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CROSS-PROGRAM EVALUATION

EFFECTS OF COVID-19 ON ILAB PROJECTS **AUGUST 2022**

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This report describes the cross-program evaluation of the effects of COVID-19 on ILAB projects. Fieldwork for this evaluation was conducted February–July 2022. Management Systems International, a Tetra Tech company, 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 United States Department of Labor. The evaluation team would like to express sincere thanks to all the parties involved for their support and valuable contributions.

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ACRONYMS

AIR	American Institutes for Research
BUILDCA2P	Building Capacity, Awareness, Advocacy and Programs
CMEP	Comprehensive Monitoring and Evaluation Plan
CSO	Civil Society Organization
EQ	Evaluation Question
FLIP	Forced Labor Indicator Project
FUNPADEM	Implementing a Culture of Labor Compliance in Costa Rica's Agricultural Export Sector
GESI	Gender Equity and Social Inclusion
HPART	Helping Protecting Armenians' Rights Together
ICT	Information and Communications Technology
ILAB	The Bureau of International Labor Affairs
ILO	International Labor Organization
IMS	Information Management Systems
M&E	Monitoring and Evaluation
MAP 16	Measurement, Awareness Raising and Policy Engagement
MOL	Ministry of Labor
MSI	Management Systems International
MY-PEC	Myanmar Programme on the Elimination of Child Labor
NOEMI	Project to Promote Workplace-Based Training for Vulnerable Youth in Argentina
OCFT	The Office of Child Labor, Forced Labor, and Human Trafficking
OSH	Occupational Safety and Health
OTLA	The Office of Trade and Labor Affairs
PMP	Performance Monitoring Plan
UN	United Nations
USDOL	U.S. Department of Labor
WHO	World Health Organization
YPCA	Youth Pathways Central America

EXECUTIVE SUMMARY

The Bureau of International Labor Affairs (ILAB) commissioned Management Systems International (MSI) to conduct a meta-evaluation to understand the effects and experiences the COVID-19 pandemic has had on program activities across the Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) and the Office of Trade and Labor Affairs (OTLA). Data collection comprised a survey of 50 grantee staff (majority operating in the agricultural sector and geographically located in Latin America/Caribbean), a separate survey of 15 ILAB staff and in-depth interviews across 10 projects to help develop case studies. Project objectives ranged from the following results and are organized by each evaluation question (EQ).

RESULTS

1. To what extent have ILAB projects effectively responded and adapted to COVID-19?

ILAB staff reported that COVID-19 represented a severe shock to the implementing environment, with the 2013-2016 Ebola outbreak as the most recent shock of comparable magnitude. The effects of COVID-19 on project implementation were significant, but decreased over time. The largest effects were on education and training for youth, livelihood services and capacity building/training across key target populations and institutions (i.e., government counterparts, employers, civil society, workers and unions, and community-level stakeholders). Despite widespread negative effects, only 28% of grantee respondents reported a major impact on the overall ability to achieve the activity's objectives, and 76% of grantees reported that their project responded to COVID-19 effectively. More than half of ILAB staff respondents (53%) reported that COVID-19 had a major impact on the projects they managed. The biggest challenges included mobility restrictions (82%), safety concerns (74%) and office closures (70%).

However, both OCFT and OTLA projects reported some opportunities during the pandemic. The most common project responses were adoption of new technology (94%) and new management practices (72%). Less common responses included new partnerships with other activities or donors (28%) or government (16%). While COVID-19 affected all projects, most reported a minor rather than major impact on their ability to meet their objectives. Three-quarters of grantee respondents reported that they effectively responded to COVID-19 challenges, and that the adaptations should be captured and maintained going forward.

2. What were the most common challenges and opportunities faced across projects that limited or enabled responding and adapting to COVID-19?

ILAB staff reported a lack of attention to project priorities among government counterparts and other stakeholders, which slowed project implementation. No immediate tactics were found to address this gap, as government partners focused on mitigating the COVID-19 threat.

3. To what extent did COVID-19 affect the equity of projects' implementation (input and outputs) and outcomes, related to targeted groups (women, children, racial or ethnic minorities, indigenous groups, migrant workers, persons with disabilities, LGBTQI+ persons, union organizers/civil society activists and other marginalized, vulnerable or underserved groups or communities), geographic areas (urban, rural) and sectors?

