsibilities of one another and power for change each holds. This, in itself, is a significant outcome and the underlying foundation that is necessary to ensure that the core activities that OFFSIDE pursued will continue. Stakeholders across this network acknowledge that "*child labor remains [and] is rooted in many [value chains in the country].*"[55] It will take a multi-stakeholder approach to see the eradication of child labor in Argentina. As one stakeholder summarized:

> "...OFFSIDE has had a distinct mark, a value added to strengthen aspects of our work beyond what our funding could do. The OFFSIDE project provided room for points of contact between different stakeholders and their respective agendas... what was started and strengthened – was institutionalized."
>
> - Government of Argentina

Unfortunately, receptivity and commitment to addressing child labor at the national level appear to be dwindling under the new administration. While OFFSIDE continues to observe high levels of interest at the provincial levels, child labor no longer appears to be a priority of the Government at the national level. As a result, OFFSIDE adapted strategically to engage with

[55] OFFSIDE KII No. 1IO

its target provincial-level stakeholders. This shift, coupled with the reprioritization of child labor at the national level by the new administration, threatens the continuity of OFFSIDE's achievements.

In addition, sustainability is contingent on a diversification of funding and the overarching agenda as established by the forthcoming NAP. It is unclear at this stage of the evaluation the degree to which stakeholders at the national, provincial, and municipal levels, including public, private, and academic partners are dedicating resources to continue OFFSIDE's approach to innovative research and the capacity strengthening objectives they set. Many stakeholders expressed gratitude for the work that OFFSIDE has led but were adamant that this work continue with USDOL funding.

At the time of the evaluation, the new NAP was still undergoing development and approval. It would be of interest to compare the forthcoming NAP with the strategies, objectives, and recommendations provided by OFFSIDE to understand the country's commitment to sustaining and building upon the benefits of OFFSIDE.

EQ6.3 To what extent do the projects' intended beneficiaries feel ownership of and motivation to continue the activities absent of ILAB or others' external resources?

On the surface level, the projects' intended beneficiaries do feel some sense of ownership and motivation to continue the activities set forth by OFFSIDE. However, without dedicated resources – including both human and financial resources – it is unclear how much ownership and motivation exists. The evaluation participants emphasized the importance of state institutions in ensuring the long-term viability of tackling the problem. They also noted that the lack of institutional certainty, particularly due to changes in higher-ranking individuals and offices, might potentially undermine efforts to tackle the issue. One stakeholder pointed out that, "*in these years we have been able to consolidate a team, even if small, highly committed and part of what we call permanent personnel, even if they are civil servants.*"[56] However, another stakeholder acknowledged the lack of human resources, noting that "t*here is not the recruitment of high-level professionals that there should be*."[57] Stakeholder repeatedly emphasized the need to start "*improving local agendas*"[58] and "*increasing state's capacity*",[59] yet a firm commitment to these objectives has yet to be seen.

EQ6.4 Are there any factors that limit or facilitate sustainability of the projects' outputs or outcomes?

The evaluation identified key factors that present both constraints and opportunities for the project's long-term viability.

As discussed above with regards to NOEMI, frequent changes in public administration introduce uncertainty impacting project's prospects. A government official highlighted this issue, stating, *"Every four years all human resources change. I mean, I don't know if I'll be there or not."*[60]

A key challenge to long-term sustainability is the recent political shift that downgraded OFFSIDE's primary partner, MTESS, from a Ministry to a Secretariat. This change has already triggered significant staff turnover and is likely to continue doing so, creating instability within

[56] OFFSIDE KII NO. 5
[57] OFFSIDE KII No. 10
[58] OFFSIDE KII No. 11
[59] OFFSIDE KII No. 3
[60] NOEMI KII No. 3.

the organization and the broader stakeholder community. As observed during the evaluation, this instability has already begun to erode stakeholder morale and is likely to negatively impact institutional memory, potentially jeopardizing ongoing initiatives championed by OFFSIDE, among others.

Economically and socially, increasing poverty levels significantly hinder the project's sustainability Child monetary poverty rates are alarmingly high, estimated by UNICEF to rise from 57% at the end of 2023 to "values around 70 percent" by the first quarter of 2024. [61] There is a corresponding rise in child labor rates. These economic pressures make it challenging to maintain and build upon the project's successes, as families facing extreme poverty may rely on child labor for survival. Collectively, these factors limit the project's ability to ensure long-term sustainability of its outputs and outcomes, despite the efforts and resources invested.

Despite these limitations, a bright spot for sustainability emerges from the individuals, workers, and employers' organizations OFFSIDE engaged and partnered with throughout implementation. These individuals continue to be champions for combating child labor. Their dedication remains unwavering, even as their positions and level of influence may fluctuate over time. As one stakeholder aptly noted, "*We've seen administrations come and go, yet our dedication to ending child labor in Argentina does not waver.*"[62]

4.9. EQUITY AND INCLUSION

EQ8.1 How did the projects incorporate elements of inclusion and equity into their design and implementation?

EQ8.2 How did the projects serve the needs and priorities of diverse stakeholders, including those from underserved or marginalized communities?

The initiative inherently focused on serving and promoting inclusivity for women and girls residing in rural regions and for Indigenous peoples. Certain tasks and certain crops within the agricultural sector are often set aside for the "*smaller hands*" of women and children, making these prime targets for outreach.

> We had two years in which we couldn't do fieldwork [because of the pandemic]. So, to resume the work from the field 2021 2022 is to knock on the doors, to open spaces, to generate the tools to reach the most vulnerable, the most unprotected. I understand that the spirit and commitment is there.
>
> - International Labour Organization

Nearly all interviewed stakeholders remarked on the project's focus on women and girls and indigenous peoples: "*The theme of the particular problems of women, of the original peoples, was taken into account.*"[63] Others added that the COVID-19 pandemic limited fieldwork—and the project's ability to reach the most vulnerable—early in the project. Once fieldwork was

[61] Reuters. (2024, March 12). Argentina's child poverty rate on track to hit 70%, UNICEF warns. Reuters. Retrieved from https://www.reuters.com/world/americas/argentinas-child-poverty-rate-track-hit-70-unicef-warns-2024-03-12/#:~:text=%22If%20current%20trends%20continue%2C%20the,%2Dterm%20well%2Dbeing.%22
[62] OFFSIDE KII No. 24.
[63] OFFSIDE KII No. 2

allowed to resume, however, efforts were undertaken swiftly to connect with those populations.

When conducting training, stakeholders worked to make those spaces accessible for rural women. To maximize women's participation in training workshops, stakeholders reported working to address the challenge of childcare—which is rare to nonexistent in rural areas—during the training. As one stakeholder remarked, *"it is a matter to see what we can do with children so that women can be there."*[64]

Although the respondents acknowledge that the initiative successfully addressed the needs and considerations of women and girls, advancing gender and social inclusion, the project may have benefitted from a comprehensive and effective gender and social inclusion strategy. Multiple stakeholders noted that child labor is a "multicausal" issue that is "*not heterogenous.*" Taking the single topic of *"Indigenous child labor is a very complex issue*," for example, which demands a tailored approach.[65] OFFSIDE inherently worked to address issues facing women and girls–and adjusted its performance monitoring approaches to reflect best practices in disaggregating data by sex. However, some stakeholders agreed that OFFSIDE did not have a clear project-specific strategic framework for gender and social inclusion.[66] Meaningfully reaching women and girls in unique regions/sectors, as well as other vulnerable groups, requires a dedicated, formalized strategy. Despite this, OFFSIDE employed innovative methodologies to gather information from beneficiary groups, taking into account gender perspectives. These findings have been incorporated into dissemination activities, including reports and infographics. Furthermore, OFFSIDE developed specialized research that informs the project's training modules, ensuring they incorporate a gender perspective.

As one stakeholder summarized:

> "General issues were considered – and some research efforts contributed to equity and inclusion – the study on water that is strongly linked to women and girls and procedural handbook that is part of the convention of the indigenous peoples…. Yet more could have been done."
>
> - International Labour Organization

[64] OFFSIDE KII No. 9
[65] OFFSIDE KII No. 14
[66] During the OFFSIDE Stakeholder Validation Workshop, several stakeholders concurred that the project's approach to gender and social inclusion was mainstreamed rather than being part of a specific, targeted strategy.

EMPOWERING CHANGE IN AGRICULTURE! This impactful poster created by the PAR project and displayed on a farm, seeks to educate agricultural workers on identifying and reporting child labor, in efforts to foster a future free from child exploitation. PHOTO CREDIT: Andrea Estrella

5. PAR, EVALUATION RESULTS

5.1. PROJECT OVERVIEW

In 2018, the Bureau of International Labor Affairs (ILAB) awarded a $2,500,000 cooperative agreement to DyA to implement the PAR project. In 2023, DyA received additional funding of $600,000 and an extension until July 2024 to continue implementing the project. PAR is designed to increase action by labor and agricultural stakeholders to address child labor in Argentina's agricultural areas by improving tools and coordination among various stakeholders in the country. The project focuses on two main outcomes:

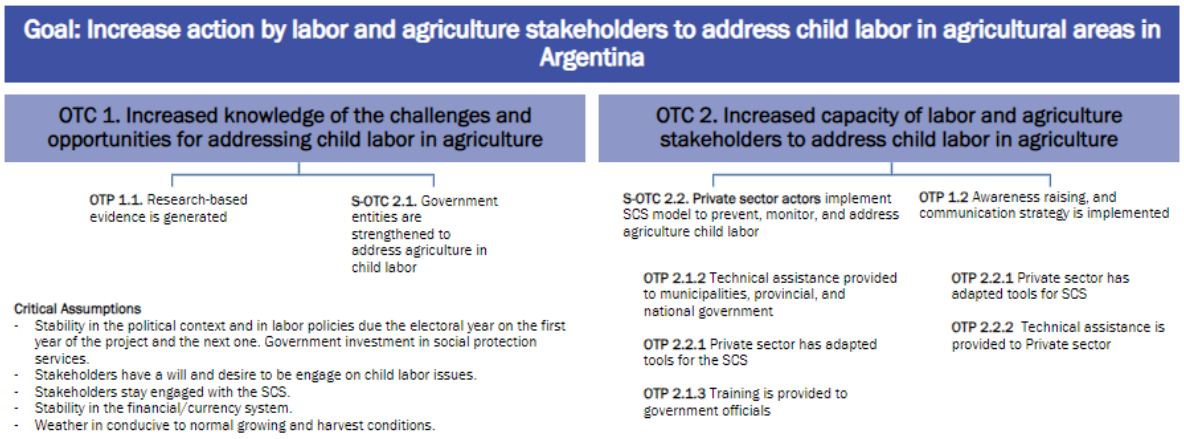
1. Increased common understanding of the challenges and opportunities for addressing child labor in agriculture.
2. Increased capacity of labor and agriculture stakeholders to address child labor in agriculture.[30]

Specifically, PAR aims to enhance the capacities of labor and agricultural stakeholders to address child labor in agriculture; develop government tools to address rural child labor, including mechanisms for policy advocacy, risk prevention methodologies, educational strategies, and establish a sector compliance system that companies can gather and share experiences in the prevention, monitoring of, and elimination of child labor.[31] The project is implemented in the provinces of Tucumán, Misiones, and Buenos Aires, focusing mainly on the yerba mate (stimulant plant), blueberry, and lemon sectors. The leading implementing partner is DyA, with support from the Argentine Blueberry Committee (ABC) and previously from the civil society organization (CSO) Sueño para Misiones for specific components.

5.2. RELEVANCE/VALIDITY

EQ1.1 To what extent were the projects' theories of change valid given the implementing environment?

Figure 4. PAR Results Framework



The PAR project's TOC has proven highly valid within the Argentine agricultural environment. It was strategically designed to mobilize a diverse coalition of stakeholders—including local communities, governmental bodies, and industry sectors—to build capacities and enhance awareness to comprehensively address child labor.

The project began with a thorough pre-situational analysis, which included knowledge, attitude, and practice (KAP) studies and risk assessments for key agricultural products like blueberries and yerba mate. This foundational work was pivotal in identifying significant gaps and opportunities, such as the challenges in enforcing the list of hazardous jobs and establishing protocols and tools to address child labor in rural local areas and the lack of strategies in the private sector to control child labor and address the problem.

Building on these insights, the TOC advocated a robust, multifaceted approach that aimed to strengthen the child protection system, enhance the capabilities of municipal officials, and strengthen private sector engagement. The project made significant advancements in establishing and professionalizing municipal child protection areas, markedly improving local capacities to detect and manage child labor incidents effectively. Notably, the PAR project shifted the normalization of child labor from a marginal public concern to a prominent issue on the political agenda. The project achieved this through strategic engagements with government agencies and other implementers, linking child labor to significant political actions and elevating its visibility in policy discussions.

The TOC was not only appropriately tailored but also dynamically implemented, responding adeptly to the evolving needs and challenges within the agricultural sector. By closely aligning with both national and local policies, the project effectively strengthened systems and built crucial capacities to significantly reduce child labor. This strategic orientation transformed the approach to child labor issues from reactive measures to a proactive and integrated strategy within Argentina's broader socio-economic and political context. The following comment from an academic highlights the project's contextual sensitivity: "*The territorial work they do is precise because it's situational—it works with a local perspective. It doesn't force methodologies or approaches from other places onto the province of Misiones, which is*

unique, not only because of its border situation but also due to the particularities of the families it aims to reach."

EQ1.2 Were the project strategies relevant to the current priorities and needs of target groups and local stakeholders?

The PAR project's strategies were highly relevant and effectively tailored to meet the complex needs of target groups and local stakeholders in Argentine agriculture, bridging gaps between government capabilities, private sector responsibilities, and civil society expectations.

- **For the Government:** The project aligned with governmental priorities by supporting efforts to strengthen legal and institutional frameworks necessary for protecting children in labor-intensive sectors. Implemented in direct response to identified gaps in technical capacity, these strategies led to actionable, on-the-ground changes and built long-term capacities for sustained impact.
- **For the Private Sector:** With international scrutiny, such as including Argentine industries on the Trade and Development Act (TDA) list for severe forms of child labor, the project became crucial for the private sector. It provided tools for due diligence and risk assessment, ensuring compliance with national and international labor standards during peak agricultural activities. The project went beyond compliance, promoting corporate social responsibility through training, prevention programs, and supporting educational services.
- **From a Civil Society Perspective:** The project resonated deeply with civil society by challenging the normalization of child labor and raising its profile in public and political discourse. It fostered societal understanding and drove significant policy reforms, focusing on transformative social changes and aligning with civil society's objectives to enhance public awareness and shift cultural perceptions of child labor. Additionally, the project strengthened union platforms and improved the strategic planning capabilities of CSOs.

According to a government official, the project successfully worked with stakeholders: *"First and foremost, I noticed the project's ability to listen—not just to the problems but to the stakeholders leading this project. This alignment with stakeholder needs was crucial, not just filling in as a placeholder program but bringing substantive, actionable content."*

5.3. COHERENCE

EQ2.1 To what extent are the projects compatible with each other and with other related interventions in the country?

The PAR project exhibits a high degree of compatibility and synergy with other initiatives targeting child labor in Argentina, enhancing collaborative efforts to combat this issue in agriculture. PAR aligns effectively with other USDOL-funded projects like OFFSIDE project, as both projects aim to reduce child labor and improve child welfare, but with distinct focuses. OFFSIDE has historically targeted national-level incidence and advocacy, while PAR operates at the territorial or provincial levels, addressing specific gaps in technical assistance and specialized international cooperation. This complementary approach maximizes the reach and effectiveness of interventions against child labor.

Furthermore, PAR aligns closely with government priorities, especially in education and child welfare. It has supported national priorities and federal programs such as "Vuelve a la Escuela" and "Aprende Más," adapting these initiatives to local contexts to boost their

effectiveness. A government representative noted, "*There are national programs, and the PAR project helps to redefine goals and purposes to be compatible with the territory.*"

PAR has also supported initiatives like the Good Harvest program, which aims to eradicate child labor and protect adolescent workers by promoting the creation of childcare and containment spaces (Centros Buena Cosecha) for rural workers' children. This strategic collaboration has enhanced the government's capacity to address child labor by fostering partnerships and improving the services offered.

Moreover, PAR's efforts in developing protocols and systematizing approaches for handling child labor cases align with national efforts to standardize and enhance the child protection system. By integrating with broader legislative and policy frameworks, PAR reinforces and complements existing protocols and guidelines for child labor and protection.

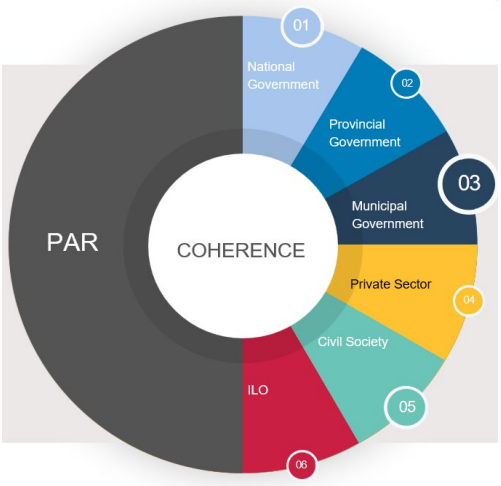
As a result of these efforts, PAR not only matches but also actively enhances the collaborative efforts of the Government of Argentina, international partners, and the private sector in addressing child labor. This adaptive and integrative approach ensures that project strategies are seamlessly incorporated into national frameworks, significantly boosting the efficiency and impact of child labor initiatives across the country.

EQ2.2 To what extent have the projects coordinated with each other and established links with other donor-funded projects or other interventions led by national stakeholders?

The PAR project has exemplified substantial coordination with other donor-funded projects and national stakeholder-led interventions, enhancing the collaborative fight against child labor in Argentina.

PAR has strategically aligned with USDOL-funded projects like OFFSIDE, ensuring that efforts are complementary rather than duplicative. This coordination includes sharing insights and resources to maximize the impact. Additionally, PAR's affiliation with the same implementing organization as the NOEMI project has facilitated organic collaboration, leveraging shared stakeholders and coordination efforts.

Figure 5. PAR Coordination



The PAR project has excelled in fostering inter-institutional coordination among various government levels and sectors. It has effectively linked with national, provincial, and municipal bodies, including the Ministry of Labor, the National Commission for the Eradication of Child Labor (CONAETI), the Ministry of Social Development, Provincial Committees for the Prevention and Eradication of Child Labor (COPRETI), and local municipalities in Tucumán and Misiones. This has been crucial in creating a unified response to child labor and enhancing the child protection system. For instance, the municipal model promoted by PAR fosters active engagement and coordination among local services, schools, social services, and the health sector, significantly strengthening local child protection frameworks.

On a societal level, PAR's active participation in the PAMPA 2030 platform at the national level and its role in establishing its territorial branch in Misiones have allowed it to integrate deeper into local structures, ensuring broader engagement and impact. Collaboration with trade unions and local non-governmental organizations, along with key initiatives like the University

of La Plata's training diploma, highlights PAR's commitment to aligning strategies with local needs and capacities. A government official emphasized, "*We worked with the Institute of Yerba Mate and the University of La Plata to carry forward training through a diploma program. These initiatives illustrate the effectiveness of our approaches and the compatibility of our goals.*"

5.4. EFFICIENCY

EQ3.1 To what extent have the projects been able to deliver the planned outputs in an efficient and timely manner?

Efficiency in the PAR project was generally high, as evidenced by the accomplishment of nearly all planned outputs and outcomes. Specifically, 86 percent of target outputs and outcomes were achieved or exceeded, with 25 out of 29 indicators met or surpassed and one more indicator on track to be achieved. The remaining three indicators will be measured at the project's conclusion.

Table 9. PAR Performance as Measured by its Performance Indicators and Established Targets

Indicator	Target	Actual	Status
Number of individuals provided with training or other support to improve enforcement of or compliance with child labor (CL), forced labor, or other worker rights laws or policies	2,600	2,643	Exceeded *(102% achievement)*
Number of actions conducted by labor and agriculture stakeholders to address CL	20	TBD	TBD (% *achievement)*
Number of informational products on CL in agricultural areas disseminated	40	45	Exceeded *(113% achievement)*
Percentage of people with increased knowledge on CL in agricultural areas	50%	TBD	TBD (% *achievement)*
Number of research studies on CL in agriculture generated	10	8	On track (80% *achievement)*
Number of awareness-raising campaigns on CL in agriculture issues implemented	25	28	Exceeded *(112% achievement)*
Number of stakeholders adopting good practices related to CL in agriculture	72	78	Exceeded *(108% achievement)*
% of stakeholders adopting good practices related to CL in agriculture	25%	TBD	TBD (% *achievement)*
Number of CSOs with CL topics included in their agendas	3	6	Exceeded *(200% achievement)*
Percentage of CSOs with CL topics included in their agendas	50%	66.67%	Exceeded *(133% achievement)*
Number of members of CSOs that participate in exchange activities	10	35	Exceeded *(350% achievement)*
Number of members of CSOs trained on CL issues	8	39	Exceeded *(488% achievement)*
Number of agreements signed between the project and government organizations	6	12	Exceeded *(200% achievement)*

Indicator	Target	Actual	Status
Number of municipalities strengthened to address agricultural CL	20	44	Exceeded *(220% achievement)*
Number of government entities strengthened to address agricultural CL	28	28	Met *(100% achievement)*
Number of response tools modified	1	4	Exceeded *(400% achievement)*
Number of meetings with municipalities	10	19	Exceeded *(190% achievement)*
Number of functioning committees for coordination among stakeholders	15	16	Exceeded *(107% achievement)*
Number of oversight and/or enforcement tools modified to monitor CL in agriculture	2	2	Met *(100% achievement)*
Number of cooperation agreements signed for educational services provision	5	5	Met *(100% achievement)*
Number of plans agreed at the local level for educational services provision	6	7	Exceeded *(117% achievement)*
Number of government officials trained	680	745	Exceeded *(110% achievement)*
Number of private sector actors that have adopted a Social Compliance System (SCS) model	2	3	Exceeded *(150% achievement)*
Number of private sector actors that have implemented a SCS model	12	14	Exceeded *(117% achievement)*
Number of private sector actors that have piloted the SCS	6	15	Exceeded *(250% achievement)*
Number of adapted tools by private sector actors based on SCS pilot	10	21	Exceeded *(210% achievement)*
Number of stakeholders using adapted tools	19	20	Exceeded *(105% achievement)*
Number of stakeholders that participate in workshops organized by the project	12	110	Exceeded *(917% achievement)*
Number of meetings with private sector actors	54	54	Met *(100% achievement)*

EQ3.2 What internal or external factors have advanced or hindered project implementation and how successful were the projects in adapting to the effects of these factors (i.e., the COVID-19 pandemic)?

The PAR project demonstrated significant adaptability and resilience in the face of various challenges, maintaining high efficiency in its implementation.

- Economic downturns and political instability presented significant challenges as a hindering, external factor. Political turnover and recent governmental changes, which led to reduced funding for provincial programs, requiring PAR to occasionally utilize DOL project funds to sustain activities.

- The COVID-19 pandemic, also a hindering factor, necessitated a shift in coordination methods and the mode of implementation for certain activities. PAR adapted by moving training online and leveraging existing community networks to continue its work. This shift ensured effective resource use and continuity in delivering project outputs.
- Including the blueberry sector on the TDA list, served as an advancing external factor that galvanized the business community, enhancing engagement in child labor eradication efforts. This recognition encouraged businesses to participate more actively in awareness-raising, monitoring, detection, and remediation activities. Additionally, Argentina's comprehensive yet partially implemented legal framework for child labor presented an opportunity for PAR to advocate for and strengthen public policy, particularly in operationalizing hazardous job listings for children.
- The project's flexible and participatory approach also served as an advancing, while internal, factor that allowed for continuous adjustments based on feedback and changing local contexts. This flexibility ensured PAR could maintain momentum and achieve its objectives despite challenges. The involvement of local stakeholders from communities, government bodies, and the private sector fostered a collaborative atmosphere, enhancing project efficiency and reducing implementation delays.

5.5. ADAPTATION

EQ9.1 To what extent were interim evaluation recommendations implemented and what were the results of implementing those recommendations?

The PAR project conscientiously implemented the interim evaluation's recommendations, thereby enhancing both its impact and effectiveness.

Please see Table 10 below for the recommendations and the project's response and adaptations.

Table 10. Uptake of Midterm Recommendations

Midterm Recommendation		PAR's Response and Adaptations
Explore options to expand the SCS to other products. A natural place to explore expanding the SCS is yerba mate production, the other value chain PAR targeted. The network of companies against child labor could serve as a champion to disseminate information on the SCS and promote its adoption. PAR could also coordinate with the OFFSIDE project to expand the SCS to the wine, tomato, garlic, and cotton value chains.	→	PAR targeted expanding the SCS initially developed for the blueberry value chain to include yerba mate and lemon, which are other key value chains. The project leveraged a network of companies, such as the Economic Federation of Misiones and the Argentine Institute of Companies, to disseminate the SCS and promote its adoption across sectors.

Midterm Recommendation		PAR's Response and Adaptations
Explore linking the SCS in the blueberry value chain with other Argentine compliance certification schemes to promote due diligence as a way to prevent and combat child labor in other value chains. The project's initiative to collaborate with the national Institute for Standardization and Certification (IRAM) to obtain certification of the blueberry SCS process represents a step forward in raising the profile of the SCS and its potential applicability in other value chains. The project should continue to bring public institutions on board and work with them to assess the potential of SCS and to develop the legal basis for enhancing its use. The experience with the blueberry value chain can serve as a case study to show the strengths and opportunities of the model.		PAR effectively enhanced the SCS and deepened its partnership with the national IRAM to expand the certification process. This expansion included the lemon and yerba mate value chains, thereby broadening the scope of the SCS. Initial steps involved conducting internal audits within blueberry companies in preparation for IRAM certification. Subsequent actions included adapting checklists for the lemon and yerba mate production processes to meet IRAM's standards and setting up a technical assistance team to support these companies through the implementation process, providing continuous advice and training.
Systematize the experience from Jardín América and design a strategy to expand the model's implementation. In the municipality of Jardín América, the project successfully identified a valid model for local action.		PAR has systemized the successful local action model from Jardín América to facilitate its replication. Despite challenges from political turnover and economic downturns impacting resource availability, PAR continues to train new officials and maintain essential services. In collaboration with the Ministries of Social Development of Tucumán and Misiones, PAR is documenting the project's experiences to enhance training and enable broader adoption of the model. As noted by a provincial government official, this initiative has gained interest from the ministries, indicating potential for wider dissemination and impact at the provincial and national levels.

Midterm Recommendation		PAR's Response and Adaptations
Continue exploring approaches to address issues around the protection of adolescent workers in rural areas. Protected adolescent work in Argentina faces many constraints due to the lack of clarity about and specifications on dangerous tasks, inefficient registration and hiring systems, and the absence of apprenticeship schemes that link work and training, particularly in rural areas. A greater understanding of the requirements of national legislation would promote acceptance and the dissemination of good practices. PAR should continue exploring approaches to address these issues and promote protected adolescent work.		PAR has maintained a sustained collaboration with PAMPA 2030 to address the challenges associated with protected adolescent work, particularly in rural areas. This partnership facilitates continuous dialogue and the development of strategies aimed at overcoming the constraints due to unclear regulations on dangerous tasks, inefficient hiring processes, and the lack of apprenticeship schemes that combine work and training. The final workshop with PAMPA 2030 underscored its role as a critical platform for discussing adolescent labor. During this period, DyA provided technical assistance and began the process of systematizing a comprehensive recommendations document. Moreover, DyA has access to ongoing random monitoring of companies, which allows for the early identification and referral of potential child or adolescent workers to the protection system, reinforcing the adherence to national legislation and promoting good practices.
Enhance union participation in project activities. PAR should explore opportunities to incorporate local union structures into ongoing local networks. The unions share a common strategy of increasing the involvement of local union leaders in preventing child labor. The PAR project could facilitate achieving this goal by increasing engagement with unions through project activities. Union participation in project discussions could enrich the project's analysis and proposals.		PAR has significantly increased union involvement in its activities, primarily through strategic engagements within the PAMPA 2030 framework. This effort includes regular biweekly coordination meetings both nationally and in Misiones. Within this context, the Child Labor Table of PAMPA, which benefits from union participation, has crafted a comprehensive work plan for 2024. This plan includes initiating an awareness campaign and drafting a policy document focused on adolescent labor. Furthermore, PAR has fostered partnerships with the Argentine Union of Rural Workers and Stevedores (UATRE) and the National Registry of Rural Workers and Employers (RENATRE) to enhance the sustainability of educational services in Tucumán, culminating in a formal agreement with RENATRE. This collaboration is also expanding to Misiones, where a project is set to be finalized by April, demonstrating a proactive approach to embedding union structures into the project's local networks and boosting the project's capacity to prevent child labor effectively.

Midterm Recommendation	PAR's Response and Adaptations
Consider setting up a formal project advisory committee. Establishing a formal committee with representatives from key institutions could help the project monitor progress, garner further support, and enhance visibility.	PAR has taken proactive steps toward establishing a formal project advisory committee to enhance monitoring, support, and visibility. It has prepared documentation that outlines the committee's structure and functions. PAR has also engaged key stakeholders from relevant institutions, who have agreed to join the committee. The inaugural meeting of this advisory committee is planned for the upcoming months, which will facilitate structured and continuous oversight and guidance for the project.

5.6. EFFECTIVENESS

EQ4.1 To what extent have the projects achieved or made progress toward achieving their objectives?

The PAR project has made significant progress in increasing knowledge of the challenges and opportunities for addressing child labor in agriculture through its comprehensive research efforts and targeted communication and sensitization strategies. By engaging a wide range of stakeholders and tailoring interventions to specific audiences, the project has effectively raised awareness and built capacity to combat child labor in Argentina's agricultural sectors.

Table 11. Performance Summary

Performance Summary	Achievement Rating	Sustainability Rating
Outcome 1: Increased knowledge of the challenges and opportunities for addressing child labor in agriculture		
Government Stakeholders: • **Increased Knowledge and Clarity:** Government stakeholders, including local and provincial officials, have shown a marked increase in their understanding of child labor issues. The PAR project's training and sensitization efforts have clarified the distinction between child labor and permissible youth work, enabling more informed and effective interventions. • **Enhanced Roles and Functions:** Training programs and certification diplomas provided to municipal officials have improved their knowledge of foundational laws, functions, and roles related to child labor. This education has enabled officials to better understand and fulfill their responsibilities in protecting children from labor exploitation.	**High.** The high rating is justified by the project's tangible impact on increasing knowledge and awareness of child labor issues among key stakeholder groups.	**High.** The high sustainability rating is justified by the actions taken to ensure a lasting impact on awareness raising. The project's initiatives have ingrained a deep understanding of child labor issues and the importance of addressing them, enabling heightened awareness to continue driving actions against child labor. While future developments are uncertain, the established awareness and advocacy frameworks provide a strong foundation.

Performance Summary	Achievement Rating	Sustainability Rating
Civil Society: CSOs agree that awareness of the problems associated with child labor has increased, as has the belief that children should be in school rather than working. This heightened awareness has significantly driven increased action, with civil society playing a crucial role in highlighting these issues and advocating for state intervention. **Private Sector:** The project successfully raised awareness and commitment throughout the value chain to prohibit child labor, particularly focusing on the blueberry and yerba mate sectors and, recently, in the lime and strawberry sectors. This was achieved through comprehensive communication and sensitization strategies as well as the collaborative design and implementation of the SCS.		
Outcome 2: Increased capacity of labor and agriculture stakeholders to address child labor in agriculture		
Public policy: The project enhanced government officials' capacity to address child labor through targeted training programs like the PAR certificate diploma, equipping them with essential knowledge. It also designed and piloted structured protocols for social development and local governments, establishing specialized childhood areas. In Misiones, these protocols improved collaboration with the Ministry of Labor, reinforcing the child protection system and resulting in better coordination and interventions. Additionally, the project facilitated planning for provincial commissions (COPRETIs) and strengthened inter-ministerial coordination, ensuring a unified approach to combating child labor. In Tucumán, the establishment of Community Tables, Childcare Centers, and Youth Points provided comprehensive support for addressing child labor issues. In Misiones, the project supported the Instrumento de Corresponsabilidad en la Protección del Derecho a la Educación (ICoProDE) (Instrument of Co-responsibility in the Protection of	**High.** The project's effectiveness in enhancing the capacity of stakeholders to combat child labor through targeted training, technical assistance, and the development and implementation of the SCS model warrants a high achievement rating.	**Medium.** Despite the project's significant efforts to institutionalize results and work closely with government officials and the private sector, the political and financial instability poses a risk to the long-term continuation and effectiveness of the initiatives established by the PAR project.