Grantee staff reported that COVID-19 affected equity, particularly for projects targeting boys, girls, women, union organizers and indigenous groups. Grantee staff reported less effect on equity for

racial or ethnic minorities and migrant workers. No grantee staff reported any specific effect on equity for persons with disabilities or LGBTQI+ persons. COVID-19 had stronger effects on equity for projects targeting rural areas relative to projects targeting urban areas.

4. To what extent did ILAB projects appropriately distribute or reallocate resources to respond and adapt to the challenges brought by COVID-19?

The majority of ILAB projects reported having to reallocate existing resources to respond to the pandemic. Many of these projects also reported that existing risk management processes were not enough to ensure preparedness for the global pandemic. The few projects that did receive additional resources to mitigate COVID-19 effects (22%) valued the support and used the funds for protective measures (44%) and to cover operational costs caused by project implementation delays (44%). U.S. Department of Labor's (USDOL) flexibility with grants was helpful to many of the projects, since this allowed them to adjust their programming and continue their work. Grantee staff reported that USDOL's flexibility or adjustments to budgets was most helpful (29%). This flexibility to realign budgets allowed projects to purchase prevention equipment, adjust content of trainings or adjust the focus of programming.

5. To what extent did COVID-19 affect the relevance and coherence of ILAB projects' strategies and implementation?

Grantee staff reported that their objectives retained relevance following the emergence of the pandemic while ILAB staff were less likely to report a retained relevance. Where relevant, projects also aligned themselves with changes in laws or policies caused by COVID-19. There is evidence that COVID-19 shifted the priorities of stakeholders across the board, but to a slightly greater extent among beneficiaries such as communities or workers, relative to government or private sector. Grantees reported realigning priorities less for employers/the private sector, relative to all other groups, though this difference could be the result of selection bias in the sample. Nearly half of grantees reported forging new linkages with additional partners as a necessary part of priority realignment. Examples of these new linkages include business chambers, worker organizations, municipalities and the private sector.

6. Are there any new challenges or opportunities related to the COVID-19 pandemic and government/partners' response that limit or facilitate the sustainability of the projects' objectives and outcomes?

Most grantee respondents maintained their outlooks on sustainability, but a proportion (12%) reported that project sustainability was negatively affected. For example, Proyecto PAR reported that public officials had other priorities in the face of the emergency, which delayed their responses. Additionally, 20% of ILAB staff reported that the projects they manage suffered from a negative effect on sustainability. A third of grantees reported new opportunities for sustainability as a result of COVID-19 and subsequent adaptation and realignment. For example, Evidence to Action project staff (Mauritania) incorporated basic humanitarian needs into child labor objectives. The Labor Market Information project (implemented by AIR) convened a foreign government working group.

CONCLUSIONS

Based on this summary of results, the evaluation team offers the following conclusions:

- ***The effects of COVID-19 were most severe in the first half of 2020, after which projects went into mitigation and recovery.*** None of the reported effects of COVID-19 persisted as a major problem by the first semester of 2021.
- ***COVID-19 affected different target sub-populations differently.*** Specifically, women left the workforce at a higher rate as compared to men, either involuntarily as part of workforce reduction or as a result of increased household and caretaking responsibilities. People in rural areas who lacked access to internet/cellular infrastructure and those with limited technology skills were less successful in adapting to online meetings and trainings.
- ***The USDOL response was viewed favorably by grantees.*** Grantees expressed appreciation for being given the room to fluidly adapt to the unprecedented conditions and considered this a factor in mitigating harms.
- ***The effectiveness of virtual approaches varies depending on the target population.*** Some populations (e.g., some workers, rural or migrant populations) are harder to reach through virtual models due to limited experience or access to computers/smartphones and internet. By contrast, virtual approaches for other populations (e.g., government ministries, business owners, labor inspectors) can be effective and help expand the reach across geographic areas (e.g., cities, districts, countries) and the number of people reached.’
- ***The quick pivot to technology was simultaneously a major disruption and a successful adaptation.*** Once the seriousness of COVID-19 became clear, projects shifted to virtual activities. Staff had to deal with a sudden learning curve, lack of resources and culture change. But this pivot was normalized relatively quickly and became the strongest mitigation measure.
- ***The overall response to and lessons of the response to COVID-19 is to validate an adaptive management approach.*** The pivot to technology was an example of how the COVID-19 response led to new opportunities to increase sustainability. For example, project implementers shared that the challenges of switching to virtual service delivery made it possible to reach a greater number of people. Additionally, the use of new virtual technologies helped CSOs seek new alliances and increase the sustainability of their operations.
- ***Implementing partners saw COVID-19 more as an implementation challenge requiring more time, while ILAB staff viewed COVID-19 as more of an existential threat to activity objectives.*** This may be explained at least in part by the different points of view of each type of respondent.
- ***USDOL projects that were not a priority for host country governments could not be remedied by available tactics, but one approach that showed some promise was to attempt, where feasible, to incorporate new priorities into USDOL project objectives.*** This gave some breathing room for government counterparts to attend to USDOL projects as part of attending to the COVID-19 challenge. Additionally, the move to virtual service delivery provided a challenge and also an opportunity. While more attention could have been given to building the capacity of project implementers in using new virtual tools, the pivot to technology also

allowed greater reach to beneficiaries. Also, the pivot to focusing on responding to the pandemic led to greater linkages across sectors, such as UN agencies, academic institutions and governmental organizations.

- ***Building the capacity of target populations to interact and engage through virtual means by training on the use of digital tools and platforms can have a lasting impact beyond the scope of the project.*** Use of ICT tools can be an effective means to expand linkages with new stakeholders. (e.g., the Engaging Workers and Civil Society project introduced worker-promoters, union leaders, and workers to the digital world, which propelled learning for people who otherwise would not have received this type of training. This training enabled remote service provision (e.g., legal assistance) to affiliates at remote locations, exchange of legal documents with workers and employers, and training.)
- ***A lack of Gender Equity and Social Inclusion (GESI) planning resulted in slowed reaction to COVID-19 and possibly an exacerbation of harms.*** When COVID-19 hit, only one project among those sampled had conducted a gender-focused situational analysis. This deeper understanding of how women approached their work differently than men led to a quicker understanding of the gendered effects of COVID-19 and a reduced time for mitigation measures.
- ***The relevance and coherence of USDOL projects were largely unaffected by COVID-19.*** However, project implementers and ILAB staff suggested that ILAB could improve scoping and build on existing projects and efforts in countries, rather than creating one off projects. New linkages from the pandemic could facilitate this. This improved scoping could be tailored to urban/rural locality since the pandemic affected rural areas slightly more than urban areas.

FUTURE AREAS OF CONSIDERATION

Based on these results and conclusions, the evaluation team offers the following suggestions for consideration:

FUTURE AREAS OF CONSIDERATION FOR USDOL

1. **USDOL project managers should continue to afford grantees flexibility to adapt and iteratively assess and react in the face of future unplanned challenges.** This added flexibility could be propagated forward into new activities at the project design stages.
2. **USDOL should maintain a policy and management environment that supports the flexibility of adaptive management going forward.** This includes allowing ILAB projects to reallocate resources and adjust programming to respond to unplanned shocks, such as the pandemic where direct support was needed for COVID-19 mitigation. The flexibility in allowing projects to pivot to virtual delivery or adjusting project activities (e.g., addressing the safety of staff or beneficiaries, mental health support) to respond to target populations emerging needs is critical and allows projects greater reach to beneficiaries, particularly in rural areas.
3. **USDOL should attempt to incorporate stakeholders' emerging priorities into ongoing projects as a tactic to deal with unplanned challenges.** USDOL projects that did not hold partner governments' attention during COVID-19 could not be remedied by available tactics, but one

approach that showed some promise was to attempt, where feasible, to incorporate new priorities into USDOL project objectives. This gave some breathing room for government counterparts to attend to USDOL projects as part of attending to the COVID-19 challenge.

4. **USDOL should consider standardizing a gender and social inclusion assessment or situational analysis as an early deliverable to use as a framework for all activities, recognizing the needs of women, rural, and other marginalized groups.** This lays the groundwork for inclusive scenario planning. This assessment could be included as part of a grantees' pre-situational analysis at the beginning of the project or done as a separate assessment. These assessments can help projects better understand the experience, perspective, and needs of sub-groups populations and should include exploring the limitations faced by each group. As environmental context shifts (e.g., pandemic, unplanned shocks) these assessments should be reviewed and updated. In addition, the development of a rapid assessment tool could be used to monitor the situation and inform programming over time.
5. **USDOL should require grantees to conduct stakeholder analysis or mapping.** This practice, which is already being implemented by OTLA, can help grantees better understand the current landscape and inform possible partnerships. The analysis or mapping should explore different stakeholders' priorities/objectives and the types of services the project will provide to help identify opportunities for partnerships to enhance project work and outcomes. Investing time in identifying possible synergies with other implementing partners, service providers, and other organizations and utilizing the services and offerings can enhance project activities and improve sustainability. The stakeholder analysis and mapping should be done at the beginning of the project to inform interventions and throughout the project life cycle to capture shifts in stakeholders' priorities, capabilities and/or interest.
6. **As part of the award evaluation process, USDOL should place greater value on evaluating applicants' identification of critical assumptions, and conduct risk assessment/scenario planning exercises testing such assumptions under conditions of assumptions holding or breaking down.** The assumptions underlying a theory of change and logical framework are often not subjected to rigorous review or testing. But greater attention to exploring risks and assumptions may serve as a mitigation measure for future shocks. DOL should more purposefully assess an applicant's risks, assumptions, and mitigations. DOL could also conduct risk assessment/scenario planning exercises, either internally or in co-creation with the implementer.

FUTURE AREAS OF CONSIDERATION FOR GRANTEEES

The following future areas of consideration should be considered and implemented as relevant by grantees. Based on the specific activities, USDOL should work with the grantees to incorporate the following suggestions into their project planning and implementation. USDOL could also decide to incorporate some of the suggestions into future project guidance or requirements.

VIRTUAL TRAINING

7. **Where relevant to context, grantees should build-in rapid assessments of virtual training feasibility and suitability for target populations.** As part of activity planning, grantees should

assess the variation in the effectiveness of different training approaches and determine the best virtual training type based on the needs of the target population, the training objectives, and the topic/content of the training. The assessment should be reviewed and updated as needed (e.g. during unplanned challenges or shock). In addition, when shifting to a hybrid or virtual platform, projects should be intentional in targeting underserved communities and marginalized groups, ensuring participation continues at the same rate.

DATA COLLECTION AND USE

8. **Grantees should include a mix of in-person and remote data collection methods to collect their project monitoring indicators.** This could be done by having a mix of indicators that use different sources. Or alternatively, projects should include a backup data source for key indicators that require in-person data collection that can be utilized during restricted times as needed (e.g. phone surveys replace household surveys). This will ensure that some data is available even if there are restrictions to in-person data collection.
9. **Where feasible, grantees should collect project data disaggregated by sex, ethnicity, urban/rural locality, and age.** In certain contexts, it may also be advisable to disaggregate beneficiary data by other protected characteristics such as sexual orientation or gender identity. COVID-19 affected sub-populations differently and having more detailed and disaggregated data can help projects adjust programming as needed for certain populations.
10. **Grantees should implement user-feedback mechanisms to address key challenges and inform adaptations specific to local communities.** This could be achieved through establishing regular check-ins (phone or in-person) or meetings, surveys/polls through phone/social media, etc. This information can feed into project planning and inform activity selection and implementation making sure relevant activities and tasks are prioritized.