Performance Summary	Achievement Rating	Sustainability Rating
the Right to Education) territorial management model, piloted in seven municipalities. This model included Educational Re-engagement Centers, re-engaging 16, 000 children with education. **Strengthening Civil Society:** The PAR project has significantly increased the capacity of CSOs to address child labor through training, strategic planning, conflict resolution, and case handling. Their involvement has been crucial in highlighting child labor issues and advocating for policy changes. The creation of platforms like PAMPA 2030 in Misiones, spurred by the PAR project, has facilitated policy discussions and legislative advocacy, bringing child labor to the forefront of the public agenda. **Engaging Private Sector:** The project has successfully engaged businesses in key agricultural sectors such as blueberry, yerba mate, and lemon. This engagement has led to the co-design, implementation, and adoption of the SCS, which strengthened participating businesses' internal compliance processes and promises to improve their reputation as businesses with a strong commitment to eradicating child labor.		

EQ4.2 What were the key internal or external factors that limited or facilitated the achievement or progress toward achieving the projects' outcomes?

The project demonstrated resilience in overcoming initial obstacles and benefited from various facilitating factors; however, external constraints limited its full potential for impact.

The evaluation team identified these external factors as key limitations:

- **Economic and Budgetary Constraints:** Economic barriers were a significant hindrance toward the end of the project. While the need for services existed, budgetary constraints limited the project's capacity to expand or sustain certain activities. For instance, the project faced difficulties securing formal provincial contributions, and the state budget remained frozen despite high inflation. This affected programs like Good Harvest and led to the suspension of educational reinforcement programs (CAPYT) and multi-actor coordination spaces (ICoProDE).
- **Institutional Challenges:** The project navigated a complex landscape of cultural and institutional challenges, including adapting to changing public policies and integrating with state mechanisms without supplanting them. The new administration's decision to

transform the Ministry of Labor into a Secretariat halted advocacy work on protected adolescent labor, and instances like CONAETI have limited decision-making capabilities.

- **Cultural Challenges:** While many see child labor as problematic (in part because of the project), cultural acceptance and deep-rooted practices that prevent addressing these issues hinder real change on the ground. This is especially true in Misiones, where cultural norms still play a significant role in maintaining the status quo.
- **Uncertainty in Public and Private Sector Support:** Securing continuous support from both public and private sectors posed a challenge, especially in the current political context. DyA's efforts to engage companies for financing have been ongoing, with responses pending from several entities. Despite presenting multiple projects to various organizations, the immediate impact on the ground remains uncertain until funding is secured.

The evaluation team identified these external factors as facilitators:

- **Synergy Between Institutions:** The project's explicit strategy to create coordination hubs at the local and provincial levels, fostering synergies between various institutions was a key factor in achieving the project's intended results. This synergy involved collaboration between stakeholders such as agricultural companies, municipalities, schools, and local communities to promote and fund municipal initiatives, such as childcare and youth centers.
- **Human Resources:** Multiple stakeholders highlighted the project staff as a significant factor contributing to its success. The project's flexibility and openness to working with both research teams and extension activities, as well as the accompaniment and guidance, were critical internal facilitators.
- **External Funding and Support:** The project capitalized on an existing structure with ongoing funding from RENATRE, the Ministry of Labor, Buena Cosecha Program, Ministry of Education of Misiones, and several companies for childcare centers, demonstrating the importance of working within the system to improve public services offered to the community.

5.7. IMPACT

EQ5.1 Did the projects cause unintended effects? If so, what were they?

The PAR project not only achieved its intended goals but also led to several positive unintended effects.

- A positive unexpected outcome was that the project clarified the roles of the Ministry of Labor in child labor detection and the child protection system in mitigating and caring for a child after an incident. This led to more structured and effective collaboration between government agencies on child-related issues.
- The project directly benefited 450 children through early childhood centers and youth support centers, which provided specialized care, meals, academic support, and access to technology. These services were a lifeline in rural communities that previously lacked such support, allowing mothers to return to work and enhancing families' economic wellbeing.
- The project also supported legal recognition and advocacy efforts, such as helping CSOs in Misiones gain legal status and advocating for a certification project for child-labor-free products.

- Government and private sector representatives noted that the PAR project positively influenced community norms and practices regarding child labor. This led to broader awareness and rejection of child labor within communities. Initiatives such as the SCS were highlighted to enhance compliance practices within industries.

No negative unintended effects were mentioned. Key stakeholders at the national, provincial, and municipal levels highly praised the project and implementation team, resulting in enhanced community awareness, compliance practices, and collaboration across different sectors.

5.8. SUSTAINABILITY

EQ6.1 To what extent have the projects' activities continued, absent of ILAB or others' external resources? What additional benefits, if any, have emerged since the completion of the projects?

The likelihood that the PAR project's benefits will continue without ILAB, or other external resources appears promising, though it hinges on effectively navigating economic and political uncertainties. The project has established a robust foundation through community engagement and local capacity building, making significant progress toward institutionalizing and systematizing child labor interventions.

Examples of potential sustainable outcomes include:

- **Community Educational and Childcare Programs:** Activities such as childcare centers have shown potential for continuation and ownership by local stakeholders, though concerns about future funding and government support remain. The project's focus is on building local capacity and integrating activities into local government and community structures to support long-term sustainability.
- **Local Government Empowerment:** Municipalities, particularly in Misiones, have started to institutionalize protocols to manage child labor cases independently, demonstrating a move toward self-sufficiency.

However, continued support and monitoring are crucial to address financial vulnerabilities and preserve the infrastructural and systemic changes the project initiated. Securing ongoing government support and establishing stable funding mechanisms within local governments are essential to enhance sustainability. Additional time and resources are necessary to consolidate the project's advancements and ensure their long-term maintenance, keeping the fight against child labor a sustained priority.

EQ6.3 To what extent do the projects' intended beneficiaries feel ownership of and motivation to continue the activities absent of ILAB or others' external resources?

The PAR project has significantly bolstered the capacity of local stakeholders by providing them with essential knowledge and tools to tackle child labor issues effectively. Training initiatives, such as the diploma in child labor, have substantially improved municipal officials' understanding and spurred them to take concrete actions toward eradicating child labor. This capacity building has instilled a sense of readiness and ownership among participants to sustain the project's activities without external funding.

Municipal and provincial officials, as project participants and local stakeholders, have demonstrated a strong sense of ownership over the initiatives introduced by the PAR project.

Their active involvement in training programs and implementing child labor protocols, along with developing municipal strategies to combat child labor, clearly illustrates this commitment. For example, one participant noted, "*We decided that the main tool of this program would be a municipal model involving other provincial and national actors whom we would train.*"

Despite this increased capacity and motivation, interviews with stakeholders reveal a persistent dependency on external financial support, which poses a risk to sustaining the initiatives. Furthermore, potential shifts in the government's approach to child labor may challenge these efforts' sustainability.

The reliance on external funding, combined with changes in political priorities, underscores the necessity for a strategic approach to ensure long-term sustainability and motivation among local stakeholders. To overcome these challenges, developing robust, self-sustaining funding models and adapting strategies to align with potential governmental shifts is essential. Ensuring the long-term maintenance of these initiatives requires continuous improvement and a commitment to integrating these efforts into broader governmental and societal frameworks.

EQ6.4 Are there any factors that limit or facilitate sustainability of the projects' outputs or outcomes?

Key Challenges to Sustainability:

- **Economic and Social Crisis:** The economic downturn, exacerbated by the COVID-19 pandemic, has significantly undermined families' financial stability. This economic strain has led to increased child labor as a survival strategy. The ongoing financial crisis poses a substantial threat to the sustainability of efforts to reduce child labor, as families may prioritize immediate survival over long-term benefits such as education.

  As noted by DyA staff, "*Perhaps we do not solve the entire problem because the fundamental issue is the family economy, and we cannot deny that. But at least we can bring them closer to services that can complement family life to prevent them from falling into situations of vulnerability.*"

- **Public Policy and Funding Challenges:** Fluctuations in national policies and reductions in funding, particularly from the national to the provincial level, have severely impacted the resources available to combat child labor and support affected families. These changes threaten the continuity and effectiveness of established programs and initiatives aimed at mitigating child labor.

Factors Facilitating Sustainability:

- **Participatory Approach with Private Sector Involvement:** It is crucial to adopt a participatory approach that involves all stakeholders in order to understand risks and design culturally appropriate solutions. This strategy facilitates sustainability by ensuring that interventions are well-received and effectively address the community's specific needs.

- **Community-Centric Initiatives:** Initiatives such as childcare centers and youth centers equipped with computers and tutors play a vital role in supporting families and preventing school dropout. Stakeholders highlight the success of these initiatives in helping families cope with economic challenges and reducing the risk of child labor. The positive reception of these projects within communities and recognition from external organizations demonstrate their potential for replication in other sectors, further enhancing sustainability.

5.9. EQUITY AND INCLUSION

EQ8.1 How did the projects incorporate elements of inclusion and equity into their design and implementation?

The project prioritized inclusion and equity right from the planning stages, actively involving diverse groups such as women, Indigenous populations, and children. This approach ensured that these groups were not only participants but also contributors to shaping the project outcomes. The project organized specialized sessions to cater to these groups' unique perspectives and needs. For example, as detailed by a project coordinator, "*We had an initial session that was more about organizations from the state, the Secretary of Women, and similar bodies, followed by other sessions focusing on women and diversities, each with their table. Thus, there were tables for women farmers, Indigenous women, and working women, including those in unions, allowing each group to have its protagonists.*"

EQ8.2 How did the projects serve the needs and priorities of diverse stakeholders, including those from underserved or marginalized communities?

The project demonstrated a strong commitment to serving the needs of diverse and often marginalized stakeholders by implementing targeted initiatives. Establishing childcare and youth centers in vulnerable communities exemplifies this commitment. The project specifically designed these centers to support families by having them provide essential services that align with local needs, thereby ensuring that children and their caregivers could access support that directly impacts their daily lives and potential vulnerabilities. Moreover, the project conducted a stakeholder mapping exercise to support the development and implementation of activities targeted to each stakeholder. Taken together, the insights gathered from the community engagement sessions and mapping exercises informed the design of these initiatives, such as the SCS, rights protection protocols, and the diploma course, ensuring that the solutions provided aligned with these groups' needs and priorities.

6. LESSONS LEARNED AND PROMISING PRACTICES

6.1. LESSONS LEARNED

As a result of the evaluation, stakeholders identified the following lessons learned garnered through the implementation of the NOEMI, OFFSIDE, and PAR projects.

1. **Bottom-up Approach to Public Policy and Scale.** NOEMI adopted a bottom-up approach, which proved effective for multi-level impact. The innovation lies in its engagement with public policy, starting at the local level and eventually escalating its influence on the national arena. This strategy effectively integrated educational and vocational considerations, serving as a compelling model for policymakers interested in crafting scalable solutions to educational, protection, and employment challenges.
2. **Multi-Level and Cross-Sectoral Coordination.** NOEMI, PAR, and OFFSIDE exemplified effective cross-sectoral multi-sectoral coordination by bringing together the education/agricultural and employment sectors. This approach was operationalized across various levels of governance, from local to provincial and national. By aligning the objectives of these different sectors and levels, the projects effectively enhanced their impact and broadened their reach.
3. **Co-creation of EWBT Methodology.** The refinement of the EWBT methodology, as part of NOEMI, was a highly collaborative process involving various stakeholders from both the employment and education sectors. These stakeholders convened in co-creation workshops where the DyA team provided a structured agenda and methodology, setting the stage for focused and meaningful discussions. This enriched methodology bridges the gap between both sectors and encapsulates mutual learning and understanding.
4. **Grounded Observations.** The practice of having national government officials travel to municipalities and provinces for on-the-ground observations shifted perceptions and influenced policy decisions. By seeing the implementation of both NOEMI and OFFSIDE first-hand, these officials gained insights that bridge the gap between national-level regulations and local realities, thus informing more grounded policies.
5. **Adaptive and Experiential Learning.** The projects refrained from imposing a static, predefined manual for implementation. Instead, the NOEMI, PAR and OFFSIDE teams opted for a more agile, experience-driven approach, allowing the project's guidelines to evolve based on field learnings and stakeholders' needs and priorities. This adaptability ensured that the methodologies and strategies employed remained relevant and relatable to the targeted communities, thereby enhancing the project's efficacy and reach.
6. **Effective Public-Private Partnerships Enhance Engagement.** Engaging the private sector, in collaborative spaces with government and municipalities proves significantly beneficial. Small contributions from the private sector motivate them to become more active participants, fostering a sense of ownership and commitment towards the goals of the project. This engagement encourages the private sector to increase their involvement over time, leading to more robust collaboration and more sustainable outcomes.
7. **Localized Teams Strengthen Project Outcomes.** Deploying local teams to work alongside government officials not only boosts the visibility of efforts but also facilitates the hands-on guidance necessary for effective implementation of activities. This close proximity builds trust between stakeholders and enhances the sustainability of interventions by adapting approaches that are culturally and contextually relevant.

6.2. PROMISING PRACTICES

Similarly, stakeholders identified several promising practices stemming from the implementation experience of NOEMI, PAR and OFFSIDE projects.

1. **Unstructured Meetings for Emotional Support.** NOEMI FGDs revealed the latent need for unstructured meetings that serve as emotional and psychological safe spaces for students, particularly those not attending mainstream schools.
2. **Pitching Ideas to Businesses.** An emergent and highly impactful strategy of NOEMI was encouraging students to pitch their ideas directly to entrepreneurs. The activity was particularly groundbreaking in Tucumán and changed the dynamics between students and business owners. It created a new dimension in which businesses could listen and engage more closely with students, shedding the general mistrust often directed toward government policies. This strategy was not just high impact but also cost-effective, marking it as a promising intervention. According to officials, when students could articulate their ideas, the business community listened with renewed interest, bypassing their usual skepticism towards government-led initiatives.
3. **Aligning and Elevating Existing Systems.** An impact strategy of OFFSIDE was in working through and within existing systems at the national, provincial, and municipal levels. The project's approach leveraged the existing priorities, motivations, processes, and systems of its key partners to mitigate potential challenges while also increasing the likelihood of sustainability and scalability.
4. **Comprehensive Guidance ("Acompañamiento") in Schools and Businesses**. One of the distinguishing features of NOEMI was the involvement of both socio-educational and employment tutors who provided "acompañamiento," or guided support, to participants. Businesses also participated by designating tutors tasked with guiding the students during their internships or apprenticeships. This multi-layered support system not only facilitated academic and skill development but also positively impacted the socio-emotional well-being of youth participants, enriching their educational and internship experiences.
5. **Developing Tailored Inter-Institutional Protocols**. Recognizing and addressing specific local challenges through customized inter-institutional strategies has proven effective. PAR's ability to identify and fill gaps in coordination between ministries and provincial commissions, for instance, culminated in the creation of protocols and manuals specifically designed to manage child labor cases. These tools aid in standardizing processes and ensuring consistency across various jurisdictions, improving the efficiency and effectiveness of interventions in the short and medium-term.
6. **Multi-Actor Approach to Child Labor.** Both the PAR and OFFSIDE projects' success in bringing together various stakeholders—government, NGOs, private sector, workers' and employees' organizations, and community members—highlights the effectiveness of a multi-actor strategy. This comprehensive approach facilitates a more robust and holistic strategy to combat child labor, demonstrating the importance of diverse perspectives and expertise in developing effective solutions.
7. **Inter-Institutional Collaboration**. Enhanced cooperation among different entities working in the field of child labor and protection is a key achievement of the PAR project. The formalization of roles and the establishment of inter-institutional tables significantly improved coordination. This practice can serve as a model for other regions, illustrating how well-defined collaborative efforts can lead to more cohesive and effective actions.

7. CONCLUSION

USDOL's portfolio, as exemplified by the NOEMI, OFFSIDE, and PAR projects, underscores a robust commitment and coordinated effort to addressing child labor and enhancing labor conditions in Argentina.

- **NOEMI** has shown a high degree of alignment and adherence with the implementing environment in Argentina, particularly focusing on vulnerable youth within the educational system. Grounded in a comprehensive pre-situational diagnosis conducted in 2017, NOEMI addressed critical gaps in internship methodologies in both educational and labor sectors by targeting legal frameworks, stakeholder best practices, and enhancements in educational inclusion methodologies and support for job placement. Stakeholders agreed that these elements collectively bolstered the capacity and awareness of key actors—government agencies, employers, workers' organizations, and civil society—to establish and expand workplace-based training programs, specifically targeting adolescents at or above the legal working age who are engaged or at risk of engaging in the worst forms of child labor.
- **OFFSIDE** sought to increase knowledge of challenges and opportunities in addressing child labor and build the capacity of stakeholders in the labor and agricultural sectors to support effective implementation of the NAP. The project's strategies, praised by stakeholders for their relevance and responsiveness, facilitated collaboration across sectors and levels of government. Notably, OFFSIDE produced cutting-edge research that increased understanding and commitment to eradicating child labor, aligning closely with stakeholders' priorities and needs. Although its influence on the new NAP remains unclear, OFFSIDE's compatibility with government priorities and its success in establishing a multi-stakeholder coalition have laid a strong foundation for advancing action against child labor in Argentina's agricultural areas.
- **PAR** has effectively mobilized diverse stakeholders across Argentina's agricultural landscape to tackle child labor comprehensively. Through a multifaceted approach, the project strengthened the child protection system, elevated the issue of child labor on the political agenda, and aligned closely with national and local policies. Its strategies resonated across governmental, private sector, and civil society spheres, fostering collaboration and transformative social change. Notably, through strategic engagement with businesses in key sectors like blueberry, yerba mate, and lemon, the project facilitated the adoption of SCS. This initiative has not only strengthened internal compliance processes within participating businesses but also holds the potential to enhance their reputation as champions in eradicating child labor. PAR's compatibility with other initiatives fostered enhanced collaboration between government agencies and heightened community awareness, marking significant progress in combating child labor and driving transformative social change in Argentina's agricultural sectors.

In conclusion, the NOEMI, OFFSIDE, and PAR projects collectively represent the USDOL's unwavering commitment to combatting child labor and improving labor conditions in Argentina. These projects have demonstrated remarkable effectiveness through their strategic alignment with local contexts, proactive interventions, and collaborative efforts across sectors. As a result, USDOL's portfolio has collectively not only enhanced awareness and capacity among stakeholders but also contributed to significant policy reforms, innovative initiatives, and societal shifts. Despite the challenges posed by the current administration, NOEMI, OFFSIDE, and PAR have contributed to a foundation for sustained progress in addressing child labor and promoting labor rights in Argentina.

8. RECOMMENDATIONS

Based on the evaluation findings, the evaluation team presents the following recommendations for consideration by grantees, USDOL, and the Government of Argentina.

8.1. TO THE GRANTEES

6. **Diversify Funding Sources**: Continue developing a robust funding strategy, diversifying income through private sector partnerships and international grants. This approach is essential to mitigate potential public funding cuts and ensure sustained project activities.
7. **Intensify Community Awareness Campaigns:** Strengthen efforts to shift cultural norms around child labor, particularly in regions like Misiones, using local media, schools, and community leaders effectively. Expand targeted awareness campaigns across various platforms including radio, social media, and public events to communicate the adverse effects of child labor and promote educational opportunities.
8. **Expand the Social Compliance System (SCS):** Scale up the SCS model to include a wider array of companies and sectors, such as strawberries, focusing particularly on integrating medium and small producers along the value chain. Extend the SCS' reach to engage small producers who supply larger companies. Strengthen the SCS' connection with international markets to enhance export value. Implement targeted sensitization campaigns to educate consumers about the advantages of purchasing child-labor-free yerba mate, thereby boosting its market value.
9. **Enhance Coordination:** Grantees should amplify their collaboration efforts, now more than ever considering the political environment, to maximize the impact. By pooling resources and expertise, they can amplify their geographic reach and effectiveness. Through sharing best practices, jointly implementing projects, and coordinating advocacy, grantees can address gaps comprehensively and innovate more effectively. Moreover, collaborative initiatives hold the potential to enhance visibility and credibility, presenting a unified front toward eradicating child labor.
10. **Continue to Prioritize Advocacy at the National Level.** Advocacy efforts at the national level should not only be maintained but enhanced to ensure child labor remains a priority, despite the challenging political environment. Grantees should identify and support influential champions who can drive policy changes, secure funding, and keep the issue on the national agenda. By engaging in strategic networking, building alliances, and using data-driven advocacy, grantees can maintain momentum and ensure ongoing efforts to eradicate child labor receive the necessary attention and resources.

8.2. TO USDOL-ILAB

7. **Enhance Support for Ongoing and Future Projects**: Provide funding to either existing projects or forthcoming initiatives to sustain and build upon the progress achieved by the PAR and NOEMI projects by:
    - **Consolidating the successes of the SCS:** Continue to support and strengthen achievements in established sectors like yerba mate and lemon, while exploring expansion into new sectors such as strawberries.
    - **Extending the municipal model:** Expand the municipal model to additional municipalities in Misiones to ensure the ongoing provision of essential educational and childcare services for vulnerable families.

- **Integrating NOEMI components into future programming:** Incorporate activities in future ILAB programming that connect and align with the NOEMI project's "Vocational Development Path" to enhance the project's institutional foundation in Tucumán, ensuring a cohesive approach to institutional development.

8. **Maintain National-Level Engagement:** While focusing on territorial and provincial levels is essential for effectively tackling child labor, it is equally important not to overlook the national level. The current shift in portfolio actions toward the subnational levels risks creating a vacuum in national leadership and advocacy, potentially stalling the progress made in placing child labor on the political agenda. Despite the challenges posed by the current administration, it is crucial for the U.S. Government, as well as its grantees and implementers, to continue applying pressure on the Argentine government. This should involve targeted advocacy to ensure that the fight against child labor remains a high priority and receives the necessary attention and resources at the national policy level.
9. **Enhance Flexibility in Funding Mechanisms:** Embed greater flexibility within future USDOL contracts and cooperative agreements to ensure they can be adjusted in response to changing local conditions and unforeseen challenges. While these mechanisms are already designed with some flexibility, increasing this flexibility will enable implementers to respond promptly and effectively to evolving project demands. Additionally, request grantees should establish a reserve within the project budget specifically designed to address emerging needs and ensure swift adaptation to new circumstances.
10. **Promote Knowledge Exchange:** Facilitate knowledge exchange programs or learning events that connect different interventions and countries grappling with similar issues related to child labor. Organize international conferences, workshops, and stakeholder visits, involving ILAB, to share and disseminate best practices and innovative solutions for eradicating child labor and enhancing global cooperation and learning. These exchanges will also provide valuable learning opportunities for the U.S., enhancing global cooperation, and mutual learning.
11. **Strengthen Enforcement Initiatives:** Coordinate with ILAB's Office of Trade and Labor Affairs (OTLA) to bolster initiatives aimed at improving the capacity of the labor inspectorate, ensuring more rigorous oversight and effective follow-up on child labor violations in Argentina. Consider promoting initiatives that provide comprehensive training and resources to labor inspectors in Argentina and develop an enhanced monitoring and evaluation system to ensure thorough compliance and enforcement.
12. **Continue to Gather New Evidence and Learning:** Provide additional funding for external evaluations to continue assessing OFFSIDE and PAR's performance, impact, and scalability and to identify best practices for future expansion. This evaluation could analyze the activities of OFFSIDE and PAR in particular that extended beyond this evaluation and their effectiveness in achieving project objectives. The evaluation findings could inform potential strategies for scaling up successful interventions through continued collaboration with stakeholders.

8.3. TO THE ARGENTINE GOVERNMENT

5. **Restore Budget Allocations**: Urgently restore and ensure continuous funding for critical programs such as "Volvé a la Escuela" and the "Good Harvest" initiative. This funding is crucial to prevent families from facing poverty and the associated risks of child labor. By

supporting these programs, the government can safeguard vulnerable populations and maintain the momentum toward eliminating child labor.

6. **Strengthen Legal Frameworks**: Update and enhance the legal frameworks to provide clearer guidelines and enforce stricter penalties for child labor violations, including adolescent labor. This could include, for example, updating the hazardous list with innovative methodologies by sectors. Implement regular training sessions for law enforcement agencies to ensure that these laws are applied uniformly across all regions, thereby improving the effectiveness of enforcement efforts nationwide.
7. **Enhance CONAETI's Operational Capabilities:** Strengthen the existing framework of CONAETI by enhancing its operational capabilities. This improvement will enable a more cohesive and proactive management of child labor issues, helping to effectively operationalize the NAP across both national and provincial levels. To achieve these objectives, it is crucial to allocate the necessary resources to CONAETI, enabling it to efficiently perform these expanded functions. This enhancement will ensure a more dynamic and responsive approach to the eradication of child labor throughout Argentina.
8. **Encourage Private Sector Engagement**: Develop incentives for private companies to implement and sustain SCS. Create a rewards program that offers tax incentives and public recognition to businesses that demonstrate a strong commitment to eradicating child labor. This program will not only encourage compliance but also publicly commend those companies taking active steps toward a child-labor-free supply chain.

Table 12. Recommendations and Supporting Evidence

Recommendation	Evidence	Page Numbers
To the Grantees		
Diversify Funding Sources	Efficiency, Effectiveness, and Sustainability	11 –17, 18 – 21; 27 – 31, 32 – 34, 35 – 37; 43 – 45, 48 – 51, 52 - 54
Intensify Community Awareness Campaigns	Impact and Sustainability	51 – 54
Expand the SCS	Effectiveness and Impact	48 – 52
Enhance Coordination	Coherence and Sustainability	10 – 11, 18 – 21; 26 – 27; 35 – 37; 41 – 43, 52 - 54
Continue to Prioritize Advocacy at the National Level	Sustainability	18 – 21; 35 – 37; 52 - 54
To the USDOL-ILAB		
Support for Ongoing and Future Projects	Effectiveness and Impact	48 – 52
Maintain National-Level Engagement	Sustainability	18 – 21; 35 – 37; 52 - 54
Enhance Flexibility in Funding Mechanisms	Efficiency, Effectiveness, and Sustainability	11 –17, 18 – 21; 27 – 31, 32 – 34, 35 – 37; 43 – 45, 48 – 51, 52 – 54 (specifically, see p. 44 and p.50)

Recommendation	Evidence	Page Numbers
Promote Knowledge Exchange	Coherence and Sustainability	10 – 11, 18 – 21; 26 – 27; 35 – 37; 41 – 43, 52 - 54
Strengthen Enforcement Initiatives	Efficiency	27 – 31; 43 - 45
Continue to Gather New Evidence and Learning	Sustainability	35 - 37; 52 - 54
To the Argentine Government		
Restore Budget Allocations	Efficiency, Effectiveness, and Sustainability	11 –17, 18 – 21; 27 – 31, 32 – 34, 35 – 37; 43 – 45, 48 – 51, 52 - 54
Strengthen Legal Frameworks	Efficiency	11 – 14; 27 – 31; 43 - 45
Enhance CONAETI's Operational Capacities	Efficiency, Effectiveness, and Sustainability	11 –17, 18 – 21; 27 – 31, 32 – 34, 35 – 37; 43 – 45, 48 – 51, 52 - 54
Encourage Private Sector Engagement	Coherence	10 – 11; 26 – 27; 41 - 43

ANNEX 1: TERMS OF REFERENCE AND DATA COLLECTION TOOLS

BACKGROUND AND JUSTIFICATION

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) are offices within the Bureau of International Labor Affairs (ILAB), an agency of the U.S. Department of Labor (USDOL) that provides a wide range of technical assistance around the world. ILAB's mission is to promote a fair global playing field for workers in the United States and around the world by enforcing trade commitments among trading partners, strengthening global labor standards, promoting racial and gender equity, and combating international child labor, forced labor, and human trafficking.

OCFT works to combat child labor, forced labor, and human trafficking around the world through international research, policy engagement, technical cooperation, and awareness-raising. OCFT supports technical cooperation projects in more than 90 countries around the world. Technical cooperation projects funded by OCFT support sustained efforts that address child labor and forced labor's underlying causes, including poverty and lack of access to education.

ILAB has contracted with DevTech Systems, Inc. (DevTech) to conduct a cluster performance evaluation of three projects in Argentina:

- Project to Promote Workplace-Based Training for Vulnerable Youth in Argentina (NOEMI) implemented by Desarrollo y Autogestion (DyA)
- Improving the Capacity of Labor and Agriculture Stakeholders to Address Child Labor in Agricultural Areas of Argentina (OFFSIDE) implemented by the International Labour Organization (ILO)
- Multi-stakeholder Strategy on Child Labor Elimination in Agriculture in Argentina (PAR) implemented by DyA.

The present terms of reference (TOR) for the final performance evaluation of these projects serve as the framework and guidelines for the evaluation. The evaluation approach is in accordance with the Department of Labor's (DOL) Evaluation Policy.[67] OCFT is committed to using the most rigorous methods applicable for this performance evaluation and to learning from the evaluation results. The evaluation will be conducted by an independent third party in an ethical manner, ensuring the dignity, rights, safety, and privacy of participants are safeguarded.

The evaluation will be guided by the Organization for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) criteria of Relevance, Coherence/Alignment, Effectiveness, Efficiency, Impact (to the extent possible), and Sustainability.[68] In addition, this evaluation will include Equity and Inclusion, as well as lessons learned and promising practices

[67] For more information on USDOL's Evaluation Policy, please visit https://www.dol.gov/asp/evaluation/evaluationpolicy.htm

[68] From Better Criteria for Better Evaluation: Revised Evaluation Criteria Definitions and Principles for Use by the Organization for Economic Development's Development Assistance Committee (OECD-DAC) Network on Development Evaluation. USDOL determined these criteria are in accordance with the OMB Guidance M-20-12. For more information, please visit: https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf

from the projects as evaluation domains. In conducting this evaluation, DevTech will strive to uphold the American Evaluation Association Guiding Principles for Evaluators.[69] OCFT will make the evaluation report available and accessible on its website.

PROJECT CONTEXT

In Argentina, child labor is a prevalent problem. According to official estimates, 10 percent of children between the ages of 5 and15 are engaged in at least one form of productive activity, rising to 19.8 percent in rural areas.[70] This is mainly driven by economic and poverty factors, as well as gaps in the child labor legal framework, inadequate government enforcement of child labor laws, and a lack of available data on the scale of the issue.[71] Additionally, the COVID-19 pandemic has had a significant impact on child labor, with a government study indicating that 46 percent of children aged 13-17 engaged in work began doing so as a result of the pandemic.[72]

To combat this issue, the government has implemented various measures through legislative reform and government initiatives, including ratifying the United Nations (UN) Convention on the Rights of the Child, introducing the 2018-2020 plan to end human trafficking, child prostitution, and exploitation,[73] and implementing the Third National Plan for the Prevention and Eradication of Child Labor and the Regulation of Adolescent Work (2018-2022) and the Federal Strengthening Program for the Eradication of Child Labor. This latter initiative targets leaders at the sub-national level to improve preventative strategies and detection of child labor. Additionally, there are important interagency agreements and national coordination mechanisms in place to eliminate child labor, such as the Interagency Agreement for Prevention of Child Labor and Protection of the Adolescent Worker.[74]

International organizations such as UNICEF are also taking major steps to eradicate child labor and increase opportunities for disadvantaged children in Argentina. For example, the Ministry of Education and UNICEF have implemented a two-year program to provide scholarships for students to attend school in areas protected from human trafficking. Similarly, UNICEF has allocated an annual budget of $123 million to establish social programs for countries including Argentina.

Despite these efforts, child labor persists in various forms in Argentina, including human trafficking and commercial sexual exploitation, as well as illicit activities such as drug trafficking. Children, particularly in northern areas, are also commonly employed in the agricultural sector, harvesting crops such as blueberries, cotton, yerba mate (a stimulant plant), and tobacco,

[69] For more information on the American Evaluation Association's Guiding Principles, please visit: https://www.eval.org/p/cm/ld/fid=51

[70] Encuesta de Actividades de Niños, Niñas y Adolescentes. 2016-2017. https://www.indec.gob.ar/indec/web/Nivel4-Tema-4-31-63

[71] Bureau of International Labor Affairs. Child Labor and Forced Labor Reports, Argentina. 2021. https://www.dol.gov/agencies/ilab/resources/reports/child-labor/argentina

[72]Bureau of International Labor Affairs. Child Labor Report, Argentina. 2021. https://www.dol.gov/sites/dolgov/files/ILAB/child_labor_reports/tda2021/Argentina.pdf

[73] Ibid 4.

[74] Ibid 5.

exposing them to hazardous conditions.[75] To address these challenges, DOL/ILAB works diligently to support the fight against child labor through various cooperative agreements to reduce child labor and provide opportunities for vulnerable youth, including the three projects under this cluster evaluation.

PROJECT SPECIFIC INFORMATION

NOEMI. In 2016, ILAB awarded a $3,000,000 cooperative agreement to DyA to implement NOEMI. In 2021, DyA received additional funding of $300,000 and an extension until April 2023 to continue the implementation of the project. The objective of NOEMI is to create an environment that facilitates the development of workplace-based training opportunities for adolescents and youth, including vulnerable youth, in order to enhance their secondary education with more relevant training that aligns with the labor market. The project aims to achieve this by achieving specific outcomes.[76]

1. Laws or policies supporting quality educational workplace-based training opportunities for youth, including vulnerable and marginalized youth, are improved, and/or implemented by key stakeholders,

2. Employers, workers' organizations, and other stakeholders implement good practices related to educational workplace-based training for youth, including vulnerable and marginalized youth,

3. The quality of existing public and private programs that provide vulnerable and marginalized youth with prerequisite skills to enter workplace-based training programs is improved.[77]

Specifically, NOEMI aims to assist key stakeholders in identifying opportunities for improvement within laws and policies that would aid in the establishment of high-quality work-based training programs. It also provides employers and workers' organizations with the necessary tools and technical knowledge to implement work-based training programs, and helps existing job training programs reach young individuals who are at a high risk of engaging in hazardous activities.[78] Furthermore, the project is building the capacity of national and local stakeholders to implement an educational workplace-based training model that prevents school dropout, enhances soft skills, and provides real-world work opportunities through apprenticeships. During the first phases the project was implemented in the provinces of Buenos Aires, Tucumán, and Santa Fe, with the leading partner Desarrollo y Autogestión (DyA) supported by three main implementing partners: Fundación La Salle, Fundación Sostenibilidad, Educación y Solidaridad, and four other organizations at the local level: Crecer Juntos, Develar, Jóvenes Solidarios, and Fundación

[75] Ibid 6.

[76] Bureau of International Labor Affairs. Project to Promote Worklace-Based Training for Vulnerable Youth in Argentina (NOEMI) Project, Final Report. December 2018. https://www.dol.gov/sites/dolgov/files/ILAB/Argentina-Apprenticeship_meval.pdf

[77] Ibid.

[78] Bureau of International Labor Affairs. Project to Promote Workplace-Based Training for Vulnerable Youth in Argentina. https://www.dol.gov/agencies/ilab/project-promote-workplace-based-training-vulnerable-youth-argentina

Armstrong. In the final phase under evaluation, DyA solely executed the project within Tucumán, without collaboration from other organizations.

PAR. In 2018, ILAB awarded a $2,500,000 cooperative agreement to DyA to implement PAR. In 2023, DyA received additional funding of $625,000 and an extension until April 2024 to continue the implementation of the project. PAR is designed to increase action by labor and agricultural stakeholders to address child labor in agricultural areas in Argentina by improving the tools and coordination among various stakeholders in the country. The project is focused on two main outcomes:

1. Increased common understanding of the challenges and opportunities for addressing child labor in agriculture.

2. Increased capacity of labor and agriculture stakeholders to address child labor in agriculture.[79]

Specifically, PAR aims to enhance the capacities of labor and agricultural stakeholders to address child labor in agriculture. This includes the implementation of a Municipal Model, which involves the development of governmental tools tailored for tackling rural child labor and promoting children's rights protection strategies. These strategies comprise mechanisms for policy advocacy, risk prevention methodologies, educational strategies, and youth employment programs. Additionally, the project seeks to improve private sector coordination through the establishment of a Social Compliance System Model. This system enables companies to gather and share their experiences in the prevention and elimination of child labor.[80] The project is implemented in the provinces of Tucumán, Misiones, and Buenos Aires, focusing on the yerba mate (stimulant plant), lemon, and blueberry sectors. The leading implementing partner is DyA with support from the Argentine Blueberry Committee (ABC) and the civil society organization (CSO) Sueño para Misiones for specific components.

OFFSIDE. In 2018, ILAB awarded a $2,500,000 cooperative agreement to the International Labour Organization (ILO) to implement OFFSIDE, a project initially set to span 4.5-years. The project later received a $625,000 funding increase and a 15-month extension, bringing the total funding to $3,125,000 and extending the project's completion date to November 30, 2024. Prior to this, a no-cost extension had adjusted the project's end date from Aug 31, 2022, to Aug 31, 2023. The project was designed to build the capacity of stakeholders with agriculture and labor mandates to effectively implement the National Action Plan for the Prevention and Eradication of Child Labor (NAP) by improving coordination at all levels using the existing governmental organizational structures in Argentina. Specifically, the OFFSIDE project is intended to make progress toward its goal by:

1. generating knowledge and information on child labor and adolescent work in agriculture;

[79] FOA-ILAB-18-05. https://www.grants.gov/web/grants/view-opportunity.html?oppId=306975

[80] Bureau of International Labor Affairs. IMPAQ International, LLC. Argentina Multi-Project Evaluaciones, NOEMI, PAR, and OFFSIDE Projects. July 2021. https://www.dol.gov/sites/dolgov/files/ILAB/evaluation_type/final_evaluation/Argentina-Multi-Project-Evaluation_Final-Report-Non-PII_508-Compliant.pdf

2. raising awareness of and advocating for solutions to the problem;

3. assisting labor and agricultural stakeholders in building their capacities to address child labor; and

4. designing local-level models, methodologies, tools, good practices, and lessons learned.

The project implemented activities focused on the wine grape, tomato, garlic, and cotton value chains, among others, in the provinces of Mendoza, Santa Fe, and Buenos Aires. These activities were designed to then inform the Ministry of Labor, Employment, and Social Security and the Ministry of Agriculture, Livestock, and Fisheries on national-level policies relating to child labor in Argentina. Interestingly, the OFFSIDE project shares the same outcomes with PAR, refer to section 5. PAR, Evaluation Results, but it has different strategies, outputs, and activities.[81]

PURPOSE AND SCOPE OF EVALUATION

This cluster performance evaluation aims to assess the effectiveness and efficiency of the PAR, NOEMI, and OFFSIDE projects in achieving their intended objectives and outcomes in Argentina. The evaluation will consider sustainability prospects of the projects, as well as factors that have facilitated or hindered their success.

The evaluation team will use a two-step outcome harvesting methodology infused with utilization-focused evaluation (U-FE) principles to gather information from diverse project stakeholders and institutions. The evaluation will include a thorough desk review and analysis of project documentation, including quantitative data collected by the projects on performance indicators outlined in their Comprehensive Monitoring and Evaluation Plan (CMEP). Additionally, a survey will be conducted to gather perceptions. The results will provide actionable recommendations for future ILAB/OCFT-funded programming.

Specifically, the final performance evaluations covered under this contract will assess the:

- Relevance of the projects in the implementing environment and the validity of their strategies in relation to host government and national and local stakeholder priorities and needs.

- Achievement of project objectives and outcomes, identifying challenges encountered and analyzing driving factors for these challenges, with a focus on equity and inclusion, where relevant.

- Intended and unintended effects of the projects.

- Lessons learned and emerging practices from the project (e.g., strategies and models of intervention) that can be applied to current or future projects in Argentina or under similar conditions or target sectors.

- Sustainability of project outcomes or outputs.

[81] FOA-ILAB-18-05. https://www.grants.gov/web/grants/view-opportunity.html?oppId=306975

In addition to assessing the overall achievement of PAR, NOEMI, and OFFSIDE, this cluster evaluation will also evaluate the synergies among the projects and the extent to which they sought collaboration with other ILAB-funded projects and local initiatives to add value and avoid duplication of efforts. The evaluation will also consider the effects of internal or external factors that may have advanced or hindered the projects' strategic planning, resource allocation, and implementation such as the influence of the COVID-19 pandemic. The evaluation team will examine the extent to which interim evaluation questions were implemented and the results of implementing those recommendations. Gender and non-discrimination will be considered as a cross-cutting concern, and data will be disaggregated by gender where applicable.

INTENDED USERS

This evaluation report is intended for OCFT/ILAB, project grantees and implementing partners, project participants and other stakeholders working to combat child labor more broadly. The evaluation will provide these users with an assessment of the project's performance, its effects on project participants, and an understanding of the factors driving the project results. The evaluation results, conclusions and recommendations will serve to inform stakeholders in the design and implementation of subsequent phases or future child labor elimination projects as appropriate. The evaluation report will be published on the USDOL website, so the report will be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the projects.

EVALUATION QUESTIONS

The evaluation questions for the PAR, NOEMI, and OFFSIDE projects aim to assess their performance in terms of their relevance, coherence, efficiency, effectiveness, impact, sustainability, equity and inclusion, and implementation of previous recommendations. This cluster evaluation will examine each project's achievements in meeting its objectives, considering factors such as the validity of the projects' theories of change within the implementing environment, alignment with the needs of target groups and local stakeholders, compatibility and collaboration with other interventions, efficiency in delivering planned results, identification of unintended effects, likelihood of sustained benefits, lessons learned, promising practices, and the incorporation of inclusion and equity elements. Additionally, the evaluation team will analyze the impact of the COVID-19 pandemic on project implementation. The following evaluation questions will be applied across all three projects:

1. Relevance/Validity

    1.1 To what extent were the projects' theories of change valid given the implementing environment?

    1.2 Were the project strategies relevant to the current priorities and needs of target groups and local stakeholders?

2. Coherence

    2.1 To what extent are the projects compatible with each other and with other related interventions in the country?

2.2 To what extent have the projects coordinated with each other and established links with other donor-funded projects or other interventions led by national stakeholders?

3. Efficiency

3.1 To what extent have the projects been able to deliver the planned outputs in an efficient and timely manner?

3.2 What internal or external factors have advanced or hindered project implementation and how successful were the projects in adapting to the effects of these factors (i.e., the COVID-19 pandemic)?

4. Effectiveness

4.1 To what extent have the projects achieved or made progress toward achieving their objectives?

4.2 What were the key internal or external factors that limited or facilitated the achievement or progress toward achieving the projects' outcomes?

5. Impact

5.1 Did the projects cause unintended effects? If so, what were they?

6. Sustainability

6.1 To what extent have the projects' activities continued, absent of ILAB or others' external resources? What additional benefits, if any, have emerged since the completion of the projects? (NOEMI and OFFSIDE)

6.2 What is the likelihood that the benefits of the projects' activities will continue, absent ILAB or other external resources? (PAR)

6.3 To what extent do the projects' intended beneficiaries feel ownership of and motivation to continue the activities absent of ILAB or others' external resources?

6.4 Are there any factors that limit or facilitate sustainability of the projects' outputs or outcomes?

7. Lessons Learned and Promising Practices

7.1 What are the lessons learned and promising practices from the projects?

7.2 What interventions appear particularly promising for achieving outcomes?

8. Equity and Inclusion

8.1 How did the projects incorporate elements of inclusion and equity into their design and implementation?

8.2 How did the projects serve the needs and priorities of diverse stakeholders, including those from underserved or marginalized communities?

9. To what extent were interim evaluation recommendations implemented and what were the results of implementing those recommendations?

These evaluation questions will provide the structure for the evaluation and be tailored to the specific learning priorities, objectives, expected results, activities, and stakeholders of the project. The evaluation team identifies the data sources it intends to use to answer these questions in Appendix A.

EVALUATION METHODOLOGY AND TIMEFRAME

The evaluation methodology will consist of the following activities and approaches:

APPROACH

The evaluation approach will be mixed methods and participatory in nature, utilizing a two-step outcome harvesting methodology infused with the principles of a utilization-focused evaluation (U-FE). A U-FE approach ensures that the evaluation is useful to its intended users and that integrating users into the evaluation process generates more relevant findings that are more likely to be used. This approach aligns with evaluation best practices and the Foundations for Evidence-Based Policymaking Act of 2018, and ensures that the findings, conclusions, and recommendations are validated and clearly oriented towards ILAB's learning priorities.

In accordance with the outcome harvesting methodology, the evaluation team will first identify the anticipated and actual outcomes of the three projects using project indicators, targets, and reported results. Then, the evaluation team will reconstruct the chain of events that led to those outcomes by leveraging participatory data collection techniques such as semi-structured key informant interviews (KIIs) and focus group discussions (FGDs). These techniques actively involve the subjects of the evaluation in the process, allowing them to elaborate on the details of the outcomes, how and when they were achieved, how they link to program outputs, why processes unfolded as they did, and lessons learned. This approach empowers stakeholders to steer the interview and share what they perceive to be critical data, yielding a more nuanced and comprehensive evaluation. Additionally, the participatory nature of the evaluation will contribute to a sense of ownership among stakeholders and project participants. The KIIs and FGDs will be conducted both in-person during the field visit and remotely through videoconferences or phone calls.

The evaluation team plans to implement a perception survey, contingent upon discussions with the grantees, to complement the data collected through other data collection methods such as in-person and remote interviews. The survey will consist of 10-15 questions and will be administered anonymously to ensure that participants feel comfortable providing honest and transparent responses. The survey will use the Likert scale, a commonly used measurement tool for attitudes and perceptions that allows respondents to indicate their level of agreement or disagreement with a statement. With the support of the grantees, the evaluation team plans to administer the survey

to a variety of stakeholder groups such as partner organizations, training participants, private sector, etc. To increase the uptake of the survey, the evaluation team may choose to integrate the online perception survey into the KIIs or FGDs. Wherever possible, the evaluation team will draw a random sample of participants for the FGDs. The online perception survey will help determine the achievement ratings for the projects.

To the extent that it is available, the evaluation team will incorporate quantitative data from the CMEP and project reports into the analysis. This data will be triangulated with qualitative data collected during fieldwork and survey data to objectively assess the level of achievement of each of the project's major outcomes on a four-point scale (low, moderate, above-moderate, and high). This approach allows for a more comprehensive understanding of the project's performance by combining both quantitative and qualitative data, as well as primary and secondary data sources. It also helps to increase the validity and reliability of the evaluation findings by cross-checking the data from different sources.

The evaluation approach will be independent in terms of the membership of the evaluation team. Project staff and implementing partners will generally only be present in meetings with stakeholders, communities, and beneficiaries to provide introductions. The following additional principles will be applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.

2. Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor82 and UNICEF Principles for Ethical Reporting on Children.83

3. Gender and cultural sensitivity, and 'Do No Harm' approaches will be integrated in the evaluation approach.

4. Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.

5. As far as possible, a consistent approach will be followed in each project site, with adjustments made for the different actors involved, activities conducted, and the progress of implementation in each locality.

EVALUATION TEAM

The evaluation team will consist of:

[82] Ethical Considerations When Conducting Research on Children in the Worst Forms of Child Labour (TBP MAP Paper III-02). ISBN 92-2-115165-4. Geneva: December 1, 2003.

[83] UNICEF Principles for Ethical Reporting on Children.

1. Team Lead (Lead Evaluator)
2. Co-Team Lead (co-Lead Evaluator)
3. Contract Manager
4. Project Director
5. Research Analyst

The lead evaluators will be responsible for conducting the Argentina Cluster Performance Evaluation of the PAR, NOEMI, and OFFSIDE project, including managing the team and coordinating with ILAB. They will develop the evaluation methodology in consultation with ILAB and project staff, plan and implement data collection, analyze data using both quantitative and qualitative methods, and create written and non-written deliverables such as an evaluation report, summary, and presentation to ILAB and other stakeholders. The lead evaluators will be supported by a Contract Manager, Project Director, and Research Analyst from DevTech's home office, who will provide administrative support, technical oversight, and logistical support.

DevTech's home office will ensure consistent oversight and quality control throughout the evaluation process, utilizing field-tested knowledge management tools to facilitate cohesive and effective teamwork. Devtech will also manage resources and guide the overall implementation of the evaluation, including the development, review, and submission of all deliverables.

DATA COLLECTION METHODOLOGY

Document Review

The evaluation team will conduct a comprehensive desk review of the documents provided by ILAB prior to the field visit. This process is a crucial step in the evaluation process, serving as the foundation of the team's understanding of the three projects under examination, including their objectives, priorities, documented achievements, stakeholders, strengths, and challenges. As needed, the team may also request supplementary program documentation, such as deliverables, policies, and strategies developed by the PAR, NOEMI, and OFFSIDE project teams, either prior to or during the field visit and remote fieldwork.

This information will be used by the evaluation team to assess the established evaluation criteria and gain insight on the projects' key actors, implementation experiences and the relationship between inputs and outputs/outcomes and identify any challenges that may have arisen. Furthermore, the desk review will allow the team to construct a preliminary sketch of the chain of events leading to the realization (or lack thereof) of project results. This preliminary understanding will be subsequently verified and expanded upon during fieldwork, through the use of KIIs and FGDs. The information collected during the desk review will also contribute to the evaluation's findings, conclusions, and recommendations, and inform the refinement of additional data collection protocols by identifying specific areas of discussion for each group of stakeholders.

The evaluation team will review the following initial list of documents, a majority of which have already been provided by ILAB.

- Funding Opportunity Announcement (FOA)

- CMEP documents and data reported in Annex A of the TPR,
- Routine Data Quality Assessment (RDQA) form as appropriate
- Pre-situational analyses,
- Interim/Mid-term evaluation reports, reviews, and/or assessments,
- Project document and revisions,
- Project budget and revisions,
- Cooperative Agreement and project modifications,
- Technical Progress and Status Reports,
- Project Results Frameworks and Monitoring Plans,
- Work plans,
- Correspondence related to Technical Progress Reports,
- Management Procedures and Guidelines,
- Research or other reports undertaken (KAP studies, etc.), and,
- Project files (including school records) as appropriate.

As part of the evaluation process, the team will conduct a review of the Routine Data Quality Assessment (RDQA) forms completed by the project grantees, as appropriate. The team will assess whether results from the RDQA were utilized by the project to formulate and implement measures to strengthen their data management and reporting system and improve data quality. The findings from this analysis will be included in the evaluation report.

Additionally, the evaluation team will review key CMEP outcome and OCFT Standard Output indicators with the grantees. This will include reviewing the indicator definitions in the CMEP's Performance Monitoring Plan (PMP) and the reported values in the Technical Progress Report (TPR) Annex A to ensure accuracy and completeness in the reporting.

Question Matrix

The evaluation team created an evaluation design matrix, which outlines the source of data from where the evaluation team plans to collect information for each TOR question, as well as the data collection tools and analysis approach. This will help the evaluation team decide how to allocate time in the field; help ensure that it is exploring all possible avenues for data triangulation; and to clearly note where the evaluation results are coming from. Please refer to the evaluation design matrix summarizing the proposed data sources, data collections tools and analytic approaches informing each of the evaluation criteria.

Fieldwork

The evaluation team will organize logistics calls with the PAR, NOEMI, and OFFSIDE project staff before initiating fieldwork in Argentina to plan for the field visit and data collection, both in-person and remote. Following an initial desk review and upon receipt of the key stakeholder list, the team will present a draft list of stakeholders to engage during fieldwork for review and feedback from the grantees and ILAB. The grantees and ILAB will provide suggestions for changes and share contact information for stakeholder representatives as needed. The evaluation team reserves the right to add to or modify this list during the course of fieldwork or upon further review of documentation and data collection.

The evaluation team will coordinate the fieldwork schedule with ILO and DyA, taking into consideration the availability of KII and FGD participants, as well as the evaluation team's schedule. The grantees will assist the evaluation team in scheduling KIIs and FGDs in advance of the field visit and during remote fieldwork, in accordance with the team's requests. The evaluation team will make the final selection of field sites to be visited, including sites where the projects experienced successes and others where challenges were encountered. The proposed sites for the visit, which will be discussed and finalized in coordination with the grantees and ILAB, include Buenos Aires city, Buenos Aires province, Tucumán province, Mendoza province, and Misiones province.

Given the varied project end dates due to project extensions, the evaluation team has structured the cluster evaluation into two separate phases, each with its own data collection round. Stage 1 will focus on carrying out in-person data collection for the NOEMI and OFFSIDE projects upon NOEMI's completion. In Stage 2, the evaluation team will collect data for the PAR project and assess the sustainability of the NOEMI and OFFSIDE projects a number of months after they have concluded.

For the fieldwork, two to four evaluation team members will be deployed simultaneously, for an average of seven to ten days each per stages 1 and 2 of the evaluation. Each team will consist of experienced personnel who will have been thoroughly briefed on the research objectives and methodology. The evaluation team expects this approach will cover a greater geographical area and yield more substantial results. The deployment of two evaluators will also increase the efficiency of the research process, allowing for a more comprehensive and in-depth examination of the study areas.

During the field visit, the evaluation team will observe the activities and outputs developed by the project and conduct KIIs and FGDs. While project staff may be present at the beginning of the meeting for an introduction, the evaluation team will conduct KIIs and FGDs with stakeholders without their participation. Whenever possible and with the permission of the informants, audio recordings will be made for the purpose of the study only; the recordings will be destroyed once the analysis is completed. These recordings will be for the evaluation team's use only and will not be shared with ILAB, the grantees, or any other parties.

Interviews with stakeholders

The evaluation team will conduct approximately 60 KIIs and 18 to 20 FGDs during the two rounds of data collection in Argentina, and remotely through video or phone calls.[84] The team will solicit the opinions of a diverse group of project stakeholders, including staff from ILAB, DyA, ILO, implementing partners, project participants, community members, government representatives, and others, ensuring approximately even coverage across the three projects. The evaluation team will aim for an equal distribution of male and female respondents and will assess the gender balance during the interviews, making specific requests for more gender equality as needed. The evaluation team will gather data from representatives of the below organizations, with the number of KIIs and FGDs and participants for each organization depending on availability.

Data Collection Strategy [85]

Stakeholder Type	Method	Sample Size	Potential Respondents

US Government	KII	Original Target: 5
		• Stage 1:
		  ○ KIIs: 3
		  ○ FGDs: 0
		• Stage 2:
		  ○ KIIs: 4
		  ○ FGDs: 0
			ILAB Project Managers, OCFT M&E staff, Argentina US Embassy staff.

Grantee and Implementing Partners	KII/FGD	Original Target: 20
		• Stage 1:
		  ○ KIIs: 9
		  ○ FGDs: 1
		• Stage 2:
		  ○ KIIs: 7
		  ○ FGDs: 2
			ILO, DyA, the Argentine Blueberry Committee, Sueño para Misiones, Fundación La Salle, Fundación Sostenibilidad, Educación y Solidaridad, Crecer Juntos, Develar, Jóvenes Solidarios, Fundación Armstrong.

Government of Argentina	KII/FGD	Original Target: 30
		• Stage 1:
		  ○ KIIs: 10
		  ○ FGDs: 1
		• Stage 2:
		  ○ KIIs: 11
		  ○ FGDs: 4
			Ministry of Labor, Employment and Social Security (MTESS), The Ministry of Agriculture, Livestock and Fisheries (MAGyP), The National Commission for the Elimination of Child Labor (CONAETI), Provincial Commissions for the Eradication of Child Labor (COPRETI), Ministry of Education (Tucumán and Misiones), Ministry of Social Development (Tucumán and Misiones), Ministry of the Interior, Secretariat for Small and Medium Enterprises and Entrepreneurs

[84] The evaluation team initially planned for a total of 60 KIIs and eight to 10 FGDs. However, during phase 1, the team conducted a higher amount of FGDs then expected. In anticipation that phase 2 will be conducted similarly, the evaluation team has modified the target number of FGDs accordingly. Given the current political climate and potential policy shifts with the new government, the team acknowledges that there might be some uncertainty in key government positions, possibly leading to a reduction in these numbers for stage 2.

[85] This strategy will be discussed with the grantees and ILAB, with the sample sizes and potential respondents subject to change.

Stakeholder Type	Method	Sample Size	Potential Respondents
			(Tucumán), The National Agricultural Technology Institute (INTA), Provincial and Municipal offices in Tucumán and Misiones, Good Harvest Program, The Secretariat for Children of the National Ministry of Development.

Private sector, unions and civil society stakeholders	KII, FGD, Survey	Original Target: TBC
		• Stage 1:
		  ○ KIIs: 8
		  ○ FGDs: 3
		• Stage 2:
		  ○ KIIs: 11
		  ○ FGDs: 2
			The General Confederation of Labor of the Argentine Republic (CGTRA), the Argentine Confederation of Workers (CTA-T), the Argentina Autonomous Confederation of Workers (CTA-A), the Argentine Union of Rural and Agricultural Workers (UATRE), the National Register of Agricultural Workers and Employers (RENATRE), business associations, exporting companies, IRAM, Members of PAMPA 2030, educational institutions.

Project Participants	FGD, Survey	Original Target: TBC
		• Stage 1:
		  ○ KIIs: 0
		  ○ FGDs: 5
		• Stage 2:
		  ○ KIIs: 0
		  ○ FGDs: 2
			Technical schools' staff, teachers, local outreach workers, government staff, students, labor inspectors, childcare centers and youth points, local educational accompaniment centers.

Methods of Data Collection

KIIs: The evaluation team will conduct KIIs with project staff (DyA, ILO, and implementing partners), government representatives at national and local levels, private sector actors, and unions. The evaluation team will also conduct a KII with the ILAB Project Manager and MEL specialists (former and current). KIIs will be semi-structured interviews that will last 60 minutes or less and will involve one to three interviewees. The semi-structured format of these interviews will enable respondents to provide verbal accounts of specific moments in time. The retrospective data obtained through KIIs is critical for the outcome harvesting method. KIIs will begin with discussions related to the outcomes reported in program documents, followed by eliciting data from respondents on the specifics of the outcomes, how and when they were achieved, how they relate to program outputs, why the processes unfolded as they did, and any lessons learned.

FGDs: The evaluation team will conduct FGDs with project participants and other relevant stakeholders not directly involved in implementation, such as local authorities. These FGDs will be semi-structured interviews with six to eight people, lasting no longer than 90 minutes. The use of FGDs will enable the evaluation team to assess whether the experiences of these stakeholders are consistent with the reported project outcomes, and to help verify reported project achievements and the underlying chain of events that led to those achievements, as reconstructed by the evaluation team. FGDs will also help identify additional intended or unintended outcomes, lessons learned, and recommendations. As with KIIs, FGD protocols will

follow an outcome harvesting approach, beginning with discussing what is known (i.e., the reported outcomes) and then eliciting elaboration from participants on their experience to better understand the project achievements, processes, and linkages.

The use of the rapid scorecard template provided by ILAB will be incorporated into KIIs and FGDs as deemed appropriate. This will serve to enhance the objectivity of the achievement, sustainability, and equity ratings (if requested). The evaluation team will make every effort to conduct in-country stakeholder interviews during the field visit. However, in the event that scheduling conflicts or concerns related to COVID transmission associated with in-person meetings arise, the team will resort to conducting the interviews via the respondent's preferred method of communication, such as Zoom, Skype, Microsoft Teams, WhatsApp, or telephone.

DATA ANALYSIS

The evaluation team will undertake a rigorous analysis of the data gathered through the various sources to assess the performance of activities in relation to the intended results and equity considerations. For the quantitative analysis, the evaluation team will rely both on project monitoring data obtained through desk research and survey data collected online. The evaluation team will use descriptive statistics such as counts, tabulated proportions, and means to identify common trends, patterns, and any changes in stakeholders' motivation, behavior, capacity, practices, policies, programs, relationships, or resource allocation as a result of project activities.

To analyze the project monitoring data, the evaluation team will follow a two-stage approach. First, the most recent (or, if available, final) indicator data will be compared to the final targets to understand the project's performance to date. In the second stage, the indicator data at each available reporting interval will be examined to establish whether the project was ahead, behind, or on schedule during its implementation. This two-pronged assessment of quantitative data will establish the project's achievements and identify any potential successes or challenges encountered during implementation, which are essential forms of learning for outcome harvesting.

For the qualitative data analysis, the evaluation team will use thematic coding of KII and FGD transcripts using Dedoose or similar software, to understand connections between planned and actual project achievements and the chain of events that produced them. This approach, aligned with outcome harvesting methodology, allows for a holistic examination of the evaluation criteria and recognizes the dynamic relationship between, for example, project relevance and sustainability. Upon completion of the qualitative coding exercise, the evaluation team will identify the most commonly reported themes across data sources under each evaluation criteria. These majority perspectives will be the focus of the evaluation report to ensure reliability and clarity of the information presented. Additional minority codes that provide valuable insight, although not reported frequently, may also be included in the evaluation findings.

The evaluation team will then triangulate quantitative data (project monitoring data and survey data) with relevant qualitative data collected during fieldwork, via KIIs and FGDs, to generate summary achievement and sustainability ratings on a four-point scale: low, moderate, above-moderate, and high. Furthermore, the team will conduct an examination of equity in relation to the project's design, implementation, and outcomes for the target beneficiaries with a special focus on underserved populations or historically marginalized groups or communities, if requested.

Outcome Achievement, Equity and Sustainability Ratings

The evaluation team will objectively rate each of the project's outcomes according to three factors, including: 1) level of achievement, 2) level of equity with respect to access to project interventions and/or targets achieved, and 3) potential for sustainability on a four-point scale (low, moderate, above-moderate, and high). Outcome equity ratings should be provided only for the equity-related outcomes designated by ILAB (if required).

ETHICAL CONSIDERATIONS AND CONFIDENTIALITY

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during KIIs and FGDs. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and project participants, implementing partner staff will generally not be present during interviews. However, implementing partner staff may accompany the evaluator to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable, and to allow the evaluator to observe the interaction between the implementing partner staff and the interviewees.

The evaluation team will respect the rights and safety of participants in this evaluation. During this study, the evaluation team will take several precautions to ensure the protection of respondents' rights:

- No interview will begin without receipt of informed consent from each respondent.
- The evaluation team will conduct KIIs and FGDs in a confidential setting, so no one else can hear the respondent's answers.
- If required by country regulations and/or participants, COVID-19 precautions and social distancing will be implemented during face-to-face interviews and FGDs.
- The evaluation team will be in control of its written notes at all times.
- The evaluation team will transmit data electronically using secure measures.
- The evaluation team will talk with respondents to assess their ability to make autonomous decisions and their understanding of informed consent. Participants will understand that they have the right to skip any question with which they are not comfortable or to stop at any time.

STAKEHOLDER MEETINGS

Following the completion of each round of data collection, a one-hour exit briefing will be organized by each of the grantees (Stage 1: DyA and ILO, Stage 2: DyA and to a lesser extent, ILO) and led by the evaluation team. The briefing will present the evaluation activities completed during the fieldwork and engage implementing partners in an exploratory discussion of the preliminary evaluation findings that have emerged. The evaluation team will also use this opportunity to highlight the outstanding items and next steps for the evaluation.

Following each stage of fieldwork and preliminary data analysis, a post-fieldwork stakeholder workshop will be organized by each of the grantees and led by the evaluation team. The workshops will engage in-country stakeholders, such as implementation partners and other interested parties, to discuss and validate preliminary evaluation findings. A list of participants will be drafted before the evaluator's field visit and confirmed during fieldwork, with the possibility of participation by ILAB staff. Translation and interpretation services may be required to ensure stakeholder engagement.

The workshops will present major preliminary results and emerging issues, solicit recommendations, discuss project sustainability, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The agenda will be determined by the evaluation team in consultation with project staff and may include specific questions to guide the discussion and a brief written feedback form.

The agenda is expected to include some of the following items:

- Presentation by the evaluator of the preliminary main results
- Feedback and questions from stakeholders on the results
- Opportunity for implementing partners not met to present their views on progress and challenges in their locality.
- Discussion of recommendations to improve the implementation and ensure sustainability.

In addition, the evaluation team will conduct a separate data interpretation workshop with ILAB following the stakeholder workshop. This workshop will engage ILAB stakeholders in a brief review of preliminary findings and conclusions, leading to a discussion of recommendations. The purpose of the workshop is to ensure that the conclusions resonate with ILAB and that the pursuant recommendations reflect USG resources, requirements, goals, and priorities. The team will gather inputs from attendees to refine and prioritize recommendations, which will be included in the draft report. This data interpretation workshop aligns with U-FE best practices and reduces the need for revisions and review by ILAB.

LIMITATIONS

The evaluation team recognizes that, as with any research endeavor, there may be factors that affect the ability of the team to gather complete and accurate data and thus may impact the validity of the evaluation findings. This section will provide an overview of the limitations identified by the evaluation team and discusses the strategies that will be implemented to address or mitigate them. The limitations discussed in this section include time and resource constraints, potential biases, and the scope of the evaluation.

The field visits are expected to last an average of two weeks in total, one week per each stage of the evaluation, which will not be sufficient to allow the two evaluators to visit all project sites. To address this limitation, a representative sample of sites will be selected for the field visit, including some that have performed well and some that have experienced challenges. Additionally, to ensure the evaluation captures perspectives from as many areas where the projects are being

implemented, remote interviews will be conducted with project participants from sites that were not visited during the field visit.

Another limitation of the evaluation is potential selection bias. Selection bias may occur due to the use of project documentation by the evaluation team to select KII and FGD participants, which may result in a bias towards more active project stakeholders. In addition, the stakeholders who agree to participate in the KIIs and FGDs may have a more positive view of the project, which could affect the accuracy of the evaluation findings. To mitigate this bias, the evaluation team will use principles of snowball sampling and make efforts to include a diverse range of stakeholders through in-person or remote interviews. These stakeholders will be identified by asking key project stakeholders for recommendations of other groups or individuals whose views should be taken into account.