PROJECT PLANNING

11. **Grantees should identify risks and critical assumptions during project planning and incorporate mitigation measures.** During the development of the results framework as part of the Monitoring, Evaluation and Learning plan or CMEP, grantees should determine realistic risks and assumptions related to their project. Similar to what is already required for OTLA projects, for high-risk assumptions grantees should develop mitigation measures and ways to monitor these risks. Risks could be monitored through developing contextual indicators that can be used as a flagging system to inform projects when risks are increasing. Alternatively, or in addition to this, grantees should provide a regular status update to USDOL on their project assumptions or risks to help foster better coordination and adaptive management to address any risks that might arise.
16. **Grantees should develop regular communications protocols between different field, country, and/or international offices which can be used during the height of the pandemic or crisis to enable decisionmakers in obtaining necessary information from the community level to inform programming.** Taking the time to build local networks of staff or organizations enables better cooperation and collaboration in times of crisis.

1. PROJECT CONTEXT AND DESCRIPTION

The Bureau of International Labor Affairs (ILAB) commissioned Management Systems International (MSI) to conduct a meta-evaluation to understand the effects and experiences the COVID-19 pandemic has had on program activities across the Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) and the Office of Trade and Labor Affairs (OTLA). This evaluation examined 64 projects (46 OCFT and 18 OTLA) to learn about how projects responded and adapted to new challenges and opportunities related to the COVID-19 pandemic since January 2020. This evaluation conducted a survey of project and ILAB staff, desk review and qualitative interviews.

BACKGROUND

The ILAB leads the U.S. Department of Labor's (USDOL) efforts to safeguard dignity at work, both in the United States and around the world, by strengthening global labor standards, enforcing labor commitments among trading partners, promoting racial and gender equity and combating international child labor, forced labor and human trafficking. Within ILAB, 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 has supported technical cooperation projects in more than 90 countries around the world to help sustain efforts that address child labor and forced labor's underlying causes, including poverty and lack of access to education.

OTLA is another office within ILAB whose mission is to work to ensure that U.S. trade agreements are fair for American workers and workers around the world. OTLA uses all available tools—including negotiating strong labor provisions in U.S. trade agreements and preference programs, monitoring for compliance, enforcing trade agreement and preference program commitments, and sharing technical expertise—to make sure that U.S. trade partners fulfill their promises and play by the rules, and that American workers are able to compete on a level playing field. This study was commissioned jointly by OCFT and OTLA's Monitoring and Evaluation (M&E) Divisions.

2. EVALUATION PURPOSE

The primary objectives of this evaluation are: (1) To understand the effects and experiences the COVID-19 pandemic has had on programming across different ILAB projects; (2) To identify good practices and lessons learned from implementing ILAB projects during the COVID-19 pandemic; (3) To identify future opportunities for ILAB projects to provide relevant technical assistance in the new landscape brought about by COVID-19.

3. EVALUATION APPROACH

EVALUATION QUESTIONS

Listed below are the evaluation questions (EQs) this evaluation sought to answer:

Effectiveness

1. To what extent have ILAB projects effectively responded and adapted to COVID-19?

COVID-19 Effects

- a. What effects did COVID-19 have on project implementation (inputs and outputs) and progress toward achieving outcomes across ILAB projects? What types of activities across projects were affected the most by the pandemic?

Responses to COVID-19

- b. What were the most common project responses (adjustments, adaptations and/or innovations) to the COVID-19 pandemic across ILAB projects?
- c. To what extent did projects' responses to COVID-19 improve project implementation (inputs and outputs) and progress toward achieving and sustaining outcomes? What types of activities across projects were aided the most by project responses to COVID-19?
- d. To what extent have projects changed or incorporated project processes and/or implementation for the longer-term?
- e. What are promising practices and project adaptations to COVID-19 that should be incorporated into future programming to address potential external shocks?

Challenges and Opportunities

2. **What were the most common challenges and opportunities faced across projects that limited or enabled responding and adapting to COVID-19?**
 - a. Project implementation (e.g., delivery of services, access to beneficiaries, resources, technology, processes, etc.)?
 - b. National and local government responses to the pandemic (e.g., shutdowns, social distancing, etc.)?
 - c. Sectoral, demographic and geographic challenges?