Key informants constitute a key source for answering the evaluation questions. But interview data is prone to cognitive biases, including recall and social desirability. Recall bias is a potential limitation as KII and FGD participants may have difficulty accurately recalling and reporting past events or experiences for a specific period in time, leading to distorted or incomplete information that may affect the validity and reliability of the evaluation results. Social desirability bias is also a potential limitation, as KII and FGD participants may provide responses that they believe will be viewed favorably by the evaluation team or society, particularly when discussing sensitive topics such as child labor. To mitigate the potential cognitive bias, the evaluation team will begin each KII and FGD with a protocol that will review the projects' objectives; explain the evaluation purpose and how the data will be used and confidentiality ensured. The evaluation team will also create a comfortable, private, and safe environment for participants to share their thoughts and experiences, explain the purpose and uses of the interview material, and use an anonymous online survey to allow for candid responses without fear of judgement or repercussions. To ensure the evaluation's validity and reliability, the team will systematically triangulate data across respondent groups as well as data-collection methods, using multiple data sources to identify whether and where there is alignment or divergence in findings, to generate actionable conclusions and recommendations. Additionally, the primary data collected will be triangulated with secondary data sources whenever possible.

Finally, this evaluation is not a formal impact assessment. The results will be based on information collected from background documents and interviews with relevant stakeholders, such as project staff and participants. For the quantitative analysis, the evaluation will rely on secondary performance information from reports and monitoring databases. The evaluation team will not be able to verify the validity and reliability of the performance data due to time and resource constraints. Thus, the accuracy of the evaluation results will be determined by the integrity of information provided by these sources. Additionally, the evaluation team's ability to determine efficiency will be limited by the amount of financial data available. A cost-efficiency analysis is not included in the evaluation as it would require impact data, which is not available.

ROLES AND RESPONSIBILITIES

DevTech is responsible for accomplishing the following items:

- Providing all evaluation management and logistical support for evaluation deliverables within the timelines specified in the contract and TOR.

- Providing all logistical support for travel associated with the evaluation.
- Providing quality control over all deliverables submitted to ILAB.
- Ensuring the Evaluation Team conducts the evaluation according to the TOR.

The Evaluation Team will conduct the evaluation according to the TOR. The Evaluation Team is responsible for accomplishing the following items:

- Receiving and responding to or incorporating input from the grantees (DyA and ILO) and ILAB on the initial TOR draft.
- Finalizing and submitting the TOR and sharing concurrently with the grantees and ILAB.
- Reviewing project background documents.
- Reviewing the evaluation questions and refining them, as necessary.
- Developing and implementing an evaluation methodology, including document review, KIIs and FGDs, and secondary data analysis, to answer the evaluation questions.
- Conducting planning meetings or calls, including developing a field itinerary, as necessary, with ILAB and grantees.
- Deciding the composition of field visit and remote KII and FGD participants to ensure the objectivity of the evaluation.
- Developing an evaluation question matrix for ILAB.
- Presenting preliminary results verbally to project field staff and other stakeholders as determined in consultation with ILAB and grantees.
- Preparing an initial draft of the evaluation report for ILAB and grantee review.
- Incorporating comments from ILAB and the grantee/other stakeholders into the final report, as appropriate.
- Developing a comment matrix addressing the disposition of all of the comments provided.
- Preparing and submitting the final report; along with an infographic summary.

ILAB is responsible for the following items:

- Launching the contract.
- Reviewing the TOR, providing input to the evaluation team as necessary, and agreeing on final draft.
- Providing project background documents to the evaluation team, in collaboration with the

grantees.

- Obtaining country clearance from U.S. Embassy in Argentina.
- Briefing grantees on the upcoming field visit and working with them to coordinate and prepare for the visit.
- Reviewing and providing comments on the draft evaluation report.
- Approving the final draft of the evaluation report and infographic summary.
- Participating in the pre- and post-trip debriefing and interviews.
- Including the ILAB evaluation contracting officer's representative on all communication with the evaluation team.

DyA and ILO are responsible for the following items:

- Reviewing the TOR, providing input to the evaluation team as necessary, and agreeing on the final draft.
- Providing project background materials to the evaluation team, in collaboration with ILAB.
- Preparing a list of recommended interviewees with feedback on the draft TOR.
- Participating in planning meetings or calls, including developing a field itinerary, as necessary, with ILAB and the evaluation team.
- Scheduling meetings during the field visit and coordinating all logistical arrangements.
- Helping the evaluation team to identify and arrange for interpreters as needed to facilitate worker interviews.
- Reviewing and providing comments on the draft evaluation report.
- Organizing, financing, and participating in the stakeholder debriefing meetings.
- Providing in-country ground transportation to meetings and interviews.
- Including the ILAB program office in all written communication with the evaluation team.

TIMETABLE

The evaluation team has divided the timeline into two stages, considering the varying project end dates due to the project extensions. Stage 1 will focus on conducting in-person data collection for the NOEMI and OFFSIDE projects following NOEMI's conclusion in April 2023. In Stage 2, the evaluation team will collect data for the PAR project and assess the sustainability of the NOEMI and OFFSIDE projects several months after their closure.

The tentative timetable is as follows. Actual dates may be adjusted as needs arise.

Stage 1: NOEMI and OFFSIDE

Task	Responsible Party	Date
Evaluation launch call	DOL/ILAB	11/29/2022
TOR Template submitted to DevTech	DOL/ILAB	12/05/2022
Background project documents sent to DevTech	DOL/ILAB	12/30/2022
Evaluation Kickoff calls with DyA and ILO	DOL/ILAB, DyA, ILO	01/27/2023 (DyA) 02/02/2023 (ILO)
Draft TOR sent to DOL/ILAB	DevTech	01/20/2023
Draft TOR sent to DyA and ILO (with updated timetable)	DevTech	03/03/2023 (DyA) 03/07/2023 (ILO)
Virtual Evaluation Design Workshop	DevTech, DyA, ILO	Week of March 6, 2023 (DyA) Week of March 13, 2023 (ILO)
DevTech, ILO and DyA work to develop draft itinerary and stakeholder list	DevTech, DyA, ILO	Week of March 13, 2023
Draft TOR sent to DOL/ILAB, ILO and DyA for review	DevTech	Week of April 17, 2023
Logistics call - Discuss logistics and field itinerary	DevTech, ILO, DyA (DOL/ILAB as needed)	Week of April 24, 2023
DevTech sends minutes from logistics call	DevTech	04/27/2023
DOL/ILAB, ILO and DyA provide comments on draft TOR	DOL/ILAB, DyA, ILO	05/04/2023
Fieldwork budget submitted to DOL/ILAB	DevTech	05/18/2023
Revise and finalize field itinerary, TOR and stakeholder list based on comments	DOL/ILAB, DevTech, DyA, ILO	05/26/2023
Cable clearance information submitted to DOL/ILAB, if required	DevTech	05/19/2023
Final TOR submitted to DOL/ILAB for approval	DevTech	05/18/2023

Task	Responsible Party	Date
Question matrix submitted to DOL/ILAB for review	DevTech	05/26/2023
Fieldwork budget approved by DOL/ILAB	DOL/ILAB	05/29/2023
Final approval of TOR by DOL/ILAB	DOL/ILAB	05/29/2023
Submit finalized TOR to DyA and ILO	DevTech	05/30/2023
Interview call with DOL/ILAB	DevTech	06/22/2023
Interview call with Grantee HQ staff	DevTech	06/23/2023
Fieldwork / Data collection[86]	DevTech	July 3 – 7, 2023
Post-fieldwork debrief call	DevTech	07/11/2023
Virtual Stakeholder Validation Workshop	DevTech, DyA, ILO	08/02/2023
Preliminary findings draft report for review submitted to ILAB, ILO and DyA	DevTech	09/08/2023
1st round of review comments due to DevTech	DOL/ILAB, DyA, ILO	09/25/2023
Revised preliminary findings report submitted to DOL/ILAB, ILO and DyA	DevTech	10/16/2023
DOL/ILAB and DyA/ILO/key stakeholder comments due to contractor after 2nd round of review	DOL/ILAB, DyA, ILO	10/23/2023
Revised preliminary findings report in redline submitted to DOL/ILAB, ILO and DyA demonstrating how all comments were addressed either via a comment matrix or other format	DevTech	10/30/2023
DOL/ILAB, ILO and DyA provide concurrence that comments were addressed	DOL/ILAB, DyA, ILO	11/06/2023

[86] Please note that while the main data collection period will take place from July 3rd to the 7th, 2023, either in person or remotely, the evaluation team may continue conducting remote data collection until the end of July or early August, as needed.

Task	Responsible Party	Date
Final preliminary findings report submitted to DOL/ILAB, DyA and ILO	DevTech	11/13/2023
Final approval of preliminary findings report by DOL/ILAB	DOL/ILAB	11/20/2023

Stage 2: PAR, Sustainability of NOEMI and OFFSIDE

Task	Responsible Party	Date
Draft TOR sent to ILO and DyA	DevTech	12/08/2023
Virtual Evaluation Design Workshop	DevTech, DyA, ILO	12/14/2023
Draft TOR sent to DOL/ILAB, DyA and ILO for review	DevTech	01/08/2024
DevTech, DyA and ILO work to develop draft itinerary and stakeholder list	DevTech, DyA, ILO	Week of January 22, 2024
Logistics call - Discuss logistics and field itinerary	DevTech, DyA, ILO (DOL/ILAB as needed)	01/26/2024
DevTech sends minutes from logistics call	DevTech	01/31/2024
DOL/ILAB, DyA and ILO provide comments on draft TOR	DOL/ILAB, DyA, ILO	01/22/2024
Revise and finalize field itinerary, TOR and stakeholder list based on comments	DOL/ILAB, DevTech, DyA, ILO	01/29/2024
Fieldwork budget submitted to DOL/ILAB	DevTech	02/02/2024
Cable clearance information submitted to DOL/ILAB, if required	DevTech	02/05/2024
Final TOR submitted to DOL/ILAB for approval	DevTech	02/09/2024
Question matrix submitted to DOL/ILAB for review	DevTech	02/09/2024
Fieldwork budget approved by DOL/ILAB	DOL/ILAB	02/16/2024
Final approval of TOR by DOL/ILAB	DOL/ILAB	02/16/2024

Task	Responsible Party	Date
Submit finalized TOR to DyA and ILO	DevTech	02/19/2024
Interview call with DOL/ILAB	DevTech	03/04/2024
Interview call with DyA and ILO HQ staff	DevTech	03/11/2024
Fieldwork / Data collection[87]	DevTech	03/18 – 3/22/2024
Post-fieldwork debrief call	DevTech	04/05/2024
Virtual Stakeholder Validation Workshop	DevTech, DyA, ILO	04/06/2024
Draft report for review submitted to ILAB, DyA and ILO	DevTech	05/17/2024
1st round of review comments due to DevTech	DOL/ILAB, DyA, ILO	05/31/2024
Revised report submitted to DOL/ILAB, ILO and DyA	DevTech	06/07/2024
Draft infographic/brief document submitted to DOL/ILAB	DevTech	06/07/2024
DOL/ILAB, DyA, ILO and key stakeholder comments on draft report due to contractor after 2nd round of review	DOL/ILAB, DyA, ILO	06/14/2024
DOL/ILAB comments on draft infographic/brief	DOL/ILAB	06/21/2024
Final report in redline submitted to DOL/ILAB, ILO and DyA demonstrating how all comments were addressed either via a comment matrix or other format	DevTech	06/21/2024
Final infographic/brief submitted to DOL/ILAB (508 compliant)	DevTech	06/28/2024
DOL/ILAB, ILO and DyA provide concurrence that comments on report were addressed	DOL/ILAB, DyA, ILO	06/26/2024

[87] Please note that while the main data collection period will take place from March 18th to 22nd, 2024, the evaluation team may conduct remote data collection through the end of March or early April, as needed.

Task	Responsible Party	Date
Final report submitted to DOL/ILAB, DyA and ILO	DevTech	06/27/2024
Final approval of infographic/brief by DOL/ILAB (508 compliant)	DOL/ILAB	07/05/2024
Final approval of report by DOL/ILAB	DOL/ILAB	07/01/2024
Editing and Section 508 compliance by contractor	DevTech	07/05/2024
Final edited report submitted to COR (508 compliant)	DevTech	07/05/2024
Final edited approved report and infographic/brief shared with grantee (508 compliant)	DevTech	07/05/2024
Learning Event for ILAB staff, Grantees and other stakeholders as requested (usually virtual)	DevTech	On or before 07/20/2024

EXPECTED OUTPUTS/ DELIVERABLES

STAGE 1 PRELIMINARY REPORT

Four weeks after completion of stage 1 data collection, the evaluation team will complete a draft preliminary report to reflect the findings and conclusions garnered for NOEMI and OFFSIDE. The evaluation team will share the evaluation report with ILAB, the grantees, and other key stakeholders as appropriate for review. The report will present a rationale for the evaluation of NOEMI and OFFSIDE and methods used to collect the data. The report will present the major findings that emerged during stage 1 of the study to inform the evaluation questions. The discussion section of the report will reflect the results of the triangulation of outcome harvesting analysis and the facilitated data validation workshop to deliver reliable, data-driven responses to each evaluation question. The report will also succinctly state the preliminary conclusions, lessons learned, and emerging practices drawn from the findings and present a series of actionable recommendations for future management of related programs. The draft report will adhere to ILAB requirements, not to exceed 20 pages, excluding annexes.

The evaluation report will have the following structure and content:

1. Table of Contents
2. List of Acronyms
3. Evaluation Objectives and Methodology (including the list of evaluation questions)
4. Description of the two projects (NOEMI and OFFSIDE)
5. Evaluation Results – including the facts, analysis, and supporting evidence. The results section of the evaluation report should address the evaluation questions.
6. Lessons Learned and Emerging Good Practices[88]
7. Conclusions - interpretation of the facts, including criteria for judgments
8. Key Recommendations - critical for successfully meeting project objectives and/or judgments on what changes need to be made for sustainability or future programming
9. Annexes – List of documents reviewed; interviews (including list of stakeholder groups; without PII in web version)/meetings/site visits; stakeholder workshop agenda and participants; TOR, evaluation methodology and limitations; summary of recommendations (citing page numbers for evidence in the body of the report, listing out the supporting evidence for each recommendation, and identifying party that the recommendation is directed toward).

[88] An emerging good practice is a process, practice, or system highlighted in the evaluation reports as having improved the performance and efficiency of the program in specific areas. They are activities or systems that are recommended to others for use in similar situations. A lesson learned documents the experience gained during a program. They may identify a process, practice, or systems to avoid in specific situations.

EVALUATION REPORT AND 1-PAGE SUMMARY

Building upon the preliminary report, the evaluation team will complete a draft report on the evaluation four weeks after completion of stage 2 data collection. The draft evaluation report will reflect the evaluation results for PAR as well as the NOEMI and OFFSIDE stage 1 results summarized in the preliminary report and stage 2 results focused on sustainability. The evaluation team will share the report with ILAB, the grantees, and other key stakeholders as appropriate for review.

The report will present a rationale for the evaluation and methods used to collect the data and discuss the major findings of the study to inform the evaluation questions. The discussion section of the report will reflect the results of the triangulation of outcome harvesting analysis and the facilitated data validation workshop to deliver reliable, data-driven responses to each evaluation question. The report will also succinctly state the conclusions, lessons learned, and emerging practices drawn from the findings and present a series of actionable recommendations for future management of related programs. The draft report will adhere to ILAB requirements, not to exceed 45 pages, excluding a 5-page executive summary and annexes.

The evaluation report will have the following structure and content:

1. Table of Contents
2. List of Acronyms
3. Executive Summary (no more than five pages providing an overview of the evaluation, summary of main results/lessons learned/emerging good practices, and key recommendations)
4. Evaluation Objectives and Methodology (including the list of evaluation questions)
5. Description of the three projects
6. Evaluation Results – including the facts, analysis, and supporting evidence. The results section of the evaluation report should address the evaluation questions.
7. Lessons Learned and Emerging Good Practices[89]
8. Conclusions - interpretation of the facts, including criteria for judgments
9. Key Recommendations - critical for successfully meeting project objectives and/or judgments on what changes need to be made for sustainability or future programming
10. Annexes – List of documents reviewed; interviews (including list of stakeholder groups; without PII in web version)/meetings/site visits; stakeholder workshop agenda and

[89] An emerging good practice is a process, practice, or system highlighted in the evaluation reports as having improved the performance and efficiency of the program in specific areas. They are activities or systems that are recommended to others for use in similar situations. A lesson learned documents the experience gained during a program. They may identify a process, practice, or systems to avoid in specific situations.

participants; TOR, evaluation methodology and limitations; summary of recommendations (citing page numbers for evidence in the body of the report, listing out the supporting evidence for each recommendation, and identifying party that the recommendation is directed toward).

The key recommendations will be action-oriented and implementable. The recommendations will be clearly linked to results and directed to a specific party to be implemented. It is preferable for the report to contain no more than 10 recommendations, but other suggestions may be incorporated in the report in other ways.

The first draft of the report will be circulated to ILAB/OCFT and the grantees individually for their review. Following a two-week review period and within 14 calendar days following the receipt of ILAB's feedback as well as feedback from the grantees/other stakeholders, the evaluation team will submit a final report and a corresponding comments matrix articulating how the evaluation team has addressed the provided feedback. The evaluation team will ensure that the final report is ILAB compliant, of high quality, and completeness.

The evaluation team will submit two versions of the final evaluation report: one version complete with all appendices, including personally identifiable information (PII) such as names and/or titles of individuals interviewed; and a second version for publication that is Section-508 compliant and does not include such PII. The two (2) versions of the evaluation report shall be submitted in both a Word document and PDF document.

While the substantive content of the results, conclusions, and recommendations of the report shall be determined by the evaluator, the report is subject to final approval by ILAB/OCFT in terms of whether or not the report meets the conditions of the TOR.

To accompany the report, the team will present a 1-page evaluation summary or infographic utilizing data visualization techniques to facilitate greater dissemination of major findings.

FINAL EVALUATION BRIEFING AND PRESENTATION

In addition to the written evaluation products, the evaluation team will also develop and present a summary PowerPoint presentation recapping the key findings and recommendations. The intended audience for the presentation includes ILAB, DyA, and ILO, among other implementing partners and key stakeholders, as appropriate. The oral presentation will not exceed two hours and will be facilitated following ILAB formal approval of the final evaluation report.

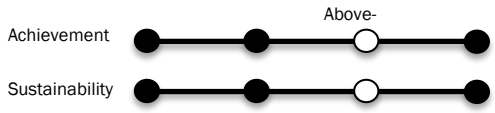
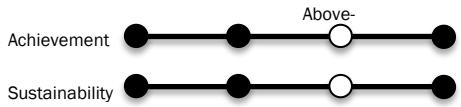
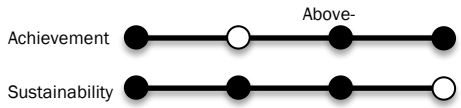
EVALUATION DESIGN MATRIX

Evaluation Criteria	Data Source	Data Collection Tools	Analysis Approach
Relevance/Validity To what extent were the projects' theories of change valid given the implementing environment? Were the project strategies relevant to the current priorities and needs of target groups and local stakeholders?	Reports and resources generated by the projects, including design documents, progress reports, research, and other documents as identified. Stakeholders from ILAB/OCFT, implementing organizations and partners, beneficiary groups	**Desk review** of project documents. **KIIs** with ILAB/OCFT, implementing organizations and partners. **FGDs** with beneficiary groups. Online perception **survey**	Conduct comparative assessment of stated project objectives against the needs and priorities of the multi-stakeholder community to identify alignment and/or gaps.
Coherence To what extent are the projects compatible with each other and with other related interventions in the country? To what extent have the projects coordinated with each other and established links with other donor-funded projects or other interventions led by national stakeholders?	Reports generated by the project, including periodic reports and briefs. Stakeholders from ILAB/OCFT, implementing organizations and partners, beneficiary groups.	**Desk review** of project documents. **KIIs** with ILAB/OCFT, implementing organizations and partners. **FGDs** with beneficiary groups.	Assess desk research and thematically coded KII/FGD transcripts to examine whether any procedures were in place to identify opportunities for collaboration (within ILAB/OCFT, implementing organizations, and Argentine organizations) to add value while avoiding duplication of efforts.
Effectiveness To what extent have the projects achieved or made progress toward	Project documents, including monitoring and evaluation plans, periodic reports, work plans, and other briefs.	**Desk review** of project documents and project performance indicator data. **KIIs** with ILAB/OCFT, implementing	Comparative assessment of performance indicator targets against achievements. Assess thematically coded KII/FGD transcripts to determine what results were intended, how

Evaluation Criteria	Data Source	Data Collection Tools	Analysis Approach
achieving their objectives? What were the key internal or external factors that limited or facilitated the achievement or progress toward achieving the projects' outcomes?	Stakeholders from ILAB/OCFT, implementing organizations and partners.	organizations and partners. **FGDs** with beneficiary groups. Online perception **survey**	activities were implemented compared to what was planned, why any deviations from the initial plan occurred, and what was ultimately achieved.
Efficiency To what extent have the projects been able to deliver the planned outputs in an efficient and timely manner?	Project documents, including periodic reports and budget reports. Stakeholders from ILAB/OCFT and implementing organizations and partners.	**Desk review** of project documents. **KIIs** with ILAB/OCFT, implementing organizations and partners.	Assess thematically coded KII transcripts and information from desk review to identify contextual and/or operational factors that positively or negatively impacted efficiency and whether similar results could have been achieved more efficiently.
Sustainability What is the likelihood that the benefits of the projects' activities will continue, absent ILAB or other external resources? Are there any factors that limit or facilitate sustainability of the projects' outputs or outcomes?	Project documents. Stakeholders from ILAB/OCFT, implementing organizations and partners, beneficiary groups.	**Desk review** of project documents. **KIIs** with ILAB/OCFT, implementing organizations and partners. **FGDs** with beneficiary groups.	Sustainability strategies identified through desk review will be assessed alongside thematically coded KII/FGD transcripts to assess likely sustainability. Analysis across stakeholder groups will help determine whether specific beneficiary groups or approaches anticipate requiring additional support post-project.
Impact Did the projects cause unintended effects? If so, what were they?	Stakeholders from ILAB/OCFT, implementing organizations and partners, beneficiary groups.	**KIIs** with ILAB/OCFT, implementing organizations and partners. **FGDs** with beneficiary groups.	Although this is not an impact evaluation, the evaluation team will explore anticipated impact through analysis of thematically coded transcripts of diverse stakeholders. Comparative analysis will

Evaluation Criteria	Data Source	Data Collection Tools	Analysis Approach
			explore any differences in anticipated impact between beneficiary groups and other stakeholders.
Lessons Learned and Promising Practices What are the lessons learned and promising practices from the projects? What interventions appear particularly promising for achieving outcomes?	Project documents. Stakeholders from ILAB/OCFT, implementing organizations and partners, beneficiary groups.	**Desk review** of project documents. **KIIs** with ILAB/OCFT, implementing organizations and partners.	Lessons learned and promising practices documented by the project will be assessed alongside thematically coded KIIs to identify interventions that have potential for replication in similar contexts or scale-up in a subsequent project phase.
Equity and Inclusion How did the projects incorporate elements of inclusion and equity into their design and implementation? How did the projects serve the needs and priorities of diverse stakeholders, including those from underserved or marginalized communities?	Project documents. Stakeholders from ILAB/OCFT, implementing organizations and partners, beneficiary groups.	**Desk review** of project documents. **KIIs** with ILAB/OCFT, implementing organizations and partners. **FGDs** with beneficiary groups.	Assess desk research and thematically coded KII/FGD transcripts to understand how the project served the needs of marginalized communities and underserved populations.
Interim Evaluation Recommendations To what extent were interim evaluation recommendations implemented and what were the results of implementing those recommendations?	Project documents. Stakeholders from ILAB/OCFT, implementing organizations and partners.	**Desk review** of project documents. **KIIs** with ILAB/OCFT, implementing organizations and partners.	Conduct desk research and analyze thematically coded KII to determine the extent to which recommendations from the interim evaluation have been implemented, identifying the results of the implementation of those recommendations.

PERFORMANCE SUMMARY AND RAPID SCORECARD TEMPLATES

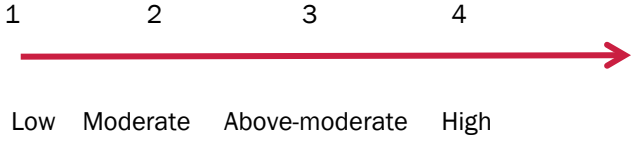
Performance Summary	Rating
LTO 1 (insert LTO wording)	
Summary of overall assessment given	
LTO 2 (insert LTO wording)	
Summary of overall assessment given	
LTO 3 (insert LTO wording)	
Summary of overall assessment given	

From your perspective[90], rate how effectively (e.g., moving project toward its intended results) the project has been regarding each of its specific outcomes:	
Project Outcome (Circle one rating 1-5 for each element)	Comments
Outcome 1: 1 2 3 4 Low Moderate Above-moderate High	
Outcome 2: 1 2 3 4 Low Moderate Above-moderate High	
Outcome 3: 1 2 3 4 Low Moderate Above-moderate High	

[90] Based on the triangulation of information from the project database and other sources and the data collected through interviews and FGD during the evaluation process.

From your perspective[91], rate how equitable (e.g., equitable opportunity and results for all individuals, including individuals who belong to underserved communities that have been denied such treatment) the project has been in pursuing each of its specific outcomes:	
Project Outcome (Circle one rating 1-5 for each element)	Comments
Outcome 1: 1 2 3 4 Low Moderate Above-moderate High	
Outcome 2: 1 2 3 4 Low Moderate Above-moderate High	
Outcome 3: 1 2 3 4 Low Moderate Above-moderate High	

[91] Based on the triangulation of information from the project database and other sources and the data collected through interviews and FGD during the evaluation process.

What outcomes, components or/and practices implemented by the project do you consider as being those more critical for the project to become sustainable in the long term? Currently, what is the likelihood that those outcomes/ components/ practices remain sustainable?	
Outcome/ Component/ Practice	Likelihood that it becomes sustainable
1.	1.
2.	2.
3.	3. 

NOEMI EVALUATION PLAN

PROJECT OVERVIEW

In 2016, ILAB awarded a $3,000,000 cooperative agreement to DyA to implement NOEMI. In 2021, DyA received additional funding of $300,000 and an extension until April 2023 to continue the implementation of the project. The objective of NOEMI is to create an environment that facilitates the development of workplace-based training opportunities for adolescents and youth, including vulnerable youth, in order to enhance their secondary education with more relevant training that aligns with the labor market. The project aims to achieve this by achieving specific outcomes.[92] The project aims to achieve this by accomplishing the following outcomes:

1. Laws or policies supporting quality educational workplace-based training opportunities for youth, including vulnerable and marginalized youth, are improved and/or implemented by key stakeholders,
2. Employers, workers' organizations, and other stakeholders implement good practices related to educational workplace-based training for youth, including vulnerable and marginalized youth,
3. The quality of existing public and private programs that provide vulnerable and marginalized youth with prerequisite skills to enter workplace-based training programs is improved.[93]

Specifically, NOEMI aims to assist key stakeholders in identifying opportunities for improvement within laws and policies that would aid in the establishment of high-quality work-based training programs. It also provides employers and workers' organizations with the necessary tools and technical knowledge to implement work-based training programs, and helps existing job training programs reach young reach young individuals who are at a high risk of engaging in hazardous activities.[94] Furthermore, the project is building the capacity of national and local stakeholders to implement an educational workplace-based training model that prevents school dropout, enhances soft skills, and provides real-world work opportunities through apprenticeships. The project was implemented in the provinces of Buenos Aires, Tucumán, and Santa Fe, with the leading partner Desarrollo y Autogestión (DyA) supported by three main implementing partners: Fundación La Salle, Fundación Sostenibilidad, Educación y Solidaridad, and four other organizations at the local level: Crecer Juntos, Develar, Jóvenes Solidarios, and Fundación Armstrong.

EVALUATION OBJECTIVES

The performance evaluation of NOEMI aims to assess the performance of the project in terms of its relevance, coherence, efficiency, effectiveness, impact, sustainability, equity and inclusion, and implementation of previous recommendations. The evaluation will examine NOEMI's

[92] Bureau of International Labor Affairs. Project to Promote Worklace-Based Training for Vulnerable Youth in Argentina (NOEMI) Project, Final Report. December 2018. https://www.dol.gov/sites/dolgov/files/ILAB/Argentina-Apprenticeship_meval.pdf

[93] Ibid.

[94] Bureau of International Labor Affairs. Project to Promote Workplace-Based Training for Vulnerable Youth in Argentina. https://www.dol.gov/agencies/ilab/project-promote-workplace-based-training-vulnerable-youth-argentina

achievements in meeting its objectives, considering factors such as the validity of its theory of change within the implementing environment, alignment with the needs of target groups and local stakeholders, compatibility and collaboration with other interventions, efficiency in delivering planned results, identification of unintended effects, likelihood of sustained benefits, lessons learned, promising practices, and the incorporation of inclusion and equity elements. Additionally, the evaluation team will analyze the impact of the COVID-19 pandemic on project implementation.

To achieve these objectives, the evaluation team will use a two-step outcome harvesting methodology infused with utilization-focused evaluation (U-FE) principles to gather information from diverse project stakeholders and institutions and inform the identified evaluation questions. The evaluation will include a thorough desk review and analysis of project documentation, including quantitative data collected by the projects on performance indicators outlined in their Comprehensive Monitoring and Evaluation Plan (CMEP), as well as an online survey, key informant interviews (KIIs), and focus group discussions (FGDs) to gather perceptions. The results will provide actionable recommendations for future ILAB/OCFT-funded programming.

SCOPE

The scope of this performance evaluation is specifically designed to examine all activities implemented after the latest cost extension in July 2021. By adopting this targeted approach, the evaluation team can provide the most value by assessing the project's outcomes following the completion of the project's final evaluation. In the subsequent year, the evaluation will take a more comprehensive perspective when evaluating the sustainability of the NOEMI project. To accommodate different project end dates due to extensions, the evaluation timeline has been divided into two stages. Stage 1 involves in-person data collection for the NOEMI project after its conclusion in April 2023. In Stage 2, the evaluation team will concentrate on examining the sustainability of the NOEMI project several months after its closure.

SAMPLING PLAN

The evaluation team will conduct between 20-22 KIIs and eight to ten FGDs during the two rounds of data collection in Argentina, and remotely through video or phone calls. The team will solicit the opinions of a diverse group of project stakeholders, including staff from ILAB, DyA, implementing partners, project participants, civil society organizations, government representatives, and others, ensuring approximately even coverage across the three projects. The evaluation team will aim for an equal distribution of male and female respondents and will assess the gender balance during the interviews, making specific requests for more gender equality as needed.

Stakeholder Type	Method	Sample Size	Potential Respondents
US Government	KII	Stage 1: 1 KIIs Stage 2: 1 KII	Stage 1: ILAB Project Manager, OCFT M&E staff. Stage 2: Argentina US Embassy staff.
Grantee and Implementing Partners	KII, FGD	Stage 1: 4 KII, 1 FGD Stage 2: 1 KII, 2 FGDs	Stage 1: DyA, researcher Stage 2: DyA, Fundación La Salle, Fundación Sostenibilidad, Educación y Solidaridad; Crecer

Stakeholder Type	Method	Sample Size	Potential Respondents
			Juntos, Develar, Jóvenes Solidarios, Fundación Armstrong.
Government of Argentina	KII	Stage 1: 4 KIIs Stage 2: 4 KIIs	Stage 1: Ministry of Education, Ministry of Labor, Employment and Social Security (MTESS), State Secretariat of SMEs and Employment of the Province of Tucuman (SEMiPyME), Directorate of Technical Education and Training of the Province of Tucumán, Provincial and Municipal Employment and Education Offices in Tucumán. Stage 2: TBD
Private sector, unions and civil society stakeholders	KII, FGD, Observation	Stage 1: 4 KII, 1 FGD, 1 Observation Stage 2: 3 KIIs	Stage 1: businesses, Members of Pampa 2030. Stage 2: The General Confederation of Labor of the Argentine Republic (CGT), the Argentine Confederation of Workers (CTA-T), the Argentina Autonomous Confederation of Workers (CTA-A).
Project Participants	FGD	Stage 1: 4 FGDs Stage 2: 2 FGD	Stage 1: Technical schools' staff, teachers, tutors, graduated students, including girls. Stage 2: Technical schools' staff, teachers, tutors, graduated students.

NOEMI DATA COLLECTION TOOLS AND INSTRUMENTS, STAGE 1

KII PROTOCOLS, KII INTRODUCTION

Thank you for taking the time to talk to me. My name is [INSERT NAME]. With me, is my colleague [INSERT NAME], who will also participate in today's discussion by asking questions and taking notes. We are from DevTech Systems Inc., a U.S.-based international development advisory firm.