Equity

3. **To what extent did COVID-19 affect the equity of projects' implementation (input and outputs) and outcomes, related to targeted groups (women, children, racial or ethnic minorities, indigenous groups, migrant workers, persons with disabilities, LGBTQI+ persons, union organizers/civil society activists and other marginalized, vulnerable or underserved groups or communities), geographic areas (urban, rural) and sectors?**

Efficiency

4. **To what extent did ILAB projects appropriately distribute or reallocate resources to respond and adapt to the challenges brought by COVID-19?**
 - a. To what extent were ILAB projects prepared to respond and adapt to the COVID-19 pandemic, through risk management processes or other project management processes?
 - b. What additional resources (e.g., budget, staff, etc.), equipment (e.g., masks, protective gear, etc.) or support (e.g., from ILAB or other key partners) were needed to help implement responses to COVID-19?
 - c. What support did projects receive from ILAB to respond and adapt in the COVID-19 environment? Was the support useful? What else/more could ILAB have done to support projects in adapting to the new realities?

Relevance and Coherence

- 5. To what extent did COVID-19 affect the relevance and coherence of ILAB projects' strategies and implementation?**
- a. How has COVID-19 shifted the priorities, resources and capabilities of key project stakeholders (government, employers/private sector, civil society and communities)?
 - b. To what extent do ILAB-funded project interventions and support align with:
 - i. Government and private-sector/employer response to COVID-19 as it relates to changes in labor laws/policies or any new labor restrictions
 - ii. Evolving needs of target groups?
 - c. To what extent did projects coordinate or establish linkages with other partners and project stakeholders to respond and adapt to COVID-19?
 - d. What are future opportunities for ILAB projects to provide relevant technical assistance in the new landscape brought about by COVID-19?

Sustainability

- 6. Are there any new challenges or opportunities related to the COVID-19 pandemic and government/partners' response that limit or facilitate the sustainability of the projects' objectives and outcomes?**

METHODOLOGY

The cross-program-evaluation approach was to analyze qualitative and quantitative data collected through online surveys, key informant interviews and project documents. **See full terms of reference in Annex 1.** To start, the evaluation team reviewed project documents to extract information on programming activities, target groups, sectors and geographic areas as well as projects' documented challenges and responses to the COVID-19 pandemic, including the adaptations that they implemented. This review included technical progress reports, project modifications, evaluations and other relevant project documents. This information was then used to guide the development of the online survey tool.

The evaluation team then collected data through an online survey of both ILAB and project grantee staff to gain a better understanding of the challenges projects faced during the COVID-19 pandemic and how they adapted programming to address these challenges. The evaluation team administered two online surveys. One survey targeted all selected ILAB project staff (i.e., Project managers and M&E staff) and the second one targeted project staff (i.e., project directors and M&E points of contact). Both surveys were designed to get a better understanding of the projects' past and ongoing experience during the COVID-19 pandemic and provide data needed to answer the EQs. Both surveys were administered using SurveyLab and sent out via email to respondents across the 64 ILAB projects (107 project staff and 26 ILAB staff). **See the full list of projects included in Annex 2.** The survey for project grantees was available in English, Spanish and French. Both surveys included multiple-choice and short-answer questions and were designed to take 25–35 minutes. These online surveys were open for 4 weeks in February and March 2022. At the close of the surveys, there was a total of 60 grantee responses from 50 projects (77% response rate) and 15 ILAB staff responses (58% response rate). The survey data was analyzed for trends, themes, best practices and lessons learned consistent with the EQs.

Following the surveys, the evaluation team conducted an in-depth review of the selected 10 case study projects (8 OCFT and 2 OTLA; see Annex 3). ILAB selected the 10 case study projects based on

the survey results as well as internal understanding of projects that had key lessons learned and best practices to share that aligned with the EQs and the case study topics. The case studies consisted of a project document review to gain a better understanding of COVID-19 effects on the project outcomes and results as well as key informant interviews with ILAB and project staff. In total, 21 interviews were completed (13 with project staff and 8 with ILAB staff) at the end of May and beginning of June 2022. Interviews were approximately one hour and were conducted using MS Teams. Some interviews included multiple staff, in total 38 project staff and 15 ILAB staff participated in the interviews. ILAB interviews including the project manager and M&E point of contact. Interviews with project staff were mostly with project directors and M&E specialists. See Annex 4 for a list of interviews and respondents. Information from interviews was used to inform the evaluation report as well as to draft seven case study briefers.