DevTech was contracted by ILAB to conduct a cluster performance evaluation of three ILAB-funded projects in Argentina, including the NOEMI Project. The NOEMI Project, initiated in 2017, developed an educational workplace-based training (EWBT) model for Argentina's socially vulnerable teens. The initial focus included enhancing educational access, promoting socio-emotional skills development, and introducing a methodology for companies and institutions to create work-based training opportunities, with implementation taking place in Buenos Aires, Tucuman, and Santa Fe. The subsequent integration of the Vocational Guidance and Job Placement component, the 4th EWBT component, expanded the project's scope to address participants' transition from education to employment.

For this final evaluation, I would like to ask you questions related to your expertise and experience primarily focus on the latter phase of the project's implementation, which includes broadening the scope to cover a total of 12 educational institutions, completing the transfer of methodologies to provincial government authorities, and the design and deployment of the 4th EWBT component in collaboration with technical schools and employment offices.

This interview will last approximately one hour (1h). With your permission, I would like to audio record this session for report writing and analysis purposes only. The recordings will be destroyed once we complete our analysis. Is this okay with you?

□ Yes

□ No

In the evaluation report, your name will not be mentioned except in an annex in a list of people consulted and this list will only be shared with the donor, ILAB. The evaluation team will make every effort to protect the anonymity and confidentiality of our discussion and hope you will feel comfortable providing honest feedback on your experiences and points of view. Participation is voluntary; also, you may decline to respond to our questions or end the interview at any time. Do you have any questions?

Can we start now?

□ Yes

□ No

KII GUIDE, GOVERNMENT OF ARGENTINA

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	
Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ US Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Buenos Aires □ Tucumán □ Refusal
Age	□ 16 - 24

	□ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

EQ 1. Relevance/Validity

The NOEMI project forged a collaborative partnership with the Under-Secretariat of Employment, entered into a cooperation agreement with the Youth with More and Better Work program, and connected with the Department of Professional Training within the Ministry of Labor.

1) What motivated your department/agency to collaborate with the NOEMI project? What aspects of the project's objectives and approach were most aligned with your priorities and goals related to youth education and employment?

2) In your view, how well has the NOEMI project addressed local stakeholders' priorities and needs in developing workplace-based training programs in Argentina?

3) In the context of the past five years, to what extent do you feel that relevant laws and policies have improved to increase capacity and awareness to enhance workplace-based training programs?

    - Are there any activities or initiatives in the last two years that you believe have further contributed to these improvements?

4) In the context of the past five years, to what extent do you feel that knowledge and attitudes toward EWBT and PAE systems have improved, contributing to increased capacity and awareness to enhance workplace-based training programs?

    - Are there any activities or initiatives in the last two years that you believe further contributed to these improvements?

5) In the context of the past five years, to what extent do you feel that the quality of public and private programs, including the use of the EWBT system, have improved contributing to increased capacity and awareness to enhance workplace-based training programs?

    - Are there any activities or initiatives in the last two years that you believe contributed to these improvements?

EQ 2. Coherence

6) How effectively has the NOEMI project sought to create synergies with relevant initiatives in the country?

- Can you provide instances where the NOEMI project coordinated and collaborated with relevant initiatives?

7) Were there any areas of incompatibility between the project and these initiatives? (e.g., in terms of objectives, activities, target groups) Was there any duplication of efforts?

EQ 3. Efficiency

8) To what extent has the last phase of the NOEMI project leveraged existing local capabilities, such as institutional knowledge, networks, and mechanisms, to promote efficiency?

   - Can you identify any situations or opportunities that, had they been pursued or taken advantage of, might have contributed to greater efficiency in the project's execution?

9) What internal or external factors, if any, have advanced and/or hindered program implementation? How did the project adapt and respond to these factors, in terms of strategic planning, resource allocation, and implementation?

EQ 4. Effectiveness

Between 2021 and 2023, the NOEMI project enhanced the EWBT model by incorporating a work placement component. In partnership with the Ministry of Labor, Employment, and Social Security, the Secretariat of Employment and SMEs, and the Directorate of Technical Education, the project advanced workplace-based training policies. Key initiatives included fostering municipal-school collaborations, implementing targeted outreach campaigns, private sector engagement for internships, and strengthening staff capacities to offer vocational guidance, thereby improving youth employability and facilitating smooth workforce integration.

10) Based on your experience, can you share the main positive changes or results you have observed in vocational skills and job placement outcomes for participating youth as a result of the NOEMI project?

   - What NOEMI project activities or dynamics do you consider played a key role in achieving these changes?

11) Please reflect on how the NOEMI project has contributed to the following areas, and if possible, provide some examples that illustrate how these changes occurred:

   - Improvements in the regulatory framework and policies regarding workplace-based training (re-design of the Vocational and Training Plan methodology in Tucuman and leveraging supporting funding from Ministry of Labor for the hiring of Socio-Educational Promoters in participating employment offices)

   - Developing and strengthening vocational skills, guidance, and job placement models for the integration of vulnerable youth into the workforce.

   - Fostering a rights-based approach and integrating a gender perspective throughout the EWBT methodology, including the 4th component

12) How has the last phase of the NOEMI project influenced or contributed to changes or improvements in your department/agency? What specific outcomes or changes can you observe?

13) What were the key factors, actors, and project activities that contributed to changes in each area?

14) Can you identify any factors that supported the NOEMI project in achieving its intended outcomes (e.g. regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)?

15) Can you identify any factors that challenged the NOEMI project in achieving its intended outcomes (e.g. regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)?

EQ 5. Impact

16) In reflecting on the NOEMI project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative?

EQ 6. Sustainability

The NOEMI project was responsible for transferring the progress made in the field of education by the territorial projects in Mar del Plata and La Matanza to the provincial Labor Ministry.

17) Can you share your understanding on how the project facilitated the transfer of the EWBT System methodology to the provincial Labor Ministry?

- What steps have been taken to ensure that the Labor Ministry is equipped with the necessary knowledge and skills to adopt and implement the EWBT methodology?
- Have there been any challenges or obstacles that have arisen during the transfer process, and if so, how have they been addressed?

18) In your opinion, how likely is it that the Labor Ministry will adopt and implement the EWBT methodology, including the job placement component, beyond the life of the NOEMI project? What are the prospects for expanding its implementation nationally?

- Are there specific components of the EWBT methodology that may be easier or more challenging for the Ministry to implement?
- What factors could influence the adoption and scaling up of the EWBT methodology? (e.g. resources, staff capacity, partnerships, stakeholder buy-in, national legislation)
- What potential challenges and barriers might be encountered during this process? What strategies or recommendations would you suggest for overcoming them?

EQ 7. Lessons Learned

19) Based on your experience with the NOEMI project, can you share any lessons learned or

innovative approaches that could inform and benefit future projects or initiatives focused on vocational skills and job placement outcomes for youth?

EQ 8. Equity and Inclusion

20) In your perspective, has the NOEMI project successfully addressed the distinct needs and priorities of diverse stakeholders, particularly those from vulnerable and marginalized youth? If yes, could you elaborate on the strategies employed to achieve this?

21) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

KII GUIDE, US GOVERNMENT

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	
Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ US Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Buenos Aires □ Tucumán □ Refusal
Age	□ 16 - 24

	□ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

EQ 1. Relevance/Validity

1) To what extent has the addition of the job placement component and related activities in the last modification of the NOEMI project contributed to:

   - Improving the capacity and awareness of the government, employers, workers' organizations, and civil society to establish and expand workplace-based training programs?

   - Addressing the current needs and priorities of target groups, including vulnerable and marginalized youth?

2) In the context of the past five years, to what extent do you feel that relevant laws and policies have improved, contributing to increased capacity and awareness to enhance workplace-based training programs?

   - Are there any activities or initiatives in the last two years that you believe have further contributed to these improvements?

3) In the context of the past five years, to what extent do you feel that knowledge and attitudes toward EWBT and PAE systems have improved = contributing to increased capacity and awareness to enhance workplace-based training programs?

   - Are there any activities or initiatives in the last two years that you believe further contributed to these improvements?

4) In the context of the past five years, to what extent do you feel that the quality of public and private programs, including the use of the EWBT system, have improved contributing to increased capacity and awareness to enhance workplace-based training programs?

   - Are there any activities or initiatives in the last two years that you believe contributed to these improvements?

5) How has the NOEMI project adapted to changes in the implementing environment to ensure the relevance of its strategies for combating child and forced labor in Argentina?

EQ 2. Coherence

6) To what extent and how has the NOEMI project aligned with and complemented other USDOL-funded projects or initiatives in Argentina?

7) To what extent and how has the NOEMI project pursued synergies with relevant initiatives in the country, particularly in relation to other donor-funded initiatives, government programs, or national strategies?

8) Were there any areas of incompatibility between the project and these initiatives? (e.g., in terms of objectives, activities, target groups) If so, how were they addressed? Was there any duplication of efforts?

EQ 3. Efficiency

9) How effectively were the available resources and time managed within the NOEMI project to deliver the planned outputs?

   - Can you identify any significant challenges or factors that might have influenced the efficiency of the NOEMI project during its implementation? If so, could you please elaborate on these challenges and their potential effects on project efficiency?

10) What internal or external factors, if any, have advanced and/or hindered program implementation? How did the project adapt and respond to these factors, in terms of strategic planning, resource allocation, and implementation?

EQ 4. Effectiveness

Between 2021 and 2023, the NOEMI project refined the EWBT model by adding a work placement component. In partnership with the Ministry of Labor, Employment, and Social Security, the Secretariat of Employment and SMEs, and the Directorate of Technical Education, the project advanced workplace-based training policies. Key initiatives included fostering municipal-school collaborations, implementing targeted outreach campaigns, private sector engagement for internships, and strengthening staff capacities to increase youth employability and facilitate smooth workforce integration.

11) In your opinion, how effective has the last phase/modification of the NOEMI project been in achieving its primary goals of enhancing vocational skills and job placement outcomes for participating youth?

   - How have the project's strategic direction, design and implementation approach played a role in achieving its outcomes?

12) Can you identify any factors that facilitated the achievement of the NOEMI project's intended outcomes?

13) Can you identify any factors that hindered the achievement of the NOEMI project's intended outcomes?

EQ 5. Impact

14) From ILAB/OCFT's perspective, can you identify any unintended outcomes or effects of the

NOEMI project, either positive or negative?

EQ 6. Sustainability

15) In what ways has the NOEMI project been structured, designed, and implemented to ensure the sustainability of its outcomes and benefits in the absence of further ILAB or external resources?

- How have the project's strategies been tailored to address factors that could limit the sustainability of its outcomes?

EQ 7. Lessons Learned

16) Based on USDOL's experience with the NOEMI project, can you identify any key lessons learned or insights that could inform future projects or initiatives in the areas of youth education and employment?

- Were there any particularly effective interventions or innovative approaches that emerged from the NOEMI project that you would recommend for adoption or adaptation by other similar projects?

17) Reflecting on the NOEMI project, what aspects of the project design, implementation, or partnership arrangements could be improved to enhance the effectiveness and impact of similar initiatives in the future?

EQ 8. Equity and Inclusion

18) How well has the last phase of the NOEMI project incorporated elements of inclusion and equity into its design and implementation? (addressing the diverse needs and priorities of different stakeholders, including vulnerable and marginalized youth)

19) To what extent has the last phase of the NOEMI project incorporated a gender lens into its strategic planning and implementation?

EQ 9. Interim Evaluation Recommendations

20) To what extent and how were the following recommendations implemented:

- Refine and adjust the EWBT methodology?
- Follow-up on the implementation of the EWBT model in La Matanza and General Pueyrredon?
- Revisit the strategy to engage the private sector in expanding the EWBT experience?
- Develop a comprehensive dissemination and expansion strategy for the EWBT model?
- Complete semi-experimental observations and data collection to expand the impact analysis of the EWBT experience?

21) If the interim evaluation recommendations were implemented, what effect did this have on the project?

22) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

KII GUIDE, GRANTEE AND IMPLEMENTING PARTNERS

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	
Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ USG Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Buenos Aires □ Tucumán □ Santa Fe □ Refusal
Age	□ 16 - 24

	□ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Interviewee Background

1) Can you please tell me about your role on the NOEMI project and how long have you been involved with the project?

EQ 1. Relevance/Validity

2) To what extent were the project's Theory of Change and underlying assumptions valid given the implementing environment?

   - In the context of the past five years, to what extent do you feel that relevant laws and policies have improved contributing to increased capacity and awareness to enhance workplace-based training programs?
     - Are there any activities or initiatives in the last two years that you believe have further contributed to these improvements?
   - In the context of the past five years, to what extent do you feel that knowledge and attitudes toward EWBT and PAE systems have improved contributing to increased capacity and awareness to enhance workplace-based training programs?
     - Are there any activities or initiatives in the last two years that you believe further contributed to these improvements?
   - In the context of the past five year, to what extent do you feel that the quality of public and private programs, including the use of the EWBT system, have improved contributing to increased capacity and awareness to enhance workplace-based training programs?
     - Are there any activities or initiatives in the last two years that you believe contributed to these improvements?

3) Were there any aspects of the Theory of Change that required adaptation or revision during the project implementation?

4) How well did the project's last phase align with the needs and challenges related to enhancing vocational skills and job placement outcomes for Argentinian youth, especially vulnerable and marginalized youth? Were there any strengths or weaknesses in the project's design?

5) In your opinion, were the last phase's objectives, desired outcomes, targets, and timeframe of the project well-planned and realistic? Why or why not?

6) How well did the last phase of the project align with national legislation and take into account the socio-economic and cultural context of Argentina in its design and implementation?

   - Were there any changes in the implementing environment that affected the project's validity? If so, how did the project respond to these changes and adjusted its strategies accordingly?

EQ 2. Coherence

7) To what extent did the project establish links and synergies with other donor-funded projects or other interventions led by national stakeholders during its last phase? Please provide examples of such coordination and collaboration.

8) Were there any areas of incompatibility between the project and these initiatives? (e.g., in terms of objectives, activities, target groups) If so, how were they addressed? Was there any duplication of efforts?

EQ 3. Efficiency

9) How closely did the project's activities during the last phase adhere to the original plans and timelines?

   - Were there any major implementation challenges encountered, and how did the project team respond to these challenges to ensure efficient delivery of outputs?

10) Did the project leverage existing local capabilities, such as institutional knowledge, networks, and mechanisms, to promote efficiency? Please provide examples.

11) What internal or external factors, if any, have advanced and/or hindered program implementation? How did the project adapt and respond to these factors, in terms of strategic planning, resource allocation, and implementation?

12) How effective was the project's monitoring and evaluation system during the last phase in tracking progress and informing management decisions?

   - Can you provide examples of data-driven adjustments to project strategies or activities?

EQ 4. Effectiveness

13) In your perspective, how effective has the last phase of the NOEMI project been in achieving its primary goals of enhancing vocational skills and job placement outcomes for participating youth?

14) Can you discuss the progress made towards achieving the project outcomes, with a particular emphasis on the developments during the last phase of the project?

- Laws or policies supporting quality workplace-based educational training opportunities for youth, including vulnerable and marginalized youth, are improved and/or implemented by key stakeholders.

- Employers, workers' organizations, and other stakeholders implement good practices related to educational workplace-based training for youth, including vulnerable and marginalized youth.

- The quality of existing public and private programs that provide vulnerable and marginalized youth with prerequisite skills to enter workplace-based training programs is improved

15) What were the key factors, actors, and project activities that contributed to changes in each area?

16) Were there any internal or external factors that facilitated the achievement of the project's intended outcomes? (e.g., regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)

17) Were there any internal or external factors that hindered the achievement of the project's intended outcomes? (e.g., regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)

Eq 5. Impact

18) In reflecting on the NOEMI project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative? (e.g., positive or negative changes in policies, practices, or attitudes among stakeholders)

EQ 6. Sustainability

19) What steps were taken during the last phase of the project to ensure the sustainability of the project's outcomes beyond the end of the project and absence of ILAB funding? (examples of capacity-building activities, partnerships, or institutionalization of project components)

20) In your opinion, which components of the project's implementation model are more likely to be sustainable beyond the life of the project, and why? Conversely, which components might face challenges in sustainability?

- Could you elaborate on the factors that may limit or facilitate the sustainability of these results?

EQ 7. Lessons Learned

21) Can you share any innovative approaches or solutions adopted by the project during the last phase that contributed to the achievement of its intended outcomes?

22) Based on your experience with the NOEMI project, can you identify any key lessons learned and promising practices that could inform future projects or initiatives in the areas of

vocational skills and job placement outcomes for youth?

EQ 8. Equity and Inclusion

23) How did the project incorporate elements of inclusion and equity into its design and implementation?

24) How did the project serve the distinct needs and priorities of diverse stakeholders, particularly those from underserved or marginalized communities?

- Can you provide examples of the strategies employed to ensure their equitable participation and representation?

25) Were there any barriers or challenges to achieving equitable outcomes for all stakeholders? How were they addressed?

26) How has the project integrated a gender-sensitive perspective into its approach and implementation, ensuring that both gender-specific needs and gender equality concerns are addressed?

EQ 9. Final Evaluation Recommendations

27) To what extent and how were the following recommendations implemented:

- Refine and adjust the EWBT methodology?
- Follow-up on the implementation of the EWBT model in La Matanza and General Pueyrredon?
- Revisit the strategy to engage the private sector in expanding the EWBT experience?
- Develop a comprehensive dissemination and expansion strategy for the EWBT model?
- Complete semi-experimental observations and data collection to expand the impact analysis of the EWBT experience?

28) If the interim evaluation recommendations were implemented, what effect did this have on the project?

29) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

KII GUIDE, PRIVATE SECTOR, UNIONS, AND CIVIL SOCIETY STAKEHOLDERS

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	
Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ USG Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Buenos Aires □ Tucumán □ Refusal
Age	□ 16 - 24 □ 25 - 34

	□ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Introduction

1) Could you please briefly describe your role and responsibilities within [your organization], and your involvement with the NOEMI project?

EQ 1. Relevance/Validity

2) What motivated your institution to collaborate with the NOEMI project? What aspects of the project's objectives and approach were most aligned with your priorities and goals related to youth education and employment?

3) In your view, how well has the NOEMI project addressed local stakeholders' priorities and needs in developing workplace-based training programs in Argentina?

4) In the context of the past five years, to what extent do you feel that relevant laws and policies have improved contributing to increased capacity and awareness to enhance workplace-based training programs?

   - Are there any activities or initiatives in the last two years that you believe have further contributed to these improvements?

5) In the context of the past five years, to what extent do you feel that knowledge and attitudes toward EWBT and PAE systems have improved contributing to increased capacity and awareness to enhance workplace-based training programs? Are there any activities or initiatives in the last two years that you believe further contributed to these improvements?

6) In the context of the past five years, to what extent do you feel that the quality of public and private programs, including the use of the EWBT system, have improved contributing to increased capacity and awareness to enhance workplace-based training programs?

   - Are there any activities or initiatives in the last two years that you believe contributed to these improvements?

EQ 2. Coherence

7) To what extent has the NOEMI project's final phase been aligned with similar interventions in the country? Specifically, how compatible was it with:

   - USDOL-funded projects

   - Other donor-funded initiatives

- Government programs
- National legislation/policies

8) To what extent has the NOEMI project pursued synergies with relevant initiatives in the country?

   - Can you provide instances where the NOEMI project coordinated and collaborated with relevant initiatives?

EQ 3. Efficiency

9) To what extent has the last phase of the NOEMI project leveraged existing local capabilities, such as institutional knowledge, networks, and mechanisms, to promote efficiency?

10) What internal or external factors, if any, have advanced and/or hindered program implementation? How did the project adapt and respond to these factors, in terms of strategic planning, resource allocation, and implementation?

EQ 4. Effectiveness

Between 2021 and 2023, the NOEMI project refined the EWBT model by adding a work placement component. In partnership with the Ministry of Labor, Employment, and Social Security, the Secretariat of Employment and SMEs, and the Directorate of Technical Education, the project advanced workplace-based training policies. Key initiatives included fostering municipal-school collaborations, implementing targeted outreach campaigns, private sector engagement for internships, and strengthening staff capacities to increase youth employability and facilitate smooth workforce integration.

11) Based on your experience, can you share the main positive changes or results you have observed in vocational skills and job placement outcomes for participating youth as a result of the NOEMI project?

   - What NOEMI project activities or dynamics do you consider played a key role in achieving these changes?

12) Please reflect on how the NOEMI project has contributed to the following areas, and if possible, provide some examples that illustrate how these changes occurred:

   - Improvements in the regulatory framework and policies regarding workplace-based training (re-design of the Vocational and Training Plan methodology in Tucuman and leveraging supporting funding from Ministry of Labor for the hiring of Socio-Educational Promoters in participating employment offices)
   - Developing and strengthening vocational skills, guidance, and job placement models for the integration of vulnerable youth into the workforce.
   - Fostering a rights-based approach and integrating a gender perspective throughout the EWBT methodology, including the 4th component

13) What were the key factors, actors, and project activities that contributed to changes in each area?

- Have there been any factors that facilitated the achievement of the NOEMI project's intended outcomes? (for instance regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)

- Have there been any factors that hindered the achievement of the NOEMI project's intended outcomes? (for instance regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)

14) [For Sindicato LA PAMPA 2030]

- Before your involvement with the NOEMI project, could you describe your level of familiarity with the existing agreements and conventions related to protected adolescent labor?

- Has your organization's understanding of the regulatory framework surrounding protected adolescent labor improved as a result of the NOEMI project? If so, could you elaborate on the extent of this improvement?

- After participating in the NOEMI project, how would you now assess your familiarity with the existing agreements and conventions related to protected adolescent labor? Can you describe any changes or improvements?

- Could you discuss any particular difficulties that your union or its member businesses have encountered in terms of complying with or understanding the regulations surrounding protected adolescent labor?

EQ 5. Impact

15) In reflecting on the NOEMI project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative?

EQ 6. Sustainability

16) In your opinion, what is the likelihood that the benefits of the NOEMI project's activities will continue, absent ILAB or other external resources?

- Are there any specific components of the project that may be more sustainable than others, and any components that will not be sustainable? Why?

17) What are the key factors that could impact the sustainability of the project's results beyond its lifespan? (for instance, resources, staff capacity, partnerships, stakeholder buy-in, national legislation)

EQ 7. Lessons Learned

18) Based on your experience with the NOEMI project, can you identify any key lessons learned or insights that could inform future projects or initiatives in the areas of vocational skills and

job placement outcomes for youth?

19) Are there any innovative approaches or strategies employed by the NOEMI project that you would recommend for adoption or adaptation by other similar projects?

EQ 8. Equity and Inclusion

20) In your perspective, has the NOEMI project successfully addressed the distinct needs and priorities of diverse stakeholders, particularly those from vulnerable and marginalized youth? If yes, could you elaborate on the strategies employed to achieve this?

21) To what extent do you think the NOEMI project has incorporated a gender lens into its work during this last phase?

22) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

FGD PROTOCOLS

FGD INTRODUCTION

Thank you for taking the time to talk to me. My name is [INSERT NAME]. With me, is my colleague [INSERT NAME], who will also participate in today's discussion by asking questions and taking notes. We are from DevTech Systems Inc., a U.S.-based international development advisory firm.

DevTech was contracted by ILAB to conduct a cluster performance evaluation of three ILAB-funded projects in Argentina, including the NOEMI Project. The NOEMI Project, initiated in 2017, developed an educational workplace-based training (EWBT) model for Argentina's socially vulnerable teens. The initial focus included enhancing educational access, promoting socio-emotional skills development, and introducing a methodology for companies and institutions to create work-based training opportunities, with implementation taking place in Buenos Aires, Tucuman, and Santa Fe. The subsequent integration of the Vocational Guidance and Job Placement component, the 4th EWBT component, expanded the project's scope to address participants' transition from education to employment.

For this final evaluation, I would like to ask you questions related to your expertise and experience primarily focus on the latter phase of the project's implementation, which includes broadening the scope to cover a total of 12 educational institutions, completing the transfer of methodologies to provincial government authorities, and the design and deployment of the 4th EWBT component in collaboration with technical schools and employment offices.

This focus group will last approximately ninety minutes (90 minutes). With your permission, I would like to audio record this session for report writing and analysis purposes only. The recordings will be destroyed once we complete our analysis. Is this okay with you?

□ Yes

□ No

In the evaluation report, your name will not be mentioned except in an annex in a list of people consulted and this list will only be shared with the donor, ILAB. The evaluation team will make every effort to protect the anonymity and confidentiality of our discussion and hope you will feel comfortable providing honest feedback on your experiences and points of view. Participation is voluntary; also, you may decline to respond to our questions or end the interview at any time. Do you have any questions?

Can we start now?

□ Yes

□ No

FGD GUIDE, GRANTEE

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64

Respondents Information					
		- _____ □ Refusal			□ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64

Respondents Information					
		- _____ □ Refusal			□ 65 years or older □ Refusal

Background

1) Please introduce yourself and describe your connection to the NOEMI project.

EQ 1. Relevance/Validity

2) In the context of the past five years, to what extent do you feel that relevant laws and policies have improved, contributing to increased capacity and awareness to enhance workplace-based training programs?

    - Are there any activities or initiatives in the last two years that you believe have further contributed to these improvements?

    - To what extent and how did NOEMI align with national legislation?

3) In the context of the past five years, to what extent do you feel that knowledge and attitudes toward EWBT and PAE systems have improved, contributing to increased capacity and awareness to enhance workplace-based training programs?

    - Are there any activities or initiatives in the last two years that you believe further contributed to these improvements?

4) In the context of the past five years To what extent do you feel that the quality of public and private programs, including the use of the EWBT system, have improved, contributing to increased capacity and awareness to enhance workplace-based training programs?

    - Are there any activities or initiatives in the last two years that you believe contributed to these improvements?

5) How well did the project's last phase align with the needs and challenges related to enhancing vocational skills and job placement outcomes for Argentinian youth, especially vulnerable and marginalized youth? Were there any strengths or weaknesses in the project's design?

EQ 2. Coherence

6) To what extent did the project establish links and synergies with other donor-funded projects or other interventions led by national stakeholders during its last phase? Please provide examples of such coordination and collaboration.

7) Were there any areas of incompatibility between the project and these initiatives? (e.g., in terms of objectives, activities, target groups) If so, how were they addressed? Was there any duplication of efforts?

EQ 4. Effectiveness

8) In your perspective, how effective has the last phase of the NOEMI project been in achieving its primary goals of enhancing vocational skills and job placement outcomes for participating youth?

9) Can you discuss the progress made towards achieving the project outcomes, with a particular emphasis on the developments during the last phase of the project?

   - Laws or policies supporting quality workplace-based educational training opportunities for youth, including vulnerable and marginalized youth, are improved and/or implemented by key stakeholders.

   - Employers, workers' organizations, and other stakeholders implement good practices related to educational workplace-based training for youth, including vulnerable and marginalized youth.

   - The quality of existing public and private programs that provide vulnerable and marginalized youth with prerequisite skills to enter workplace-based training programs is improved

10) What were the key factors, actors, and project activities that contributed to changes in each area?

11) Were there any internal or external factors that facilitated the achievement of the project's intended outcomes? (e.g., regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)

12) Were there any internal or external factors that hindered the achievement of the project's intended outcomes? (e.g., regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)

EQ 5. Impact

13) In reflecting on the NOEMI project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative? (e.g., positive or negative changes in policies, practices, or attitudes among stakeholders)

EQ 6. Sustainability

14) In your opinion, which components of the project's implementation model are more likely to be sustainable beyond the life of the project, and why? Conversely, which components might face challenges in sustainability?

   - Could you elaborate on the factors that may limit or facilitate the sustainability of these results?

EQ 8. Equity and Inclusion

15) How did the project serve the distinct needs and priorities of diverse stakeholders, particularly those from underserved or marginalized communities?

   - Can you provide examples of the strategies employed to ensure their equitable participation and representation?

16) Were there any barriers or challenges to achieving equitable outcomes for all stakeholders? How were they addressed?

17) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

FGD GUIDE, GOVERNMENT OF ARGENTINA (PROVINCIAL AND LOCAL GOVERNMENT)

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other	□ 16 - 24 □ 25 - 34 □ 35 - 44

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		- _____ □ Refusal		□ Refusal	□ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Background

1) Please introduce yourself and describe your connection to the NOEMI project.

EQ 1. Relevance/Validity

2) In the context of the past five years, to what extent do you feel that relevant laws and policies have improved contributing to increased capacity and awareness to enhance workplace-based training programs?

    - Are there any activities or initiatives in the last two years that you believe have further contributed to these improvements?

    - To what extent and how did NOEMI align with national legislation?

3) In the context of the past five years, to what extent do you feel that knowledge and attitudes toward EWBT and PAE systems have improved contributing to increased capacity and awareness to enhance workplace-based training programs?

    - Are there any activities or initiatives in the last two years that you believe further contributed to these improvements?

4) In the context of the past five years, to what extent do you feel that the quality of public and private programs, including the use of the EWBT system, have improved contributing to increased capacity and awareness to enhance workplace-based training programs?

    - Are there any activities or initiatives in the last two years that you believe contributed to these improvements?

5) How well did the project's last phase align with the needs and challenges related to enhancing vocational skills and job placement outcomes for Argentinian youth, especially vulnerable and marginalized youth?

EQ 2. Coherence

6) To what extent has the last phase of the NOEMI project leveraged existing local capabilities, such as institutional knowledge, networks, and mechanisms, to promote efficiency?

EQ 4. Effectiveness

7) Please reflect on how the NOEMI project has contributed to the following areas, and if possible, provide some examples that illustrate how these changes occurred:

    - Improvements in the regulatory framework and policies regarding workplace-based training, educational inclusion, and strengthening the link between education and employment (re-design of the Vocational and Training Plan methodology in Tucuman and leveraging supporting funding from Ministry of Labor for the hiring of Socio-Educational Promoters in participating employment offices)

- Developing and strengthening vocational skills, guidance, and job placement models for the integration of vulnerable youth into the workforce.

- Fostering a rights-based approach and integrating a gender perspective throughout the EWBT methodology, including the 4th component

8) What were the key factors, actors, and project activities that contributed to changes in each area?

Eq 5. Impact

9) In reflecting on the NOEMI project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative? (e.g., positive or negative changes in policies, practices, or attitudes among stakeholders)

EQ 6. Sustainability

10) In your opinion, which components of the project's implementation model are more likely to be sustainable beyond the life of the project, and why? Conversely, which components might face challenges in sustainability?

- Could you elaborate on the factors that may limit or facilitate the sustainability of these results?

EQ 8. Equity and Inclusion

11) In your perspective, has the NOEMI project successfully addressed the distinct needs and priorities of diverse stakeholders, particularly those from vulnerable and marginalized youth?

- If yes, could you elaborate on the strategies employed to achieve this?

12) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

FGD GUIDE, PROJECT PARTICIPANTS (STUDENTS)

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondents Information						
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age	Guardian consent for individuals under 18
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ Under 15 □ 15-17 □ 18-20 □ 21 or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ Under 15 □ 15-17 □ 18-20 □ 21 or older	□ Yes (signature) _____ □ No □ Not applicable

Respondents Information						
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age	Guardian consent for individuals under 18
		□ Refusal			□ Refusal	
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ Under 15 □ 15-17 □ 18-20 □ 21 or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ Under 15 □ 15-17 □ 18-20 □ 21 or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable
		□ Grantee and Implementing Partners □ Project Participants	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other	□ Under 15 □ 15-17 □ 18-20	□ Yes (signature) _____ □ No

Respondents Information						
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age	Guardian consent for individuals under 18
		□ Other - _____ □ Refusal		□ Refusal	□ 21 or older □ Refusal	□ Not applicable

Background

1) Please introduce yourself and describe your connection to the NOEMI project.

EQ 1. Relevance/Validity

2) To what extent and how were NOEMI's interventions relevant to your current priorities and needs?
    - Training workshops
    - Job readiness and life projects workshops
    - Educational re-engagement with tutors
    - Job placement assistance with tutors
    - Apprenticeship or internship

EQ 4. Effectiveness

3) To what extent and how did NOEMI prepare you for the real-world work environment?

4) Which of NOEMI's interventions were most helpful in preparing you for the real-world work environment?
    - Training workshops
    - Job readiness and life projects workshops
    - Educational re-engagement with tutors
    - Job placement assistance with tutors
    - Apprenticeship or internship

5) To what extent do you feel that you have a more positive outlook on your readiness and prospects for the real-world work environment?

6) How have the tutors in the NOEMI project guided you in your educational or career journey? Can you share an example?

EQ 5. Impact

7) In reflecting on the NOEMI project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative? (e.g., positive or negative changes in policies, practices, or attitudes among stakeholders)

EQ 8. Equity and Inclusion

8) How did NOEMI project serve the needs and priorities of diverse stakeholders, including men and women and those from underserved or marginalized communities?

EQ 7. Lessons Learned

9) Please share any suggestions or ideas about how the NOEMI project could be even better for young people like you in the future.

Quantitative questions:

At the conclusion of the FGD, the evaluation team will administer a short quantitative survey to participants to complete on their own prior to departing the FGD.

No.	Question	Answer Key
1	Which of the following NOEMI project activities did you participate in? *(Select all that apply)*	□ Training workshops □ Job readiness and life projects workshops □ Educational re-engagement with tutors □ Job placement assistance with tutors □ Apprenticeship or internship
2	Do you think men and women's distinct needs are being equally considered in the educational workplace-based training program?	□ Yes □ No □ Unsure
3	[For women only]: Do you feel that your needs and experiences are being taken into account just as much as those of other participants?	□ Yes, my needs and experiences are being considered □ No, my needs and experiences are not being considered □ Unsure
4	After participating in the NOEMI project, what are your current plans or goals? *(Choose one)*	□ Seeking employment □ Continuing with an apprenticeship or internship □ Starting my own business □ Pursuing further education □ Not planning to work of study

No.	Question	Answer Key
5	What type of employment will you be seeking? *(Choose one)*	□ A job that is related to my vocational skills and interests □ A job that offers opportunities for career advancement and personal growth □ A job that pays a fair wage and offers benefits □ Any job that will help me pay the bills, even if it is not safe or secure □ Other (please specify)
6	If the NOEMI project had not been a part of your life, how do you think your situation might be different? *(Choose one)*	□ I might be involved in unsafe or harmful work □ I could be struggling to find a job □ My education might not be focused on a specific career path □ I could be unsure about my future plans □ My life would not have changed, or it could even be better
7	When you think about your peers who did not participate in the NOEMI project, what do you observe about their current situation compared to yours? *(Choose one)*	□ They seem to be involved in unsafe or harmful work □ They appear to be struggling to find a job □ Their education does not seem to be focused on a specific career path □ They seem to be unsure about their future plans □ Their lives seem to be the same, or even better than mine
8	How has participating in the NOEMI project affected the way you communicate or work with others in your school or job?	□ **Significantly improved:** Since participating in the NOEMI project, I've noticed a significant improvement in my ability to communicate and work with others both at school and work. □ **Somewhat improved**: I've seen some improvement in my communication and teamwork skills since joining the NOEMI project, but I still see room for growth. □ **No noticeable change:** I haven't noticed any major changes in how I communicate or work with others in my school or work environment since participating in the NOEMI project. □ **Worsened:** My ability to communicate and work with others at school or work has worsened since participating in the NOEMI project. Please explain your choice:

No.	Question	Answer Key
9	How satisfied are you with the overall support and guidance provided by the NOEMI project?	□ Very satisfied □ Satisfied □ Neutral □ Dissatisfied □ Very dissatisfied

FGD GUIDE, PROJECT PARTICIPANTS (SCHOOL/DIRECTOR/TEACHERS)

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64

Respondents Information					
		- _____ □ Refusal			□ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64

Respondents Information					
		- _____ □ Refusal			□ 65 years or older □ Refusal

Welcome to our Focus Group Discussion. Today, we will be discussing your experiences of implementing the NOEMI project in your school, with a specific focus on the role of the tutors and the enhancement of socio-emotional skills. Your insights and perspectives are extremely valuable to us. We anticipate a lively, honest, and respectful conversation. Thank you for your participation.

Background

1) Please introduce yourself and describe your connection to the NOEMI project.

EQ 2. Coherence

2) To what extent has the last phase of the NOEMI project integrated with your school's existing initiatives? Were there any areas of incompatibility, and if so, how were they addressed?

EQ 4. Effectiveness

3) Can you share your experiences with the NOEMI project implementation at your school? What successes and challenges did you encounter?

4) We understand that the NOEMI project involved the roles of socio-educational tutors, who provided assistance with school-related matters, and socio-vocational tutors, who supported job-related tasks. From your perspective, how did the roles of these tutors shape the implementation and results of the project within your school?

    - Can you share specific instances where you observed their actions or guidance leading to improvements or changes?

5) How has the NOEMI project contributed to enhancing socio-emotional skills among students?

    - Can you discuss the impact of these enhanced socio-emotional skills on students' academic performance and overall school environment?

Eq 5. Impact

6) In reflecting on the NOEMI project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative? (e.g., positive or negative changes in policies, practices, or attitudes among stakeholders)

EQ 6. Sustainability

7) In your opinion, what elements of the NOEMI project do you think will continue in your school after the project ends, and why? Conversely, which aspects might face challenges in sustainability?

EQ 8. Equity and Inclusion

8) In your perspective, how well did the project meet the needs of diverse students, particularly those from vulnerable backgrounds?

9) Is there anything else that you would like to share about your experience with the NOEMI project, or any other thoughts about what we have discussed today?

FGD GUIDE, TUTORS

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		- _____ □ Refusal			□ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other	□ 16 - 24 □ 25 - 34 □ 35 - 44

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Other - _____ □ Refusal		□ Refusal	□ 45 - 64 □ 65 years or older □ Refusal

Welcome to our Focus Group Discussion. Today, we will be discussing your experiences with the NOEMI project, with a particular emphasis on your role as a tutor and your efforts in educational inclusion and labor intermediation and insertion. Your experiences and perspectives are extremely important to us. We look forward to a rich, honest, and respectful conversation. Thank you for your participation.

Background

1) Could you please introduce yourself and your role within the NOEMI project? Were you a socio-educational tutor or a socio-vocational tutor?

EQ 2. Coherence

2) How did the NOEMI project fit with existing local initiatives? Did you encounter any areas of incompatibility, and if so, how were these addressed?

EQ 4. Effectiveness

3) Based on your experience, could you share the main improvements you have noticed in educational inclusion or labor insertion for participating youth?

    - Can you highlight any specific activities or dynamics within the project that played a key role in achieving these changes?

4) As tutors, you played a critical role in the NOEMI project, specifically in facilitating educational inclusion and labor intermediation and insertion. Could you share some instances where your actions led to meaningful changes or improvements in these areas?

5) How has the NOEMI project contributed to enhancing the socio-emotional skills among the students you worked with?

    - Can you discuss the impact of these enhanced socio-emotional skills on students' academic performance, labor insertion, and overall development?

EQ 5. Impact

6) Reflecting on your work with the NOEMI project, can you identify any unintended outcomes or effects that emerged, whether positive or negative? (e.g., changes in student attitudes, unexpected challenges or benefits in educational inclusion or labor insertion)

EQ 6. Sustainability

7) What aspects of the NOEMI project do you see as being most likely to continue after the project ends, and why? Conversely, which aspects might face challenges in terms of sustainability?

EQ 8. Equity And Inclusion

8) In your perspective, how well did the project meet the needs of diverse students, particularly those from vulnerable backgrounds?

Closing

9) Is there anything else that you would like to share about your experience with the NOEMI project, or any other thoughts about what we have discussed today?

FGD GUIDE, SCHOOL MANAGEMENT AND STAFF (LULES)

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		- _____ □ Refusal			□ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other	□ 16 - 24 □ 25 - 34 □ 35 - 44

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Other - _____ □ Refusal		□ Refusal	□ 45 - 64 □ 65 years or older □ Refusal

Welcome to our Focus Group Discussion. Today, we'll be discussing your experiences with the NOEMI project in your technical school. Our focus will be on inclusive education, work-based training, strengthening socio-emotional skills, and the roles of socio-educational and socio-vocational tutors. Your insights are invaluable to us, and we look forward to an engaging, honest, and respectful conversation. Thank you for your participation.

Background

1) Please introduce yourself, describe your role in the school, and share your involvement in the NOEMI project.

EQ 2. Coherence

2) How well has the NOEMI project aligned with your school's existing initiatives?

EQ 4. Effectiveness

3) How has the NOEMI project contributed to both enhancing socio-emotional skills and promoting inclusive education among students?

    - Can you discuss the impact of these enhanced socio-emotional skills on students' academic performance and overall school environment?

    - Could you provide specific examples where inclusive education practices were particularly effective?

4) We understand that the NOEMI project involved the roles of socio-educational tutors, who aided with school-related matters, and socio-vocational tutors, who supported job-related tasks. From your perspective, how did the roles of these tutors shape the implementation and results of the project within your school?

    - Can you share specific instances where you observed their actions or guidance leading to improvements or changes?

5) Could you discuss the effect of the internships/apprenticeships facilitated by the project on students' learning and job-readiness?

EQ 5. Impact

6) Reflecting on the NOEMI project, can you identify any unintended outcomes that emerged, whether positive or negative? (e.g., changes in student attitudes, unexpected challenges or benefits in educational inclusion or labor insertion)

EQ 6. Sustainability

7) What elements of the NOEMI project do you believe will continue in your school after the project ends, and why? Conversely, which aspects might face challenges in terms of sustainability?

EQ 8. Equity and Inclusion

8) How well did the project meet the needs of diverse students, particularly those from vulnerable backgrounds?

Closing

9) Is there anything else you would like to share about your experience with the NOEMI project, or any other thoughts about what we have discussed today?

FGD GUIDE, BUSINESSES

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
					□ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Grantee and Implementing Partners □ Project Participants □ Other	□ Buenos Aires □ Tucumán □ Refusal	□ Male □ Female □ Other	□ 16 - 24 □ 25 - 34 □ 35 - 44

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		- _____ □ Refusal		□ Refusal	□ 45 - 64 □ 65 years or older □ Refusal

Background

1) Please introduce yourself, your role in your organization, and describe your organization's involvement in the NOEMI project.

Coherence

2) How did the NOEMI project align with your organization's existing initiatives or operations?

Effectiveness

3) Before your involvement in the NOEMI project, how likely was your organization to hire vulnerable youth for apprenticeships or internships? How has this changed since participating in the project?

4) How has your organization benefited from offering workplace-based training opportunities as part of the NOEMI project?

5) What challenges did your organization face in offering workplace-based training opportunities to vulnerable and marginalized youth?

6) In what ways has your organization's view and understanding of workplace-based training programs for vulnerable and marginalized youth changed since participating in the NOEMI project?

Sustainability

7) How likely are you to continue offering workplace-based training opportunities to vulnerable youth after the NOEMI project ends?

8) What do you see as the most significant obstacles to the scalability and sustainability of workplace-based training programs for vulnerable and marginalized youth?

Recommendations

9) Based on your experience with the NOEMI project, what are some lessons learned that could be applied to future initiatives focused on the workplace-based training of vulnerable youth?

Closing

10) Is there anything else you would like to share about your experience with the NOEMI project, or any other thoughts about what we have discussed today?

Quantitative questions:

At the conclusion of the FGD, the evaluation team will administer a short quantitative survey to participants to complete on their own prior to departing the FGD.

No.	Question	Answer Key
1	Is your business currently offering or has it previously offered internships or apprenticeships to youth?	□ Yes □ No □ Refusal
2	How did you first become aware of the NOEMI project? *(Choose one)*	□ Through a referral from a partner organization □ Through direct outreach from the NOEMI project team □ Through a public event or forum □ Through an outreach campaign □ Other (please specify)
3	In what ways has the NOEMI project encouraged your organization to consider gender equality and inclusion when implementing workplace-based training programs? *(Choose all that apply)*	□ Increased awareness of the importance of a gender-sensitive approach □ Provided tools or resources to implement a gender-sensitive approach □ Enhanced understanding of gender-based barriers to training and employment □ No influence on our organization's approach □ Not applicable
4	What recommendations do you have for improving the effectiveness and impact of future workplace-based training programs for vulnerable and marginalized youth? *(Choose all that apply)*	□ Increase private sector engagement by providing incentives for businesses to participate □ Improve coordination between municipalities, schools, and employers □ Provide more resources and support for participating organizations, such as additional training for supervisors

No.	Question	Answer Key
		□ Increase awareness and understanding of the regulations governing internships and apprenticeships □ Improve the monitoring of workplace-based training programs to ensure they are meeting the needs of employers and participating youth □ Other (please specify)
5	Prior to engaging with NOEMI, how would you rate your familiarity with the existing agreements and conventions related to protected adolescent labor? *(Choose one)*	□ Very familiar □ Somewhat familiar □ Not very familiar □ Not at all familiar
6	Did the NOEMI project help your organization better understand the regulatory framework around protected adolescent labor? *(Choose one)*	□ Yes, significantly □ Yes, somewhat □ No, not really □ No, not at all
7	Following your engagement with NOEMI, how would you rate your familiarity with the existing agreements and conventions related to protected adolescent labor? *(Choose one)*	□ Very familiar □ Somewhat familiar □ Not very familiar □ Not at all familiar

NOEMI DATA COLLECTION TOOLS AND INSTRUMENTS, STAGE 2

EQ 6. Sustainability

FOR USG GOVERNMENT, GRANTEES, AND IMPLEMENTING PARTNERS

1) Based upon your understanding, have NOEMI's activities continued since its completion? If so, which activities? *[For interviewer, please note than NOEMI concluded in July 2021 in Buenos Aires, while in Tucuman it concluded in April 2023]*

2) How have stakeholders across Buenos Aires, Santa Fé, and Tucumán supported the continuation of NOEMI's activities since its completion in April 2023? If so, in what capacity? And which activities?

3) How have stakeholders across Buenos Aires, Santa Fé, and Tucumán collaborated or engaged with others to support the continuation of NOEMI's activities since its completion in April 2023?

4) In your opinion, how do these activities contribute to:

   - Strengthening laws or policies supporting quality workplace-based educational training opportunities for youth?
   - Enhancing the implementation of workplace-based training best practices for youth?
   - Improving the quality of public and private programs that provide vulnerable and marginalized youth with occupational skills?

5) What factors impacted the sustainability of the project's results beyond its lifespan?

   - In your perspective, how do you perceive the current socio-economic, political, or environmental factors within the country influencing the long-term sustainability of the project's desired outputs and outcomes?

6) Reflecting back, is there anything you would have done differently to promote greater sustainability beyond the lifespan of NOEMI?

FOR GOVERNMENT OF ARGENTINA, PRIVATE SECTOR, UNIONS, AND CIVIL SOCIETY STAKEHOLDERS

1) Based upon your understanding, have NOEMI's activities continued since its completion in April 2023? If so, which activities?

   - Has the Labor Ministry adopted and implemented the EWBT methodology, including the job placement component? If so, how has the methodology been adopted and scaled?

2) How has [insert stakeholder type] supported the continuation of NOEMI's activities since its completion in April 2023?

3) How has [insert stakeholder type] collaborated or engaged with other stakeholders to support the continuation of NOEMI's activities since its completion in April 2023?

4) What factors impacted the sustainability of the project's results beyond its lifespan?

    - In your perspective, how do you perceive the current socio-economic, political, or environmental factors within the country influencing the long-term sustainability of the project's desired outputs and outcomes?

5) For stakeholders in Tucumán and for the Youth Employment coordination – National Ministry of Labor only: Has the four-month period of financial support for tutors in Tucumán, allocated by the National government been evaluated? If so, what was the result of the evaluation? Has the National government decided to continue or halt the funding?

6) For stakeholders in Tucumán only: Has the budget for a province-wide expansion been approved by the provincial government? If so, at what stage is the expansion in? If not, why not?

7) For the Youth Employment coordination – National Ministry of Labor only: Has the national government replicated key components of the NOEMI project in the Buenos Aires province?

8) In your opinion, how do the current efforts of [insert stakeholder type] contribute to:

    - Strengthening laws or policies supporting quality workplace-based educational training opportunities for youth?

    - Enhancing the implementation of workplace-based training best practices for youth?

    - Improving the quality of public and private programs that provide vulnerable and marginalized youth with occupational skills?

9) What improvement or benefits, if any, have you seen since July 2023 to workplace-based training programs? In your opinion, to what extent and how are these benefits tied to the activities of the project?

OFFSIDE EVALUATION PLAN

PROJECT OVERVIEW

OFFSIDE. In 2018, ILAB awarded a $2,500,000 cooperative agreement to the International Labour Organization (ILO) to implement OFFSIDE, a project initially set to span 4.5-years. The project later received a $625,000 funding increase and a 15-month extension, bringing the total funding to $3,125,000 and extending the project's completion date to November 30, 2024. Prior to this, a no-cost extension had adjusted the project's end date from Aug 31, 2022 to Aug 31, 2023. The project was designed to build the capacity of stakeholders with agriculture and labor mandates to effectively implement the National Action Plan for the Prevention and Eradication of Child Labor by improving coordination at all levels using the existing governmental organizational structures in Argentina. The OFFSIDE project shares the same outcomes with PAR, but it has different strategies, outputs, and activities.[95] The OFFSIDE project is intended to make progress toward its goal by:

1. generating knowledge and information on child labor and adolescent work in agriculture;
2. raising awareness of and advocating for solutions to the problem;
3. assisting labor and agricultural stakeholders in building their capacities to address child labor; and
4. designing local-level models, methodologies, tools, good practices, and lessons learned.

The project is implementing activities focused on the wine grape, tomato, garlic, and cotton value chains in the provinces of Mendoza, Santa Fe, and Buenos Aires. These activities are then used to inform the Ministry of Labor, Employment, and Social Security and the Ministry of Agriculture, Livestock, and Fisheries on national-level policies relating to child labor in Argentina.

EVALUATION OBJECTIVES

The final performance evaluation of OFFSIDE aims to assess the performance of the project in terms of its relevance, coherence, efficiency, effectiveness, impact, sustainability, equity and inclusion, and implementation of previous recommendations. The evaluation will examine OFFSIDE's achievements in meeting its objectives, considering factors such as the validity of its theory of change within the implementing environment, alignment with the needs of target groups and local stakeholders, compatibility and collaboration with other interventions, efficiency in delivering planned results, identification of unintended effects, likelihood of sustained benefits, lessons learned, promising practices, and the incorporation of inclusion and equity elements. Additionally, the evaluation team will analyze the project's approach to strengthening the capacity of agricultural extension workers, to the extent possible as well as the impact of the COVID-19 pandemic on project implementation.

To achieve these objectives, the evaluation team will use a two-step outcome harvesting methodology infused with utilization-focused evaluation (U-FE) principles to gather information

[95] FOA-ILAB-18-05. https://www.grants.gov/web/grants/view-opportunity.html?oppId=306975

from diverse project stakeholders and institutions and inform the identified evaluation questions. The evaluation will include a thorough desk review and analysis of project documentation, including quantitative data collected by the projects on performance indicators outlined in their Comprehensive Monitoring and Evaluation Plan (CMEP), as well as an online survey, key informant interviews (KIIs), and focus group discussions (FGDs) to gather perceptions. The results will provide actionable recommendations for future ILAB/OCFT-funded programming.

SAMPLING PLAN

The evaluation team will conduct between 25-27 KIIs and four to six FGDs during the two rounds of data collection in Argentina, and remotely through video or phone calls. The team will solicit the opinions of a diverse group of project stakeholders, including staff from ILAB, ILO, implementing partners, project participants, civil society organizations, government representatives, and others. The evaluation team will aim for an equal distribution of male and female respondents and will assess the gender balance during the interviews, making specific requests for more gender equality as needed.

Data Collection Strategy [18]

Stakeholder Type	Method	Sample Size	Potential Respondents
US Government	KII	Stage 1: 2 KIIs Stage 2: 1 KII	ILAB Project Managers, OCFT M&E staff, Argentina US Embassy staff.
Grantee and Implementing Partners	KII	Stage 1: 5 KIIs Stage 2: 3 KII	ILO
Government of Argentina	KII, FGD	Stage 1: 6 KIIs, 1 FGD Stage 2: 2 KIIs, 1 FGD	Dirección de Fiscalización Laboral (MTESS), **Child Labor and Adolescent Work Policy Coordination Unit (MTESS)**, Observatory of Child and Adolescent Labor - OTIA (MTESS), Direccion de Inspección del Trabajo Infantil, Adolescente e Indicios de Explotación Laboral (MTESS), Dirección de Asuntos Internacionales (MTESS), Programa Buena Cosecha (MTESS), MTESS Santa Fé, Sub-Secretariat of Labor and Employment Mendoza, The National Commission for the Elimination of Child Labor (CONAETI), Provincial Commissions for the Eradication of Child Labor (COPRETI Mendoza, Santa Fe, Buenos Aires), Ministry of Education (Unidad de Vinculación Institucional), the National Agricultural Technology Institute (INTA),
Private sector, unions and civil society stakeholders	KII, FGD	Stage 1: 4 KIIs, 2 FGD Stage 2: 4 KIIs	The General Confederation of Labor of the Argentine Republic (CGT), the Argentine Confederation of Workers (CTA-T), the Argentina Autonomous Confederation of Workers (CTA-A), the Argentine Union of Rural and Agricultural Workers (UATRE), the National Register of

			Agricultural Workers and Employers (RENATRE), Industrial Organization of Argentina (UIA), FISFE Santa Fe, Bodegas de Argentina, Bodegas de Argentina - Mendoza, Universidad Nacional del Cuyo (Mendoza), Universidad Nacional Rafaela (Santa Fe), Randstand, Bolsa del Comercio de Rosario, FAO, UNICEF
Project Participants	FGD	Stage 1: 1 FGD	Labor inspectors, teachers, government staff

OFFSIDE DATA COLLECTION TOOLS AND INSTRUMENTS, STAGE 1

KII PROTOCOLS, KII INTRODUCTION

Thank you for taking the time to talk to me. My name is [INSERT NAME]. With me, is my colleague [INSERT NAME], who will also participate in today's discussion by asking questions and taking notes. We are from DevTech Systems Inc., a U.S.-based international development advisory firm.

DevTech was contracted by ILAB to conduct a cluster performance evaluation of three ILAB-funded projects in Argentina, including the OFFSIDE Project. The OFFSIDE Project, initiated in 2019, aims to build capacity for more effective implementation of Argentina's National Action Plan for the Prevention and Eradication of Child Labor by enhancing coordination across all levels of government. Specifically, OFFSIDE pursues its goals by (1) generating knowledge and information about child labor and adolescent work in agriculture, (2) raising awareness and advocating for solutions, (3) supporting labor and agricultural stakeholders in addressing child labor, and (4) developing local-level models, methodologies, tools, good practices, and lessons learned. Focusing on the wine grape, tomato, garlic, and cotton value chains in the provinces of Mendoza, Santa Fe, and Buenos Aires, the project informs the Ministry of Labor, Employment, and Social Security and the Ministry of Agriculture, Livestock, and Fisheries on national-level policies concerning child labor in Argentina.

For this final evaluation, I would like to ask you questions related to your expertise and experience with the OFFSIDE project. This interview will last approximately one hour (1h). With your permission, I would like to audio record this session for report writing and analysis purposes only. The recordings will be destroyed once we complete our analysis. Is this okay with you?

□ Yes

□ No

In the evaluation report, your name will not be mentioned except in an annex in a list of people consulted and this list will only be shared with the donor, ILAB. The evaluation team will make every effort to protect the anonymity and confidentiality of our discussion and hope you will feel comfortable providing honest feedback on your experiences and points of view. Participation is voluntary; also, you may decline to respond to our questions or end the interview at any time. Do you have any questions?

Can we start now?

□ Yes

□ No

KII GUIDE, GOVERNMENT OF ARGENTINA

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ US Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Mendoza □ Santa Fe □ Buenos Aires □ Refusal

Age	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

EQ 1. Relevance/Validity

1) What motivated your department/agency to collaborate with the OFFSIDE project? What aspects of the project's objectives and approach were most aligned with your priorities and goals related to the prevention and eradication of child labor in agriculture?

2) In your view, how well has the OFFSIDE project engaged with local stakeholders to build capacity and coordination for more effective implementation of Argentina's National Action Plan for the Prevention and Eradication of Child Labor?

    - To what extent has the OFFSIDE project addressed the priorities of the local stakeholders?

    - Has the OFFSIDE project informed or influenced national-level policies concerning child labor in agriculture?

3) In the past five years, do you feel there has been an improvement in awareness and understanding of the challenges and opportunities concerning child labor in agriculture?

    - If so, how has this improvement contributed to increased action by labor and agriculture stakeholders to address child labor in agricultural areas in Argentina?

4) To what extent do you feel that the capacity of labor and agriculture stakeholders to address child labor in agriculture has improved in the last five years?

    - If there has been an improvement, how has it translated into increased action to combat child labor in agricultural areas in Argentina?

EQ 2. Coherence

5) How effectively has the OFFSIDE project worked to create synergies with relevant initiatives in the country?

    - Can you provide instances where the OFFSIDE project coordinated and collaborated with relevant initiatives?

6) Were there any areas of incompatibility between the project and these initiatives? (e.g., in

terms of objectives, activities, target groups) Was there any duplication of efforts?

7) To what extent has the OFFSIDE project leveraged existing local capabilities, such as institutional knowledge, networks, and mechanisms, to promote efficiency?

   - Can you identify any situations or opportunities that, had they been pursued or taken advantage of, might have contributed to greater efficiency in the project's execution?

EQ 3. Efficiency

8) What internal or external factors, if any, have advanced and/or hindered program implementation? How did the project adapt and respond to these factors, in terms of strategic planning, resource allocation, and implementation?

EQ 4. Effectiveness

From 2019 to 2023, the OFFSIDE project collaborated with agricultural institutions to bring child labor and decent work issues to the forefront of their agenda. Key achievements included strengthening capacities of government institutions such as INTA and COPRETI Buenos Aires, providing targeted training for civil servants and labor inspectors on child labor and protected adolescent work, and collaborating with the private sector to address child labor in critical value chains. Additionally, OFFSIDE supported Argentina's government in its engagement with the 8.7 Alliance, helping the nation move towards becoming a Pathfinder country, thus contributing to the ongoing fight against child labor.

9) Based on your experience, can you share the main positive changes or results you have observed in the prevention and eradication of child labor in agriculture as a result of the OFFSIDE project?

   - What OFFSIDE project activities or dynamics do you consider played a key role in achieving these changes?

10) Please reflect on how the OFFSIDE project has contributed to the following priority areas, and if possible, provide some examples that illustrate how these changes occurred:

   - Generating knowledge and information about child labor and adolescent work in agriculture
   - Raising awareness and advocating for solutions
   - Supporting labor and agricultural stakeholders in addressing child labor
   - Developing local-level models, methodologies, tools, good practices, and lessons learned

11) [For Ministry of Agriculture] How have the targeted value chains (wine grape, tomato, garlic, and cotton) been specifically affected by the OFFSIDE project's interventions, and what improvements or changes have been observed in these sectors regarding child labor?

12) How has the OFFSIDE project influenced or contributed to changes or improvements in your department/agency? What specific outcomes or changes can you observe?

13) What were the key factors, actors, and project activities that contributed to changes in each area?

14) Can you identify any factors that supported the OFFSIDE project in achieving its intended outcomes (e.g. regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)?

15) Can you identify any factors that challenged the OFFSIDE project in achieving its intended outcomes (e.g. regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)?

EQ 5. Impact

16) In reflecting on the OFFSIDE project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative? (e.g., positive or negative changes in policies, practices, or attitudes among stakeholders)

- Have you observed any changes in attitudes and capacities among constituents or counterparts related to the OFFSIDE project? If so, to what extent can these changes be reasonably attributed to the OFFSIDE project?

EQ 6. Sustainability

17) To what extent have the OFFSIDE project results been integrated into existing government policies, programs, and initiatives to ensure the sustainability of its outcomes?

- Have there been any challenges or obstacles to the integration of project results into government institutions and policies?

18) In your opinion, how likely is it that your agency will continue the activities undertaken during the OFFSIDE project?

- Are there specific components of the OFFSIDE project that may be easier or more challenging to maintain?

- What factors could influence - positively or negatively - the continuation of these activities? (e.g. resources, staff capacity, partnerships, stakeholder buy-in, national legislation)

19) How can the achievements and impacts of the OFFSIDE project be sustained and scaled up in the future, particularly within the context of the National Action Plan for the Prevention and Eradication of Child Labor?

EQ 7. Lessons Learned

20) Based on your experience with the OFFSIDE project, can you share any lessons learned

or innovative approaches that could inform and benefit future projects or initiatives that address child labor in agriculture?

EQ 8. Equity and Inclusion

21) In your perspective, has the OFFSIDE project successfully addressed the distinct needs and priorities of diverse stakeholders, including women and those from underserved or marginalized communities? If yes, could you elaborate on the strategies employed to achieve this?

22) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

KII GUIDE, US GOVERNMENT

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ US Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Mendoza □ Santa Fe □ Buenos Aires □ Refusal
Age	□ 16 - 24

	□ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

EQ 1. Relevance/Validity

1) Do you feel there has been an improvement in awareness and understanding of the challenges and opportunities concerning child labor in agriculture in the past five years?
    - If so, how has this improvement contributed to increased action by labor and agriculture stakeholders to address child labor in agricultural areas in Argentina?
2) To what extent do you feel that the capacity of labor and agriculture stakeholders to address child labor in agriculture has improved in the last five years?
    - If there has been an improvement, how has it translated into increased action to combat child labor in agricultural areas in Argentina?
3) How has the OFFSIDE project adapted to changes in the implementing environment to ensure the relevance of its strategies for combating child labor in agriculture in Argentina?

EQ 2. Coherence

4) To what extent and how has the OFFSIDE project aligned with and complemented other USDOL-funded projects or initiatives in Argentina?
    - The OFFSIDE no-cost extension specifically mentions fostering synergies with other USDOL-funded projects, such as MAP16 and EvA. To what extent has this occurred?
5) To what extent and how has the OFFSIDE project pursued synergies with relevant initiatives in the country, particularly in relation to other donor-funded initiatives, government programs, or national strategies?
6) Were there any areas of incompatibility between the project and these initiatives? (e.g., in terms of objectives, activities, target groups) If so, how were they addressed? Was there any duplication of efforts?

EQ 3. Efficiency

7) How would you describe the OFFSIDE project's ability in managing time and resources to achieve the planned outputs?

- To what extent has the OFFSIDE project successfully leveraged partnerships to optimize resource utilization and enhance efficiency in project implementation?

- Can you identify any significant challenges or factors that might have influenced the efficiency of the OFFSIDE project during its implementation? If so, could you please elaborate on these challenges and their potential effects on project efficiency?

8) What internal or external factors, if any, have advanced and/or hindered program implementation? How did the project adapt and respond to these factors, in terms of strategic planning, resource allocation, and implementation?

EQ 4. Effectiveness

From 2019 to 2023, the OFFSIDE project collaborated with agricultural institutions to bring child labor and decent work issues to the forefront of their agenda. Key achievements included strengthening capacities of government institutions such as INTA and COPRETI Buenos Aires, providing targeted training for civil servants and labor inspectors on child labor and protected adolescent work, and collaborating with the private sector to address child labor in critical value chains. Additionally, OFFSIDE supported Argentina's government in its engagement with the 8.7 Alliance, helping the nation move towards becoming a Pathfinder country, thus contributing to the ongoing fight against child labor.

9) In your opinion, how effective has the OFFSIDE project been in increasing stakeholder action to address child labor in Argentina's agricultural sector?

- How have the project's strategic direction, design and implementation approach contributed to the achievement of its outcomes?

10) Can you identify any factors that facilitated the achievement of the OFFSIDE project's intended outcomes?

11) Can you identify any factors that hindered the achievement of the OFFSIDE project's intended outcomes?

EQ 5. Impact

12) Can you identify any unintended outcomes – positive or negative – of the OFFSIDE project?

- Have you observed any changes in attitudes and capacities among constituents or counterparts related to the OFFSIDE project? If so, to what extent can these changes be reasonably attributed to the OFFSIDE project?

EQ 6. Sustainability

13) In what ways has the OFFSIDE project been structured, designed, and implemented to ensure the sustainability of its outcomes and benefits in the absence of further ILAB or external resources?

- How have the project's strategies been tailored to address factors that could limit the

sustainability of its outcomes?

EQ 7. Lessons Learned

14) Based on USG experience with the OFFSIDE project, can you identify any key lessons learned or insights that could inform future projects or initiatives that address child labor in agriculture?

- Were there any particularly effective interventions or innovative approaches in the project that you would recommend for adoption or adaptation in similar projects?

15) Reflecting on the OFFSIDE project, what aspects of the project design, implementation, or partnership arrangements could be improved to enhance the effectiveness and impact of similar initiatives in the future?

EQ 8. Equity and Inclusion

16) How well has the OFFSIDE project incorporated elements of inclusion and equity into its design and implementation?

- How has the project integrated a gender-sensitive perspective into its approach and implementation?

EQ 9. Interim Evaluation Recommendations

17) To what extent and how were the following recommendations implemented:

- Reassess the conditions and limitations at the provincial level in Mendoza and Santa Fe and design an alternative plan to boost engagement in those areas?
- Search for ways to optimize the ability of partner institutions to replicate the process through their networks?
- Consider different options to support the engagement of the private sector in preventing and eradicating child labor in the value chains in accordance with international labor standards?
- Focus more attention on characterizing the permitted conditions for protected adolescent work in the country?

18) If the interim evaluation recommendations were implemented, what effect did this have on the project?

19) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

KII GUIDE, GRANTEE AND IMPLEMENTING PARTNERS

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ US Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Mendoza □ Santa Fe □ Buenos Aires □ Refusal
Age	□ 16 - 24

	□ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Interviewee Background

1) Can you please tell me about your role on the OFFSIDE project and how long have you been involved with the project?