ETHICAL CONSIDERATIONS AND CONFIDENTIALITY

The evaluation observed utmost confidentiality related to sensitive information and feedback elicited during the survey and individual and group interviews. To mitigate bias during the data collection process and ensure maximum freedom of expression from the project staff, ILAB staff was not present during interviews. The evaluation team sought permission to record interviews, and all data was saved on a secure drive and not shared outside of the evaluation team.

LIMITATIONS

While the online survey was sent to all projects, and efforts were made to maximize the response rate such as having ILAB send the survey invitation email and reminders during the four weeks the survey was open, not all projects responded. Thus, the meta-evaluation results do not cover all projects, and may create gaps in subsequent analysis. For example, it is believed that the sample of projects under-represents projects with the government as a major stakeholder. This skew in the sample is an important qualification to potential results, for example, that COVID shifted stakeholder priorities across the board, though less so for government stakeholders. Given the limitations of travel due to the pandemic and the broad geographic scope of the projects, the evaluation team did not conduct in-person interviews. Instead, the evaluation team conducted interviews remotely using MS Teams. MSI has extensive experience conducting remote interviews to gather reliable information from respondents.

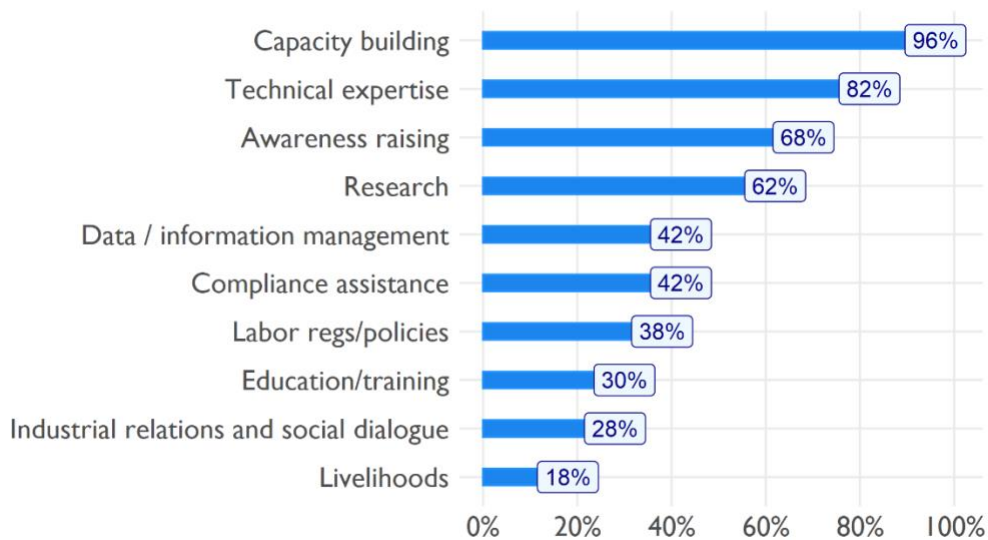
The case studies do not consist of a representative sample of projects. Instead, a purposive sample of 10 projects was selected to showcase those whose performance may have been more affected than others during the global pandemic, and which projects were successful in responding and adapting to the challenges brought on by the pandemic. This is not a formal impact assessment. Results for the evaluation are based on information collected from background documents and self-reported information from the survey and interviews with ILAB and project staff. The accuracy of the evaluation results will be determined by the integrity of information provided to the evaluation team from these sources.