EQ 1. Relevance/Validity

2) In the past five years, do you feel there has been an improvement in awareness and understanding of the challenges and opportunities concerning child labor in agriculture?

   - If so, how has this improvement contributed to increased action by labor and agriculture stakeholders to address child labor in agricultural areas in Argentina?

3) To what extent do you feel that the capacity of labor and agriculture stakeholders to address child labor in agriculture has improved in the last five years?

   - If there has been an improvement, how has it translated into increased action to combat child labor in agricultural areas in Argentina?

4) The project engaged with diverse stakeholders, including government ministries, distinct agricultural sectors, and rural provinces. To what extent and how were stakeholders involved during the design process?

5) How effectively were potential risks and challenges assessed during the design phase of the project to ensure the project's relevance in tackling child labor within Argentina's agricultural sector?

6) During the implementation of the project, did any components of the project's Theory of Change or underlying assumptions require modifications or refinements?

   - Were there any changes in the implementing environment that affected the project's validity? If so, how did the project respond to these changes and adjusted its strategies accordingly?

EQ 2. Coherence

7) To what extent did the project establish links and synergies with other USDOL and other donor-funded projects, government programs, or national strategies in Argentina? Please

provide examples of such coordination and collaboration.

- The OFFSIDE no-cost extension specifically mentions fostering synergies with other USDOL-funded projects, such as MAP16 and EvA. To what extent has this occurred?

8) Were there any areas of incompatibility between the project and these initiatives? (e.g., in terms of objectives, activities, target groups) If so, how were they addressed? Was there any duplication of efforts?

EQ 3. Efficiency

9) How closely did the project's activities adhere to the original plans and timelines?

- Were there any major implementation challenges encountered, and how did the project team respond to these challenges to ensure efficient delivery of outputs?

10) To what extent did the OFFSIDE project capitalize on partnerships and local capabilities, such as institutional knowledge, networks, and existing structures, to optimize resource utilization and foster project efficiency? Please provide examples.

11) What internal or external factors, if any, have advanced and/or hindered program implementation? How did the project adapt and respond to these factors, in terms of strategic planning, resource allocation, and implementation?

12) How effective was the project's monitoring and evaluation system in tracking progress and informing management decisions?

- Can you provide examples of data-driven adjustments to project strategies or activities?

EQ 4. Effectiveness

13) In your perspective, how effective has the OFFSIDE project been in increasing stakeholder action to address child labor in Argentina's agricultural sector?

14) Can you discuss the progress made towards achieving the project outcomes, with a particular emphasis on the developments after the interim evaluation took place?

- Increasing knowledge and understanding of the challenges and opportunities for addressing child labor in agriculture (through research, awareness campaigns, development of improved materials, tools and methodologies, and documentation of good practices and lessons learned)

- Enhancing the capacity of labor and agricultural stakeholders to address child labor in the targeted value chains (through the provision of technical assistance, training, and capacity building initiatives)

15) What were the key factors, actors, and project activities that contributed to changes in each outcome?

16) Were there any internal or external factors that facilitated the achievement of the project's intended outcomes? (e.g., regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)

17) Were there any internal or external factors that hindered the achievement of the project's intended outcomes? (e.g., regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)

Eq 5. Impact

18) Can you identify any unintended outcomes—positive or negative—of the OFFSIDE project? (e.g., positive or negative changes in policies, practices, or attitudes among stakeholders)

- Have you observed any changes in attitudes and capacities among constituents or counterparts related to the OFFSIDE project? If so, to what extent can these changes be reasonably attributed to the OFFSIDE project?

EQ 6. Sustainability

19) What steps have been taken to ensure the sustainability of the project's outcomes beyond the end of the project and absent of ILAB funding? (examples of capacity-building activities, partnerships, or institutionalization of project components)

20) In your opinion, which components of the project's implementation model are more likely to be sustainable beyond the life of the project, and why? Conversely, which components might face challenges in sustainability?

- Could you elaborate on the factors that may limit or facilitate the sustainability of these results?

EQ 7. Lessons Learned

21) Can you share any innovative approaches or solutions adopted by the project that contributed to the achievement of its intended outcomes?

22) Based on your experience with the OFFSIDE project, can you identify any key lessons learned and promising practices that could inform future projects or initiatives that address child labor in agriculture?

23) What aspects of the project design, implementation, or partnership arrangements could be improved to enhance the effectiveness and impact of similar initiatives in the future?

EQ 8. Equity and Inclusion

24) How did the project incorporate elements of inclusion and equity into its design and implementation?

25) How did the project serve the distinct needs and priorities of diverse stakeholders, particularly those from underserved or marginalized communities?

- Can you provide examples of the strategies employed to ensure their equitable participation and representation?

26) Were there any barriers or challenges to achieving equitable outcomes for all stakeholders? How were they addressed?

27) How has the project integrated a gender-sensitive perspective into its approach and implementation?

EQ 9. Final Evaluation Recommendations

28) To what extent and how were the following recommendations implemented:

- Reassess the conditions and limitations at the provincial level in Mendoza and Santa Fe and design an alternative plan to boost engagement in those areas?
- Search for ways to optimize the ability of partner institutions to replicate the process through their networks?
- Consider different options to support the engagement of the private sector in preventing and eradicating child labor in the value chains in accordance with international labor standards?
- Focus more attention on characterizing the permitted conditions for protected adolescent work in the country?

29) If the interim evaluation recommendations were implemented, what effect did this have on the project?

30) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

KII GUIDE, PRIVATE SECTOR, UNIONS, AND CIVIL SOCIETY STAKEHOLDERS (STAKEHOLDERS WHO RECEIVED TRAINING AND WERE ENGAGED IN THE IMPLEMENTATION OF ACTIVITIES)

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ US Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Mendoza □ Santa Fe □ Buenos Aires □ Refusal

Age	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Introduction

1) Could you please briefly describe your role and responsibilities within [your organization], and your involvement with the OFFSIDE project?

EQ 1. Relevance/Validity

2) What motivated your organization to collaborate with the OFFSIDE project? What aspects of the project's objectives and approach were most aligned with your priorities and goals related to addressing child labor in agriculture?

3) In your view, how well has the OFSIDE project addressed local stakeholders' priorities and needs in addressing child labor in agriculture in Argentina?

4) In the past five years, do you feel there has been an improvement in awareness and understanding of the challenges and opportunities concerning child labor in agriculture?

   - If so, how has this improvement contributed to increased action by labor and agriculture stakeholders to address child labor in agricultural areas in Argentina?

5) To what extent do you feel that the capacity of labor and agriculture stakeholders to address child labor in agriculture has improved in the last five years?

   - If there has been an improvement, how has it translated into increased action to combat child labor in agricultural areas in Argentina?

EQ 2. Coherence

6) To what extent has the OFFSIDE project pursued synergies with relevant initiatives in the country?

   - Can you provide instances where the OFFSIDE project coordinated and collaborated with relevant initiatives?

7) Were there any areas of incompatibility between the project and these initiatives? (e.g., in terms of objectives, activities, target groups) If so, how were they addressed? Was there any duplication of efforts?

EQ 3. Efficiency

8) To what extent has the OFFSIDE project leveraged existing local capabilities, such as institutional knowledge, networks, and mechanisms, to promote efficiency?

9) What internal or external factors, if any, have advanced and/or hindered program implementation? How did the project adapt and respond to these factors, in terms of strategic planning, resource allocation, and implementation?

EQ 4. Effectiveness

From 2019 to 2023, the OFFSIDE project collaborated with agricultural institutions to bring child labor and decent work issues to the forefront of their agenda. Key achievements included strengthening capacities of government institutions such as INTA and COPRETI Buenos Aires, providing targeted training for civil servants and labor inspectors on child labor and protected adolescent work, and collaborating with the private sector to address child labor in critical value chains. Additionally, OFFSIDE supported Argentina's government in its engagement with the 8.7 Alliance, helping the nation move towards becoming a Pathfinder country, thus contributing to the ongoing fight against child labor.

10) Based on your experience, can you share the main positive changes or results you have observed in increasing stakeholder action to address child labor in Argentina's agricultural sector?

   - What OFFSIDE activities or project dynamics do you consider played a key role in achieving these changes?

11) Please reflect on how the OFFSIDE project has contributed to the following areas, and if possible, provide some examples that illustrate how these changes occurred:

   - Generating knowledge and information about child labor and adolescent work in agriculture
   - Raising awareness and advocating for solutions
   - Supporting labor and agricultural stakeholders in addressing child labor
   - Developing local-level models, methodologies, tools, good practices, and lessons learned.

12) What were the key factors, actors, and project activities that contributed to changes in each area?

   - Have there been any factors that facilitated the achievement of the OFFSIDE project's intended outcomes? (for instance regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)
   - Have there been any factors that hindered the achievement of the OFFSIDE project's intended outcomes? (for instance regulatory frameworks, resource availability, COVID-

19 pandemic, stakeholder engagement)

EQ 5. Impact

13) In reflecting on the OFFSIDE project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative?

EQ 6. Sustainability

14) In your opinion, what is the likelihood that the benefits of the OFFSIDE project's activities will continue, absent ILAB or other external resources?

- Are there any specific components of the project that may be more sustainable than others, and any components that will not be sustainable? Why?

15) What are the key factors that could impact the sustainability of the project's results beyond its lifespan? (for instance, resources, staff capacity, partnerships, stakeholder buy-in, national legislation)

EQ 7. Lessons Learned

16) Based on your experience with the OFFSIDE project, can you identify any key lessons learned or insights that could inform future projects or initiatives that address child labor in agriculture?

17) Are there any innovative approaches or strategies employed by the OFFSIDE project that you would recommend for adoption or adaptation by other similar projects?

EQ 8. Equity and Inclusion

18) In your perspective, has the OFFSIDE project successfully addressed the distinct needs and priorities of diverse stakeholders, including women and those from underserved or marginalized communities? If yes, could you elaborate on the strategies employed to achieve this?

19) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

KII GUIDE, PRIVATE SECTOR, UNIONS, CIVIL SOCIETY *(STAKEHOLDERS WHO RECEIVED TRAINING BUT WERE LESS ENGAGED IN THE IMPLEMENTATION OF ACTIVITIES)*

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ US Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Mendoza □ Santa Fe □ Buenos Aires □ Refusal

Age	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Introduction

1) Could you please briefly describe your role and responsibilities within [your organization], and your involvement with the OFFSIDE project?

EQ 1. Relevance/Validity

2) What motivated your organization to collaborate with the OFFSIDE project? What aspects of the project's objectives and approach were most aligned with your priorities and goals related to addressing child labor in agriculture?

3) To what extent do you believe the OFFSIDE project's strategies and interventions were relevant to the specific context of child labor in agriculture in Argentina?

EQ 3. Efficiency

4) To what extent has the OFFSIDE project leveraged existing local capabilities, such as institutional knowledge, networks, and mechanisms, to promote efficiency?

EQ 4. Effectiveness

5) How have the OFFSIDE project activities impacted your knowledge and understanding of the challenges and opportunities for addressing child labor in agriculture?

6) To what extent do you feel the OFFSIDE project's approaches were relevant and effective in building your capacity to address child labor in agriculture?

7) What tools, methodologies, or best practices developed by the OFFSIDE project have been particularly useful for your organization in addressing child labor in agriculture?

8) How has the OFFSIDE project facilitated the sharing of best practices and lessons learned among labor and agriculture stakeholders in addressing child labor in agriculture?

EQ 5. Impact

9) Have you observed any broader changes or impacts in your community or among other stakeholders as a result of the OFFSIDE project's interventions? If so, please provide examples.

EQ 6. Sustainability

10) In what ways do you see your organization continuing to apply the knowledge and skills gained from the OFFSIDE project in its future work on addressing child labor in agriculture?

11) What specific steps will your organization take to incorporate the lessons learned and best practices from the OFFSIDE project into its ongoing efforts to address child labor in agriculture?

EQ 8. Equity and Inclusion

12) In your perspective, has the OFFSIDE project successfully addressed the distinct needs and priorities of diverse stakeholders, including women and those from underserved or marginalized communities?

13) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

FGD PROTOCOLS

FGD INTRODUCTION

Thank you for taking the time to talk to me. My name is [INSERT NAME]. With me, is my colleague [INSERT NAME], who will also participate in today's discussion by asking questions and taking notes. We are from DevTech Systems Inc., a U.S.-based international development advisory firm.

DevTech was contracted by ILAB to conduct a cluster performance evaluation of three ILAB-funded projects in Argentina, including the OFFSIDE Project. The OFFSIDE Project, initiated in 2019, aims to build capacity for more effective implementation of Argentina's National Action Plan for the Prevention and Eradication of Child Labor by enhancing coordination across all levels of government. Specifically, OFFSIDE pursues its goals by (1) generating knowledge and information about child labor and adolescent work in agriculture, (2) raising awareness and advocating for solutions, (3) supporting labor and agricultural stakeholders in addressing child labor, and (4) developing local-level models, methodologies, tools, good practices, and lessons learned. Focusing on the wine grape, tomato, garlic, and cotton value chains in the provinces of Mendoza, Santa Fe, and Buenos Aires, the project informs the Ministry of Labor, Employment, and Social Security and the Ministry of Agriculture, Livestock, and Fisheries on national-level policies concerning child labor in Argentina.

For this final evaluation, I would like to ask you questions related to your expertise and experience with the OFFSIDE project. This interview will last approximately one hour (1h). With your permission, I would like to audio record this session for report writing and analysis purposes only. The recordings will be destroyed once we complete our analysis. Is this okay with you?

This focus group will last approximately ninety minutes (90 minutes). With your permission, I would like to audio record this session for report writing and analysis purposes only. The recordings will be destroyed once we complete our analysis. Is this okay with you?

□ Yes

□ No

In the evaluation report, your name will not be mentioned except in an annex in a list of people consulted and this list will only be shared with the donor, ILAB. The evaluation team will make every effort to protect the anonymity and confidentiality of our discussion and hope you will feel comfortable providing honest feedback on your experiences and points of view. Participation is voluntary; also, you may decline to respond to our questions or end the interview at any time. Do you have any questions?

Can we start now?

□ Yes

FGD GUIDE, GOVERNMENT OF ARGENTINA (MTESS)

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Private sector, civil society □ Government of Argentina □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Private sector, civil society □ Government of Argentina □ Project Participants	□ Buenos Aires □ Mendoza □ Santa Fe	□ Male □ Female □ Other	□ 16 - 24 □ 25 - 34 □ 35 - 44

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Other - _____ □ Refusal	□ Refusal	□ Refusal	□ 45 - 64 □ 65 years or older □ Refusal
		□ Private sector, civil society □ Government of Argentina □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Private sector, civil society □ Government of Argentina □ Project Participants □ Other - _____	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Refusal			□ 65 years or older □ Refusal
		□ Private sector, civil society □ Government of Argentina □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Private sector, civil society □ Government of Argentina □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Private sector, civil society □ Government of Argentina □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Background

Please introduce yourself and describe your connection to the OFFSIDE project.

EQ 4. Effectiveness

1) To what extent do you feel that awareness and understanding of the challenges and opportunities related to child labor in agriculture have improved in the last five years?
    - To what extent and how do you believe the OFFSIDE project contributed to these improvements?
2) To what extent do you feel that the capacity of labor and agriculture stakeholders to address child labor in agriculture has improved in the last five years?
    - What role has the OFFSIDE project played in contributing to this improvement? Are there any particular activities or support mechanisms that you feel were particularly effective in enhancing stakeholder capacity in this area?

EQ 2. Coherence

3) How have the OFFSIDE project's interventions influenced collaboration and coordination among labor and agriculture stakeholders in addressing child labor in agriculture?

EQ 6. Sustainability

4) What tools, methodologies, or best practices developed by the OFFSIDE project have been particularly useful for the Ministry of Labor and in addressing child labor in agriculture?
5) To what extent have the OFFSIDE project results been integrated into existing government policies, programs, and initiatives to ensure the sustainability of its outcomes?
    - Have there been any challenges or obstacles to the integration of project results into government institutions and policies?

EQ 8. Equity and Inclusion

6) How has the OFFSIDE project incorporated gender considerations and promoted gender equality in its interventions to address child labor in agriculture?

EQ 7. Lessons Learned

7) How has the OFFSIDE project facilitated the sharing of best practices and lessons learned among labor and agriculture stakeholders in addressing child labor in agriculture?
8) Can you share any examples of innovative approaches or successful practices developed by the OFFSIDE project that have contributed to its effectiveness in addressing child labor in agriculture?
9) In your opinion, what aspects of the OFFSIDE project could have been improved or done differently to enhance its overall effectiveness in addressing child labor in agriculture?

10) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

Quantitative questions:

At the conclusion of the FGD, the evaluation team will administer a short quantitative survey to participants to complete on their own prior to departing the FGD.

No.	Question	Answer Key			
1	On a scale of 1 (not at all effective) to 4 (highly effective), how would you rate the effectiveness of the OFFSIDE project in the following areas?	1 – Not at all effective	2 – Somewhat effective	3 – Effective	4 – Highly effective
1a.	Raising awareness about child labor in agriculture among key stakeholders and the general public.	☐	☐	☐	☐
1b.	Building the capacity of labor and agricultural stakeholders to address child labor in the targeted value chains.	☐	☐	☐	☐
1c.	Developing and disseminating practical tools, methodologies, and good practices to address child labor in agriculture.	☐	☐	☐	☐
1d.	Fostering coordination and collaboration among different government agencies and stakeholders working on child labor in agriculture.	☐	☐	☐	☐
2	On a scale of 1 (strongly disagree) to 4 (strongly agree), please indicate your level of agreement with the following statements:	1 – Strongly disagree	2 – Disagree	3 – Agree	4 – Strongly agree
2a.	The OFFSIDE project has effectively engaged marginalized and vulnerable populations in its interventions to address child labor in agriculture.	☐	☐	☐	☐

No.	Question	Answer Key			
2b.	The project has been inclusive in terms of gender, promoting equal opportunities and benefits for both boys and girls affected by child labor in agriculture.	□	□	□	□
2c.	The OFFSIDE project has considered the specific needs and contexts of different stakeholder groups in its interventions.	□	□	□	□
3	On a scale of 1 (very unlikely) to 4 (very likely), how likely do you think it is that the positive impacts of the OFFSIDE project on child labor in agriculture will be sustained after the project ends?	□ 1 – Very unlikely □ 2 – Unlikely □ 3 – Likely □ 4 – Very likely			
4	Please consider the components and or practices implemented by the OFFSIDE project. For each critical element, please rate the likelihood that it will remain sustainable on a scale of 1-4, where 1 represents "very low likelihood" and 4 represents "very high likelihood":	1 – Very low	2 – Low	3 – High	4 – Very high
4a.	Raising awareness about child labor in agriculture among key stakeholders and the general public.	□	□	□	□
4b.	Building the capacity of labor and agricultural stakeholders to address child labor in the targeted value chains.	□	□	□	□
4c.	Developing and disseminating practical tools, methodologies, and good practices to address child labor in agriculture.	□	□	□	□
4d.	Fostering coordination and collaboration among different government agencies and	□	□	□	□

No.	Question	Answer Key			
	stakeholders working on child labor in agriculture.				
5	How would you rate the overall quality of the OFFSIDE project's interventions related to addressing child labor and adolescent work in agriculture?	□ Poor □ Fair □ Good □ Excellent			

FGD GUIDE, PROJECT PARTICIPANTS (LABOR INSPECTORS)

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondents Information						
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age	Guardian consent for individuals under 18
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable
		□ Grantee and Implementing Partners □ Project Participants □ Other	□ Buenos Aires □ Mendoza □ Santa Fe	□ Male □ Female □ Other	□ 16 - 24 □ 25 - 34 □ 35 - 44	□ Yes (signature) _____ □ No

Respondents Information						
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age	Guardian consent for individuals under 18
		- _____ □ Refusal	□ Refusal	□ Refusal	□ 45 - 64 □ 65 years or older □ Refusal	□ Not applicable
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older	□ Yes (signature) _____ □ No □ Not applicable

Respondents Information						
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age	Guardian consent for individuals under 18
					□ Refusal	
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable

Respondents Information						
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age	Guardian consent for individuals under 18
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable

Background

Please introduce yourself and describe your role as a labor inspector.

EQ 1. Relevance/Validity

1) How relevant were the OFFSIDE project's training and resources to your needs and responsibilities as a labor inspector in addressing child labor in agriculture?

EQ 4. Effectiveness

2) In what ways did the OFFSIDE project's interventions, including training, tools, and methodologies, contribute to improving your skills, knowledge, and competence in addressing child labor in agriculture?

    - What aspects of the OFFSIDE project were most valuable in enhancing your skills and knowledge as a labor inspector?

3) Can you share any specific examples of how the OFFSIDE project's interventions helped you identify and address child labor cases in agricultural areas more effectively?

EQ 5. Impact

4) Have you noticed any changes in your own or your colleagues' approaches to addressing child labor in agriculture as a result of the OFFSIDE project? If so, can you provide examples?

EQ 8. Equity and Inclusion

5) In your opinion, has the OFFSIDE project contributed to promoting equity and inclusion in addressing child labor in agriculture?

6) How did the OFFSIDE project serve the needs and priorities of diverse stakeholders, including men and women and those from underserved or marginalized communities?

Quantitative questions:

At the conclusion of the FGD, the evaluation team will administer a short quantitative survey to participants to complete on their own prior to departing the FGD.

No.	Question	Answer Key
1.	Which of the following resources or support have you received through the OFFSIDE project? *(Select all that apply)*	□ Training workshops □ Tools and guidelines for labor inspection □ Information on child labor and adolescent work on agriculture □ Technical assistance
2.	To what extent did the OFFSIDE project's interventions improve your capacity to	□ Not at all

No.	Question	Answer Key			
	identify, prevent, and address child labor and adolescent work in agriculture?	□ A little □ Moderately □ Significantly			
3.	Please rate your level of agreement with each statement on a scale of 1 (strongly disagree) to 4 (strongly agree).	1 – Strongly disagree	2 – Disagree	3 – Agree	4 – Strongly agree
3a.	The tools, resources, and methodologies provided by the OFFSIDE project have been valuable in helping labor inspectors to address child labor and adolescent work in agriculture.	□	□	□	□
3b.	The OFFSIDE project has successfully raised awareness about child labor and adolescent work in agriculture within the community.	□	□	□	□
3c.	The OFFSIDE project has fostered a more inclusive and equitable approach to addressing child labor and adolescent work in agriculture.	□	□	□	□
3d.	The training provided by the OFFSIDE project has been essential in improving labor inspectors' capacity to address child labor and adolescent work in agriculture.	□	□	□	□
4.	On a scale of 1 (very unlikely) to 4 (very likely), how likely is it that the knowledge and skills you gained from the OFFSIDE project's training and resources will continue to be applied and make a difference in addressing child labor in agriculture in the long term?	□ Very unlikely □ Unlikely □ Likely □ Very likely			
5.	How would you rate the overall quality of the OFFSIDE project's interventions related to addressing child labor and adolescent work in agriculture?	□ Poor □ Fair □ Good □ Excellent			

FGD GUIDE, PRIVATE SECTOR, CIVIL SOCIETY ORGANIZATIONS

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Private sector, civil society □ Government of Argentina □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Private sector, civil society □ Government of Argentina □ Project Participants	□ Buenos Aires □ Mendoza □ Santa Fe	□ Male □ Female □ Other	□ 16 - 24 □ 25 - 34 □ 35 - 44

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Other - _____ □ Refusal	□ Refusal	□ Refusal	□ 45 - 64 □ 65 years or older □ Refusal
		□ Private sector, civil society □ Government of Argentina □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Private sector, civil society □ Government of Argentina □ Project Participants □ Other - _____	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Refusal			□ 65 years or older □ Refusal
		□ Private sector, civil society □ Government of Argentina □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal
		□ Private sector, civil society □ Government of Argentina □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Respondents Information					
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age
		□ Private sector, civil society □ Government of Argentina □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Background

Please introduce yourself and describe your connection to the OFFSIDE project.

EQ 2. Coherence

1) How have the OFFSIDE project's interventions influenced collaboration and coordination among labor and agriculture stakeholders in addressing child labor in agriculture?

2) To what extent has the OFFSIDE project leveraged existing local capabilities, such as institutional knowledge, networks, and mechanisms, to promote efficiency?

EQ 4. Effectiveness

3) How have the OFFSIDE project activities impacted your knowledge and understanding of the challenges and opportunities for addressing child labor in agriculture?

Eq 5. Impact

4) In reflecting on the OFFSIDE project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative? (e.g., positive or negative changes in policies, practices, or attitudes among stakeholders)

EQ 6. Sustainability

5) What tools, methodologies, or best practices developed by the OFFSIDE project have been particularly useful for your organization in addressing child labor in agriculture?

EQ 8. Equity and Inclusion

6) How has the OFFSIDE project incorporated gender considerations and promoted gender equality in its interventions to address child labor in agriculture?

EQ 7. Lessons Learned

7) How has the OFFSIDE project facilitated the sharing of best practices and lessons learned among labor and agriculture stakeholders in addressing child labor in agriculture?

8) Can you share any examples of innovative approaches or successful practices developed by the OFFSIDE project that have contributed to its effectiveness in addressing child labor in agriculture?

9) In your opinion, what aspects of the OFFSIDE project could have been improved or done differently to enhance its overall effectiveness in addressing child labor in agriculture?

10) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

Quantitative questions:

At the conclusion of the FGD, the evaluation team will administer a short quantitative survey to participants to complete on their own prior to departing the FGD.

No.	Question	Answer Key			
1	On a scale of 1 (not at all effective) to 4 (highly effective), how would you rate the effectiveness of the OFFSIDE project in the following areas?	1 – Not at all effective	2 – Somewhat effective	3 – Effective	4 – Highly effective
1a.	Raising awareness about child labor in agriculture among key stakeholders and the general public.	☐	☐	☐	☐
1b.	Building the capacity of labor and agricultural stakeholders to address child labor in the targeted value chains.	☐	☐	☐	☐
1c.	Developing and disseminating practical tools, methodologies, and good practices to address child labor in agriculture.	☐	☐	☐	☐
1d.	Fostering coordination and collaboration among different government agencies and stakeholders working on child labor in agriculture.	☐	☐	☐	☐
2	On a scale of 1 (strongly disagree) to 4 (strongly agree), please indicate your level of agreement with the following statements:	1 – Strongly disagree	2 – Disagree	3 – Agree	4 – Strongly agree
2a.	The OFFSIDE project has effectively engaged marginalized and vulnerable populations in its interventions to address child labor in agriculture.	☐	☐	☐	☐
2b.	The project has been inclusive in terms of gender, promoting equal opportunities and benefits for both boys and girls affected by child labor in agriculture.	☐	☐	☐	☐
2c.	The OFFSIDE project has considered the specific needs and contexts of	☐	☐	☐	☐

No.	Question	Answer Key			
	different stakeholder groups in its interventions.				
3	On a scale of 1 (very unlikely) to 4 (very likely), how likely do you think it is that the positive impacts of the OFFSIDE project on child labor in agriculture will be sustained after the project ends?	□ 1 – Very unlikely □ 2 – Unlikely □ 3 – Likely □ 4 – Very likely			
4	Please consider the components and or practices implemented by the OFFSIDE project. For each critical element, please rate the likelihood that it will remain sustainable on a scale of 1-4, where 1 represents "very low likelihood" and 4 represents "very high likelihood":	1 – Very low	2 – Low	3 – High	4 – Very high
4a.	Raising awareness about child labor in agriculture among key stakeholders and the general public.	□	□	□	□
4b.	Building the capacity of labor and agricultural stakeholders to address child labor in the targeted value chains.	□	□	□	□
4c.	Developing and disseminating practical tools, methodologies, and good practices to address child labor in agriculture.	□	□	□	□
4d.	Fostering coordination and collaboration among different government agencies and stakeholders working on child labor in agriculture.	□	□	□	□
5	How would you rate the overall quality of the OFFSIDE project's interventions related to addressing child labor and adolescent work in agriculture?	□ Poor □ Fair □ Good □ Excellent			

OFFSIDE DATA COLLECTION TOOLS AND INSTRUMENTS, STAGE 2

EQ 6. Sustainability

For USG Government, Grantees, and Implementing Partners

1) In what ways has the OFFSIDE project been structured, designed, and implemented to ensure the sustainability of its outcomes and benefits in the absence of further ILAB or external resources?
    - How have the project's strategies been tailored to address factors that could limit the sustainability of its outcomes?
2) How have stakeholders across Buenos Aires, Mendoza, and Santa Fe supported or signaled support for the continuation of OFFSIDE's activities to date?
3) How have stakeholders across Buenos Aires and Tucumán collaborated or engaged with others to support the continuation of OFFSIDE's activities to date?
4) What factors, whether positive or negative, may impact the sustainability of the project's results beyond its lifespan?
    - In your perspective, how do you perceive the current socio-economic, political, or environmental factors within the country influencing the long-term sustainability of the project's desired outputs and outcomes?
5) For Grantee Only. As the project is coming to a close, is there anything you would have done differently to promote greater sustainability beyond the lifespan of OFFSIDE?

For Government of Argentina, Private Sector, Unions, and Civil Society Stakeholders

1) To what extent have the OFFSIDE project results been integrated into existing government policies, programs, and initiatives to ensure the sustainability of its outcomes?
    - Have there been any challenges or obstacles to the integration of project results into government institutions and policies?
2) In your opinion, how likely is it that [insert stakeholder type] will continue the activities undertaken during the OFFSIDE project?
    - Has [insert stakeholder type] already adopted and integrated any specific activities? If so, which ones?
    - Are there specific components of the OFFSIDE project that may be easier or more challenging to maintain?
3) What are the key factors that could impact the sustainability of the project's results beyond its lifespan? (for instance, resources, staff capacity, partnerships, stakeholder buy-in, national legislation)

- In your perspective, how do you perceive the current socio-economic, political, or environmental factors within the country influencing the long-term sustainability of the project's desired outputs and outcomes?

4) How does [insert stakeholder type] plan to support the continuation of OFFSIDE's activities following its completion in April 2024?

5) How does [insert stakeholder type] plan to collaborate or engage with other stakeholders to support the continuation of OFFSIDE's activities following its completion in April 2024?

6) How can the achievements and impacts of the OFFSIDE project be sustained and scaled up in the future, particularly within the context of the National Action Plan for the Prevention and Eradication of Child Labor?

7) What tools, methodologies, or best practices developed by the OFFSIDE project have been particularly useful for [insert stakeholder type] and in addressing child labor in agriculture?

8) What improvement or benefits, if any, have you seen since July of 2023 to workplace-based training programs? In your opinion, to what extent and how are these benefits tied to the activities of the project?

PAR EVALUATION PLAN

PROJECT OVERVIEW

In 2018, ILAB awarded a $2,500,000 cooperative agreement to DyA to implement PAR. In 2023, DyA received additional funding of $625,000 and an extension until April 2024 to continue the implementation of the project. PAR is designed to increase action by labor and agricultural stakeholders to address child labor in agricultural areas in Argentina by improving the tools and coordination among various stakeholders in the country The project is focused on two main outcomes:

6. Increased common understanding of the challenges and opportunities for addressing child labor in agriculture.

7. Increased capacity of labor and agriculture stakeholders to address child labor in agriculture.[96]

Specifically, PAR aims to enhance the capacities of labor and agricultural stakeholders to address child labor in agriculture. This includes the implementation of a Municipal Model, which involves the development of governmental tools tailored for tackling rural child labor and promoting children's rights protection strategies. These strategies comprise mechanisms for policy advocacy, risk prevention methodologies, educational and youth employment programs. Additionally, the project seeks to improve private sector coordination through the establishment of a Social Compliance System Model. This system enables companies to gather and share their experiences in the prevention and elimination of child labor.[97] The project is implemented in the provinces of Tucumán, Misiones, and Buenos Aires, focusing mainly on the yerba mate (stimulant plant), lemon, and blueberry sectors. . The leading implementing partner is DyA with support from the Argentine Blueberry Committee (ABC) and the civil society organization (CSO) Sueño para Misiones for specific components.

EVALUATION OBJECTIVES

The final performance evaluation of PAR aims to assess the performance of the project in terms of its relevance, coherence, efficiency, effectiveness, impact, sustainability, equity and inclusion, and implementation of previous recommendations. The evaluation will examine PAR's achievements in meeting its objectives, considering factors such as the validity of its theory of change within the implementing environment, alignment with the needs of target groups and local stakeholders, compatibility and collaboration with other interventions, efficiency in delivering planned results, identification of unintended effects, likelihood of sustained benefits, lessons learned, promising practices, and the incorporation of inclusion and equity elements. Additionally, the evaluation team will analyze the impact of the COVID-19 pandemic on project implementation.

[96] FOA-ILAB-18-05. https://www.grants.gov/web/grants/view-opportunity.html?oppId=306975

[97] Bureau of International Labor Affairs. IMPAQ International, LLC. Argentina Multi-Project Evaluaciones, NOEMI, PAR, and OFFSIDE Projects. July 2021. https://www.dol.gov/sites/dolgov/files/ILAB/evaluation_type/final_evaluation/Argentina-Multi-Project-Evaluation_Final-Report-Non-PII_508-Compliant.pdf

To achieve these objectives, the evaluation team will use a two-step outcome harvesting methodology infused with utilization-focused evaluation (U-FE) principles to gather information from diverse project stakeholders and institutions and inform the identified evaluation questions. The evaluation will include a thorough desk review and analysis of project documentation, including quantitative data collected by the projects on performance indicators outlined in their Comprehensive Monitoring and Evaluation Plan (CMEP), as well as an online survey, key informant interviews (KIIs), and focus group discussions (FGDs) to gather perceptions. The results will provide actionable recommendations for future ILAB/OCFT-funded programming.

SAMPLING PLAN

The evaluation team will conduct between 12 to 14 KIIs and four to six FGDs during data collection in Argentina, and remotely through video or phone calls. The team will solicit the opinions of a diverse group of project stakeholders, including staff from ILAB, DyA, implementing partners, project participants, civil society organizations, government representatives, and others.

Stakeholder Type	Method	Sample Size	Potential Respondents
US Government	KII	2 KII	ILAB Project Manager, OCFT M&E staff, Argentina US Embassy staff.
Grantee and Implementing Partners	KII	3 KII	PAR team, the Argentine Blueberry Committee (ABC), APRATUC and Sueño para Misiones.
Government of Argentina	KII, FGD	3 FGD 5 KII	**Buenos Aires:** Ministry of Labor (now part of the Ministry of Human Capital), Good Harvest Program, Red de Empresas Trabajo Infantil, The Secretariat for Children of the National Ministry of Development, RENATRE **Misiones:** Provincial Ministry of Education, Provincial Ministry of Social Development, Department of Municipal Affairs of the Ministry of the Interior of Misiones, Local municipalities. **Tucuman:** Provincial Ministry of Social Development (in charge of the Child Protection System in the province), COPRETI, Ministry of the Interior (in charge of the *comunas*), Employment Secretariat.
Private sector, unions, and civil	KII, FGD, Survey	2 FGD	**Buenos Aires:** Members of Pampa 2030, IRAM

Stakeholder Type	Method	Sample Size	Potential Respondents
society stakeholders		4 KII	**Tucuman:** Blueberry exporting companies, comunas **Misiones:** Pampa 2023 Misiones unions, yerba mate exporting companies, business chamber yerba mate.
Project Participants	Observation	2 Observations	**Tucuman:** Childcare centers and youth points **Misiones:** Local Educational Accompaniment Centers

PAR DATA COLLECTION TOOLS AND INSTRUMENTS

KII PROTOCOLS, KII INTRODUCTION

Thank you for taking the time to talk to me. My name is [INSERT NAME]. With me, is my colleague [INSERT NAME], who will also participate in today's discussion by asking questions and taking notes. We are from DevTech Systems Inc., a U.S.-based international development advisory firm.

DevTech was contracted by ILAB to conduct a cluster performance evaluation of three ILAB-funded projects in Argentina, including the PAR Project. The PAR Project, launched in 2018, is centered on increasing action by labor and agricultural stakeholders to address child labor in Argentina's agricultural sector. Focusing mainly on the yerba mate and blueberry sectors in the provinces of Tucumán, Misiones, and Buenos Aires, the project aims to develop a common understanding of the challenges in addressing child labor and to enhance the capacity of stakeholders to tackle these issues. It involves developing government tools for policy advocacy, risk prevention methodologies, educational strategies, and youth employment programs, as well as improving private sector coordination to establish a sector compliance system for sharing experiences in the prevention and elimination of child labor.

This interview will last approximately one hour (1h). With your permission, I would like to audio record this session for report writing and analysis purposes only. The recordings will be destroyed once we complete our analysis. Is this okay with you?

□ Yes

□ No

In the evaluation report, your name will not be mentioned except in an annex in a list of people consulted and this list will only be shared with the donor, ILAB. The evaluation team will make every effort to protect the anonymity and confidentiality of our discussion and hope you will feel comfortable providing honest feedback on your experiences and points of view. Participation is voluntary; also, you may decline to respond to our questions or end the interview at any time. Do you have any questions?

Can we start now?

□ Yes

□ No

KII GUIDE, GOVERNMENT OF ARGENTINA

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	
Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ US Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Buenos Aires □ Tucumán □ Misiones □ Refusal
Age	□ 16 - 24

	□ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

EQ 1. Relevance/Validity and EQ 8. Equity and Inclusion

1) What motivated your department/agency to collaborate with the PAR project? (Prompt: what aspects of the project's objectives and approach were most aligned with your priorities and goals related to addressing child labor in agriculture?)

2) In the past five years, do you feel there has been an improvement in awareness and understanding of the challenges and opportunities concerning child labor in agriculture?

    - How has this translated into increased action by stakeholders? To what extent do you feel their capacity to address child labor has improved?

3) To what extent has the PAR project aligned with the priorities and needs of local stakeholders in addressing child labor in Argentine agriculture?

    - Additionally, has the project specifically catered to the diverse needs of groups such as women and underserved or marginalized communities? If so, could you elaborate on the strategies employed?

EQ 2. Coherence

4) How effectively has the PAR project sought to create synergies with relevant initiatives in the country? Please comment on:

    - Other USDOL-funded initiatives

    - Government and nationally led interventions

    (Prompts: Can you please provide some examples? Was there any duplication of efforts?)

EQ 3. Efficiency

5) To what extent has the PAR project leveraged existing local capabilities, such as institutional knowledge, networks, and mechanisms, to promote efficiency?

EQ 4. Effectiveness

6) Reflecting on your involvement with the agriculture and labor sectors, could you identify and describe specific significant changes or results that have occurred in addressing child labor within Argentina's agricultural sector? Please focus on changes that have happened

within five years and include instances of:

- Increased knowledge and awareness raising of child labor in agriculture in Argentina,
- Increased capacity of labor and agriculture stakeholders to tackle child labor in agriculture)

7) How do you perceive the role and influence of PAR components and activities in contributing to these changes?

8) *For Local Government Stakeholders.* Did anyone within your office participate in the trainings provided by PAR to apply children rights protection tools and/or protocols?

   a. If yes, what did you find most useful from these training?

   b. If yes, what topics would you have liked to discuss that were not part of these trainings?

   c. If yes, how have you applied the knowledge and information gained from these trainings into your work?

9) Can you identify any internal or external factors that supported the PAR project in achieving its intended results (e.g. regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)?

10) Can you identify any barriers the PAR project encountered in achieving its intended results (e.g. regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)? How did the project adapt to and respond to these challenges? (Prompt: were there any particular strategies or modifications implemented to respond to these challenges?)

EQ 5. Impact

11) In reflecting on the PAR project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative?

EQ 6. Sustainability

12) In your opinion, what is the likelihood that the benefits of the PAR project's activities will continue, absent ILAB or other external resources?

- Are there any specific components of the project that may be more sustainable than others, and any components that will not be sustainable? Why?

13) What are the key factors that could impact the sustainability of the project's results beyond its lifespan? (Prompt: for instance, resources, staff capacity, partnerships, stakeholder buy-in, national legislation)

14) *For RENATRE, Buena Cosecha, the Ministry of Social Development in Tucuman, and the Education, Social Development and Interior Ministries in Misiones province:* How have you collaborated with other members within the provincial hub to deliver educational services and combat child labor? Additionally, what are the plans for sustaining, transferring, or applying the strategies developed under the PAR project in partnership with local governments and other stakeholders to ensure a lasting impact?

EQ 7. Lessons Learned

15) Based on your experience with the PAR project, can you share any lessons learned or innovative approaches that could inform and benefit future projects or initiatives that address child labor in agriculture?

EQ 1. Relevance/Validity & EQ 8. Equity and Inclusion

16) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

KII GUIDE, US GOVERNMENT

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	
Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ US Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Buenos Aires □ Tucumán □ Misiones □ Refusal
Age	□ 16 - 24

	□ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Interviewee Background

1) Can you please tell me about your involvement with the PAR project?

EQ 1. Relevance/Validity

2) In the past five years, to what extent do you feel there has been an improvement in awareness and understanding of the challenges and opportunities concerning child labor in agriculture?

3) In the past five years, to what extent do you feel that the capacity of labor and agriculture stakeholders to address child labor in agriculture has improved?

4) How has the PAR project adapted to changes in the implementing environment to ensure the relevance of its strategies for combating child labor in agriculture in Argentina?

EQ 2. Coherence

5) To what extent and how has the PAR project aligned with and complemented other USDOL-funded projects or initiatives in Argentina? (Prompts: Can you please provide some examples? Was there any duplication of efforts?)

EQ 3. Efficiency

6) How effectively were the available resources and time managed within the PAR project to deliver the planned outputs?

   - Can you identify any significant challenges or factors that might have influenced the efficiency of the PAR project during its implementation? If so, could you please elaborate on these challenges and their potential effects on project efficiency?

EQ 4. Effectiveness

7) In your opinion, how effective has the PAR project been in achieving its primary goal of increasing action by labor and agriculture stakeholders to address child labor in agricultural areas in Argentina?

8) Can you identify any factors that facilitated the achievement of the PAR project's intended outcomes?

9) Can you identify any factors that hindered the achievement of the PAR project's intended outcomes? How did the project adapt and respond to these factors, in terms of strategic planning, resource allocation, and implementation?

EQ 5. Impact

10) From ILAB/OCFT's perspective, can you identify any unintended outcomes or effects of the PAR project, either positive or negative?

EQ 6. Sustainability

11) In what ways has the PAR project been structured, designed, and implemented to ensure the sustainability of its outcomes and benefits in the absence of further ILAB or external resources?

EQ 7. Lessons Learned

12) Based on USDOL's experience with the PAR project, can you identify any key lessons learned or innovative approaches that could inform future projects or initiatives in the areas of child labor in agriculture? (Prompt: were there any particularly effective interventions or innovative approaches that emerged from the PAR project that you would recommend for adoption or adaptation by other similar projects?)

EQ 8. Equity and Inclusion

13) How well has the PAR project incorporated elements of inclusion and equity into its design and implementation? (addressing the diverse needs and priorities of different stakeholders, including women and those from underserved or marginalized communities)

EQ 9. Interim Evaluation Recommendations

14) To what extent and how were the following recommendations implemented? What effect did this have on the project?

- Explore options to expand the SCS developed for the blueberry value chains to other products?
- Explore linking the SCS in the blueberry value chain with other Argentine compliance certification schemes to promote due diligence as a way to prevent and combat child labor in other value chains?
- Systematize the experience from Jardín América and design a strategy to expand the implementation of the model?
- Continue exploring approaches to address issues around the protection of adolescent workers in rural areas?
- Enhance the participation of unions in project activities?
- Consider setting up a formal project advisory committee?

15) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

KII GUIDE, GRANTEE AND IMPLEMENTING PARTNERS

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	
Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ USG Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Buenos Aires □ Tucumán □ Misiones □ Refusal
Age	□ 16 - 24

	□ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Interviewee Background

1) Can you please tell me about your role on the PAR project and how long you have been involved with the project?

EQ 1. Relevance/Validity

2) In the past five years, do you feel there has been an improvement in awareness and understanding of the challenges and opportunities concerning child labor in agriculture?

    - How has this translated into increased action by stakeholders? To what extent do you feel their capacity to address child labor has improved?

3) How did the project align with the needs and challenges related to addressing child labor in agricultural areas in Argentina?

4) **For PAR team:** Were there any components of the project's Theory of Change or underlying assumptions that required modifications due to changes in the implementing environment?

EQ 2. Coherence

5) To what extent did the project establish links and synergies with other donor-funded projects or interventions led by national stakeholders? (Prompts: Can you please provide some examples? Was there any duplication of efforts?)

EQ 3. Efficiency

6) How closely did the project's activities adhere to the original plans and timelines?

    - Were there any major implementation challenges encountered? How were they addressed?

EQ 4. Effectiveness

7) In your perspective, how effective has the PAR project been in increasing stakeholder action to address child labor in Argentina's agricultural sector?

    - Can you discuss the progress made towards achieving the project outcomes, with a

particular emphasis on the developments after the interim evaluation? (For interviewer: make sure they touch upon 1) Increasing knowledge of the challenges and opportunities for addressing child labor in agriculture, 2) Increasing the capacity of labor and agriculture stakeholders to address child labor in agriculture)

8) Were there any internal or external factors that facilitated the achievement of the project's intended outcomes? (e.g., regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)

9) Were there any internal or external factors that hindered the achievement of the project's intended outcomes? (e.g., regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)

For ABC/APRATUC:

10) How are you facilitating and monitoring the implementation of the Social Compliance System (SCS) among yerba mate and blueberry companies? What have been the most significant challenges you have faced?

11) What impact do you anticipate the SCS will have in the short and long-term on the yerba mate and blueberry sectors, especially in terms of addressing child labor?

12) How are you collaborating with stakeholders in the blueberry, yerba mate, and other agricultural sectors for the implementation of the SCS?

13) Do you see potential for replicating the SCS experience in other agricultural sectors? If so, could you identify which sectors might be most suitable? What additional steps or considerations would be necessary for successful replication?

Eq 5. Impact

14) In reflecting on the PAR project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative? (e.g., positive or negative changes in policies, practices, or attitudes among stakeholders)

EQ 6. Sustainability

15) What steps were taken to ensure the sustainability of the project's outcomes beyond the end of the project and absence of ILAB funding? (prompt: examples of capacity-building activities, partnerships, or institutionalization of project components)

- Which components of the project's implementation model are more likely to be sustainable, and which might face challenges in sustainability? (Prompt: for ABC, probe into the sustainability of SCS efforts in absence of the PAR project)

EQ 7. Lessons Learned

16) Can you share any innovative approaches or solutions adopted by the project that contributed to the achievement of its intended outcomes?

EQ 8. Equity and Inclusion

17) How did the project serve the distinct needs and priorities of diverse stakeholders, particularly those from underserved or marginalized communities?

   - Can you provide examples of the strategies employed to ensure their equitable participation and representation?

EQ 9. Final Evaluation Recommendations

18) *For PAR team:* To what extent and how were the following recommendations implemented? What effect did this have on the project?

   - Explore options to expand the SCS developed for the blueberry value chains to other products?
   - Explore linking the SCS in the blueberry value chain with other Argentine compliance certification schemes to promote due diligence as a way to prevent and combat child labor in other value chains?
   - Systematize the experience from Jardín América and design a strategy to expand the implementation of the model?
   - Continue exploring approaches to address issues around the protection of adolescent workers in rural areas?
   - Enhance the participation of unions in project activities?
   - Consider setting up a formal project advisory committee?

19) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

KII GUIDE, PRIVATE SECTOR, UNIONS, AND CIVIL SOCIETY STAKEHOLDERS

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	
Respondent Information	
Respondent Name	
Respondent Organization	
Respondent Title	
Stakeholder Type	□ USG Government □ Grantee and Implementing Partners □ Government of Argentina □ Private Sector, Unions, and Civil Society Stakeholders □ Project Participants □ Other - _____
Gender	□ Male □ Female □ Other □ Refusal
Geographic Location	□ Buenos Aires □ Tucumán □ Misiones □ Refusal
Age	□ 16 - 24

	□ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal

Introduction

1) Could you please briefly describe your role and responsibilities within [your organization], and your involvement with the PAR project?

EQ 1. Relevance/Validity

2) What motivated your organization to collaborate with the PAR project? (Prompt: what aspects of the project's objectives and approach were most aligned with your priorities and goals related to addressing child labor in agriculture?)

3) In the past five years, do you feel there has been an improvement in awareness and understanding of the challenges and opportunities concerning child labor in agriculture? How has this translated into increased action by stakeholders? To what extent do you feel their capacity to address child labor has improved?

4) In your view, how well has the PAR project addressed local stakeholders' priorities and needs in in addressing child labor in agriculture in Argentina?

EQ 2. Coherence

5) To what extent has the PAR project been aligned with similar interventions in the country? Specifically, how compatible was it with:

   - USDOL-funded projects
   - Other donor-funded initiatives
   - Government programs
   - National legislation/policies

6) Can you also discuss how the PAR project pursued synergies with these relevant initiatives?

EQ 4. Effectiveness

7) Reflecting on your involvement with the agriculture and labor sectors, could you identify and describe specific significant changes or results that have occurred in addressing child labor within Argentina's agricultural sector? Please focus on changes that have happened

within five years and include instances of:

- Increased knowledge and awareness raising of child labor in agriculture in Argentina,
- Increased capacity of labor and agriculture stakeholders to tackle child labor in agriculture)

8) Additionally, how do you perceive the role and influence of specific PAR components and activities in contributing to these changes?

9) Can you identify any internal or external factors that supported the PAR project in achieving its intended results (e.g. regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)?

10) Can you identify any barriers the PAR project encountered in achieving its intended results (e.g. regulatory frameworks, resource availability, COVID-19 pandemic, stakeholder engagement)? How did the project adapt to and respond to these challenges? (Prompt: were there any particular strategies or modifications implemented to respond to these challenges?)

For Business Chamber in Misiones:

11) Can you describe the chamber's commitment to implementing the SCS? What are the key factors motivating this decision? What long-term goals do you have for the SCS within your sector?

12) Regarding the pilot program with La Cachuera, what are your expectations and projections for this initiative?

For La Cachuera company in Misiones, and other blueberry and lemon companies in Tucumán:

13) What were the driving factors behind your company's decision to participate in the SCS? What benefits do you anticipate from adopting this system?

14) Can you describe your recent experience preparing for and implementing the SCS within your company? What have been the primary challenges encountered during the rollout of the SCS?

EQ 5. Impact

15) In reflecting on the PAR project interventions, can you identify any unintended outcomes or effects that emerged, whether positive or negative?

EQ 6. Sustainability

16) In your opinion, what is the likelihood that the benefits of the PAR project's activities will continue, absent ILAB or other external resources?

- Are there any specific components of the project that may be more sustainable than others, and any components that will not be sustainable? Why?

EQ 7. Lessons Learned

17) Based on your experience with the PAR project, can you identify any key lessons learned or innovative approaches that could inform future projects or initiatives around the eradication of child labor in agriculture?

EQ 8. Equity and Inclusion

18) In your perspective, has the PAR project successfully addressed the distinct needs and priorities of diverse stakeholders, including women and those from underserved or marginalized communities? If yes, could you elaborate on the strategies employed to achieve this?

19) Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

FGD GUIDE, GENERIC

Interview Information	
Date	
Interviewer Name	
Primary Notetaker Name	

Respondents Information						
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age	Guardian consent for individuals under 18
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable
		□ Grantee and Implementing Partners □ Project Participants □ Other	□ Buenos Aires □ Mendoza □ Santa Fe	□ Male □ Female □ Other	□ 16 - 24 □ 25 - 34 □ 35 - 44	□ Yes (signature) _____ □ No

Respondents Information						
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age	Guardian consent for individuals under 18
		- _____ □ Refusal	□ Refusal	□ Refusal	□ 45 - 64 □ 65 years or older □ Refusal	□ Not applicable
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older	□ Yes (signature) _____ □ No □ Not applicable

Respondents Information						
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age	Guardian consent for individuals under 18
					□ Refusal	
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable

Respondents Information						
Respondent Name and Title	Respondent Organization	Stakeholder Type	Geographic Location	Gender	Age	Guardian consent for individuals under 18
		□ Grantee and Implementing Partners □ Project Participants □ Other - _____ □ Refusal	□ Buenos Aires □ Mendoza □ Santa Fe □ Refusal	□ Male □ Female □ Other □ Refusal	□ 16 - 24 □ 25 - 34 □ 35 - 44 □ 45 - 64 □ 65 years or older □ Refusal	□ Yes (signature) _____ □ No □ Not applicable

EQ 1. Relevance/Validity

1) To start, let's discuss the changes in awareness and capacity building related to child labor in agriculture over the last five years. Have you noticed any significant shifts in these areas?

EQ 2. Coherence

2) Now, let's focus on collaboration. Could you share examples of how the PAR project has worked with other initiatives or government programs?

EQ 4. Effectiveness

3) Turning our attention to effectiveness, which elements of the PAR project do you believe have been most effective in addressing child labor?

EQ 5. Impact

4) Considering the project's broader impact, what are some of the key results related to child labor that have emerged from the PAR project's activities? (these could be expected or unexpected impacts)

EQ 6. Sustainability

5) Looking ahead, how sustainable do you perceive the PAR project's outcomes, particularly once external funding ends?

EQ 7. Lessons Learned

6) Reflecting on your experiences, what are the key lessons learned from the PAR project that could inform future initiatives targeting child labor?

EQ 8. Equity and Inclusion & EQ 1. Relevance/Validity

7) Finally, I'd like to hear your thoughts on the project's inclusivity. To what extent has it addressed the needs of diverse groups, such as women and marginalized communities?

Survey for Agriculture Businesses

No.	Question	Answer Key
1.	Are you currently implementing or planning to implement the Social Compliance System (SCS) in your business operations?	□ Yes, currently implementing □ Planning to implement □ No □ Refusal
2.	How did you first become aware of the Social Compliance System (SCS)? (Choose one)	□ Through the PAR Project or related initiatives □ Through industry associations or networks □ Through government policies or regulations □ Through internal company policy □ Other (please specify)
3.	For businesses not implementing SCS: What are the primary reasons for not adopting the SCS in your operations? (Choose all that apply)	□ Lack of resources or funding □ Limited understanding or information about SCS □ Not relevant to our business operations □ Prefer other approaches to addressing child labor □ Other (please specify)
4.	In what ways has the implementation of SCS impacted your approach to addressing child labor in your operations? (Choose all that apply)	□ Increased awareness and understanding of child labor issues □ Provided tools or resources for identifying and preventing child labor □ Enhanced our strategies for risk assessment and management □ No significant impact □ Not applicable
5.	What challenges have you encountered in implementing the SCS? (Choose all that apply)	□ Lack of resources or funding □ Difficulty in understanding or applying SCS guidelines □ Resistance or lack of awareness within the organization □ Challenges in monitoring and enforcement □ Other (please specify)
6.	Prior to the introduction of SCS, how would you rate your organization's awareness and handling	□ Very aware and proactive □ Somewhat aware □ Not very aware

No.	Question	Answer Key
	of child labor issues? (Choose one)	□ Not at all aware
7.	Has the introduction of the SCS improved your organization's ability to identify and prevent child labor? (Choose one)	□ Yes, significantly □ Yes, to some extent □ No, not really □ No, not at all
8.	What strategies or practices have you adopted as part of the SCS to ensure the prevention of child labor? (Choose all that apply)	□ Regular training for employees □ Enhanced monitoring and reporting mechanisms □ Collaboration with local communities and authorities □ Development of alternative employment or education programs for youth □ Other (please specify)
9.	Based on your experience with the Social Compliance System (SCS), do you see potential for its application in other sectors? If so, which sectors do you think could benefit from implementing the SCS, and why?	□ Yes, see potential in other sectors (please specify which and why) □ No, limited to our sector □ Unsure / No opinion
10.	Looking forward, how do you envision the role of SCS in shaping the future of your sector, particularly in relation to child labor?	□ A significant role in transforming industry practices □ Some influence, but other factors are more critical □ Limited impact □ Unsure

ANNEX 2: LIST OF DOCUMENTS REVIEWED

- Noemí: 2021-2022 ANNEX B Project to promote workplace-based training for vulnerable youth in Argentina. Noemí Project, Project Document
- Noemí: 2020-2021 ANNEX B Project to promote workplace-based training for vulnerable youth in Argentina. Noemí Project, Project Document
- Noemí: ANNEX F - UPDATED SUSTAINABILITY STRATEGY NOEMI PROJECT TPR, Project Document (2021)
- Noemí: ANNEX F - UPDATED SUSTAINABILITY STRATEGY NOEMI PROJECT TPR, Project Document (2022)
- Noemí: TPR Annex D: Update on Project Activities in Response to Evaluation Recommendations, M&E (2022)
- Noemí: TPR Annex D: Update on Project Activities in Response to Evaluation Recommendations, M&E (2021)
- Noemí: PRE-SITUATIONAL ANALYSIS – Project Noemí, Argentina, Project Document
- Noemí: Análisis Presituacional - Proyecto NOEMI, Project Document
- Noemí: Encuesta CAP, Results Reports (2021)
- Noemí: Resultados Encuesta Conocimientos, Actitudes y Prácticas-Línea de base 2021/2022, Results Reports
- Noemí: Annex A (Data Reporting Form) 2019-2024, M&E
- Noemí: Technical Progress Report, Project Document (2023)
- Noemí: Routine Data Quality Assessment (RDQA), M&E (2022)
- Noemí: Annex C: Response to DOL Comments from Last Technical Progress Report, Project Document (2022)
- Noemí: Annex C: Response to DOL Comments from Last Technical Progress Report, Project Document (2021)
- Noemí: SISTEMATIZACIÓN PROYECTO NOEMÍ, Project Document
- Noemí: Annex A- Abril 2019 FINAL, M&E (2019)
- Noemí: Annex A - Abril 2020, M&E (2020)
- Noemí: Annex A – Noemi_EN, M&E (2019)
- Noemí: Annex A- Noemí - ABR 29 2022, M&E (2022)
- Noemí: Annex A NOEMI ABR 2021 English, M&E (2021)
- Noemí: Annex A NOEMI oct 2020, M&E (2020)
- Noemí: Annex A NOEMI OCT 2021, M&E (2021)
- Noemí: AnnexA-Noemil extension - OCT 2022 ENG, M&E (2022)
- Noemí: Argentina Cooperative Agreement IL29682, Contract Document (2016)
- Noemí: CMEP - Noemi Project_July 2021_December 2022_final, M&E (2022)
- Noemí: FOA-ILAB-16-04, Contract Document (2016)
- Noemí: Modification 2, Contract Document (2020)
- Noemí: Modification 1, Contract Document (2019)
- Noemí: Modification 3, Contract Document (2021)
- Noemí: Modification 4, Contract Document (2022)
- Noemí: Independent Interim Evaluation NOEMI, M&E (2018)
- Noemí: Technical Progress Report-NARRATIVE NOEMÍ ABR 2022, Project Document (2022)
- Noemí: Technical Progress Report-Narrative Report Noemi oct 2020, Project Document (2020)

- Noemí: Technical Progress Report- Narrative Report_APR 2021, Project Document (2021)
- Noemí: Technical Progress Report-NOEMI NARRATIVO OCT 22, Project Document (2022)
- Noemí: Comprehensive Monitoring and Evaluation Plan, Argentina, 2017, M&E (2018)
- Noemí: Comprehensive Monitoring and Evaluation Plan, Argentina, Revision 2020, M&E (2020)
- Noemí: Knowledge, Attitude and Practice Survey Study, Terms of Reference (TOR), Project Document (2017)
- Noemí: TORs Pre-Situation Assessment_FINAL, Project Document
- Noemí: TPR Annex A- modified dec 17, M&E (2018)
- Noemí: TPR Annex A modified June 7, M&E (2018)
- Noemí: TPR Annex A - Oct 2018 final English, M&E (2018)
- Noemí: Technical Progress Report-TPR Apr 2019, Project Document (2019)
- Noemí: Technical Progress Report-TPR APRIL 2018, Project Document (2018)
- Noemí: Technical Progress Report-TPR ARG OCTUBRE, Project Document (2017)
- Noemí: Technical Progress Report-TPR Marzo de 2017, Project Document (2017)
- Noemí: Technical Progress Report-TPR NARRATIVE NOEMI OCT 21, Project Document (2021)
- Noemí: Technical Progress Report-TPR Oct 18, Project Document (2019)
- Noemí: Technical Progress Report-TPR October 2019, Project Document (2019)
- Noemí: AnnexA- Noemi extension - Abr 2023 21, M&E (2023)
- Noemí: Technical Progress Report, Report Date: APRIL, 30, 2023, Project Document (2023)
- Noemí: Final Technical Progress Report Report Date: JULY, 31, 2023, Project Document (2023)
- Noemí: Grantee's Submittal of Closeout Documents Checklist, Contract Document (2023)
- OFFSIDE: Annex A (Data Reporting Form) 2019-2023, M&E
- OFFSIDE: Technical Progress Report, Project Document (2018)
- OFFSIDE: Annex A. Data Reporting Form -Offside-ILO-Argentina_APR_2021, M&E (2021)
- OFFSIDE: Annex A. Data Reporting Form -Offside-ILO-Argentina_APR_2022, M&E (2022)
- OFFSIDE: Annex A. Data Reporting Form -Offside-ILO-Argentina_OCT_2020, M&E (2020)
- OFFSIDE: Annex A. Data Reporting Form -Offside-ILO-Argentina_OCT_2021, M&E (2021)
- OFFSIDE: Annex A. Data Reporting Form -Offside-ILO-Argentina_OCT_2022, M&E (2022)
- OFFSIDE: ARG1801USA_Eval_Midterm_2021_ENG, M&E (2021)
- OFFSIDE: FOA-ILAB-18-05 Argentina, Procurement Document (2018)
- OFFSIDE: AIL-32818 Modification 1, Contract Document (2022)
- OFFSIDE: AIL-32818 Notice of Award, Contract Document (2018)
- OFFSIDE: INTERNAL MID-TERM REVIEW OF CHILD LABOR PROJECT IN ARGENTINA, M&E
- OFFSIDE: Technical Progress Report-APR_2022, Project Document (2022)
- OFFSIDE: Technical Progress Report-APR.2021, Project Document (2021)
- OFFSIDE: Technical Progress Report-OCT.2020, Project Document (2020)
- OFFSIDE: Technical Progress Report-OCT.2021, Project Document (2021)
- OFFSIDE: Technical Progress Report-OCT_2022, Project Document (2022)
- OFFSIDE: OFFSIDE Project_NCE USDOL, M&E
- OFFSIDE: Technical Progress Report-April.2020, Project Document (2020)
- OFFSIDE: Pre-Situational Analysis-OFFSIDE-FOA, Project Document (2019)
- OFFSIDE: Annex A-Data Reporting Form -Offside-ILO-Argentina_NCE_APR_2023, Project Document (2023)

- OFFSIDE: Technical Progress Report-OFFSIDE_APR_2023, Project Document (2023)
- OFFSIDE: Annex A-Data Reporting Form -Offside-ILO-Argentina_NCE_AUG_2023, M&E (2023)
- OFFSIDE: Technical Progress Report- August 31, 2023, Project Document (2023)
- OFFSIDE: Offside_WorkPlan_Cost_Increase phase2_2023, Project Document (2023)
- OFFSIDE: Attachments: Grant Modification 2, Contract Document (2023)
- OFFSIDE: Attachments: T&C, USDOL Guidance note (November 2018), Contract Document (2018)
- OFFSIDE: TPR Annex D: Update on Project Activities in Response to Evaluation Recommendations, M&E (2022)
- OFFSIDE: Disposition of Evaluation Recommendation Tracker for [OFFSIDE (mid-term)], M&E (2021)
- OFFSIDE: Annex F. Sustainability Strategy.OCT.2020, Project Document (2020)
- OFFSIDE: Annex F. Sustainability Strategy.OCT.2021, Project Document (2021)
- OFFSIDE: Annex F. Sustainability Strategy.OCT.2022, Project Document (2022)
- OFFSIDE: Annex B. Offside_WorkPlan, Project Document (2019)
- OFFSIDE: Annex B. Offside_WorkPlan, Project Document (2020)
- OFFSIDE: Annex B. Offside_WorkPlan, Project Document (2021)
- OFFSIDE: Annex B. Offside_WorkPlan, Project Document (2022)
- OFFSIDE: Attachment C: Work Plan-Original, Project Document
- OFFSIDE: Annex A-Data Reporting Form -Offside-ILO-Argentina_NCE_AUG_2023, M&E (2023)
- OFFSIDE: Producto 4. Plan de sostenibilidad del Proyecto Offside, M&E (2023)
- PAR: CMEP PAR Project Responsible Agriculture Practices free of child labor Extension 2023-2024, M&E (2023)
- PAR: Annex A (Data Reporting Form) 2019-2024, M&E (2023)
- PAR: PAR Project Annex A - Extension APR2023, M&E (2023)
- PAR: Annex C: Response to DOL Comments from Last Technical Progress Report, Project Document (2023)
- PAR: TPR Annex D: Update on Project Activities in Response to Evaluation Recommendations, Project Document (2023)
- PAR: ANNEX F - UPDATED SUSTAINABILITY STRATEGY PAR PROJECT TPR – October 2023, Project Document (2023)
- PAR: PAR Project Annex A - Extension-3, M&E (2023)
- PAR: Technical Progress Report, Report Date: OCTOBER 30, 2023, Project Document (2023)
- ILAB/IMPAQ: Multi-Project Performance Evaluation in Argentina TOR, M&E (2021)

ANNEX 3: LIST OF STAKEHOLDER GROUPS INTERVIEWED

This annex has been removed due to personally identifiable information (PII).