4. EVALUATION RESULTS

OVERVIEW OF PROJECTS

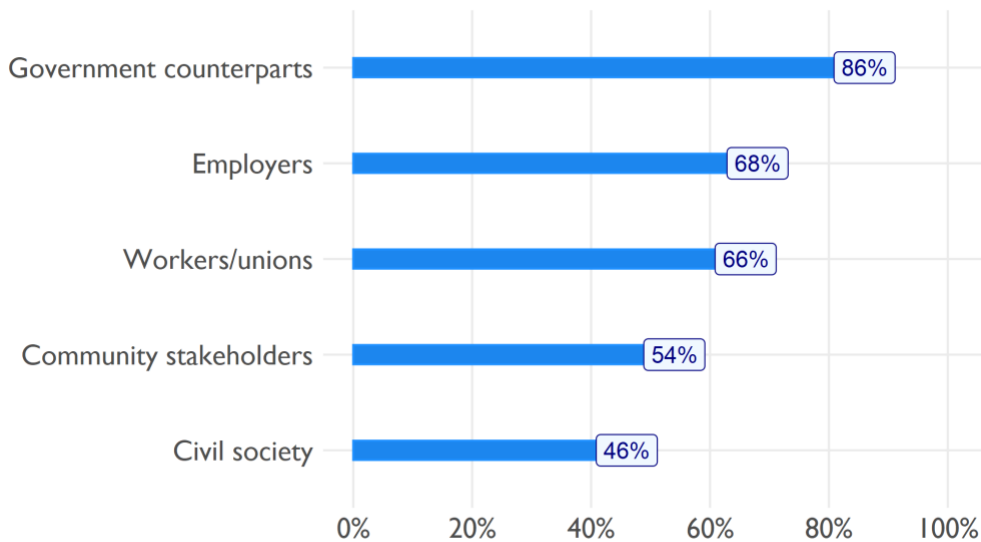
Data to inform the following results are from the survey of the 50 projects (33 OCFT, 17 OTLA) (see Annex 2), the survey of the 15 ILAB staff and the case study interviews of the 10 projects (8 OCFT, 2 OTLA; see Annex 3). Surveyed projects are located all over the world with 48% located in Latin America and the Caribbean, 16% in East Asia and the Pacific, 14% global projects, 12% in sub-Saharan Africa, 4% in the Middle East and North Africa, 4% in South and Central Asia and 2% in Europe or Eurasia. All projects are currently being implemented or were completed in the last half of 2021. Overall, all projects are focused on providing support to multiple types of stakeholders and partners to combat abusive labor practices, including the use of child labor, forced labor and human trafficking in the global supply chains or promoting trade partners' compliance with labor requirements of U.S. trade agreements. However, the projects implement a variety of different activities with the majority working in capacity building (96%) and providing technical expertise (82%). In addition, many of the projects focused on awareness raising (68%) and research (62%).

Figure 1. Project Areas



A majority of the projects worked with the agricultural sector (46%) and the garment sector (22%); however, some projects (32%) did not have a specific sector or area of focus. Other sectors included fishing (12%), mining (14%), domestic work (8%), textiles (8%), agro-exports (6%), automotive (4%), food processing (4%) and ports (4%). Within these sectors, many of the projects work across multiple types of stakeholders and participants, including government counterparts (86%), employers (68%), workers and unions (66%), community-level stakeholders (54%) and civil society (46%).

Figure 2. Project Work Categories



In addition to the data from project staff, data from the ILAB staff survey and interviews were used to triangulate the project results. The ILAB staff survey was sent to 26 staff members and was completed by 15 staff (73% program managers, 40% M&E specialists, 13% other). Of these, 7 were from OTLA and 8 were from OCFT.

EQ 1: COVID-19 EFFECTS AND RESPONSE

TO WHAT EXTENT HAVE ILAB PROJECTS EFFECTIVELY RESPONDED AND ADAPTED TO COVID-19?

COVID-19 affected all ILAB projects, especially during the first half of 2020. However, projects with activities focused on education or training services for children and youth were especially impacted (75%). Although projects struggled, the majority of project implementers reported that they were able to respond and adapt to COVID-19. The following section provides a more detailed analysis into the effects of COVID-19 and measures taken by projects to effectively respond and adapt.

COVID-19 EFFECTS

The effects of COVID-19 on project implementation were felt most during the first half of 2020 (January 2020–June 2020) and decreased over time as the impacts of the pandemic lessened and projects learned to adapt to the context. During this period, most ILAB-funded projects reported COVID-19 having a major impact on their ability to implement their planned activities. Activities related to education or training services for children and youth were most impacted (75%), followed closely by livelihood services for household members (67%) and capacity building/training (63%). Other activities that reported major impact included: expertise/advice (55%); compliance assistance and services (53%); industry relations and dialogue (58%); awareness-raising activities (59%) and research (46%) (see Table 1). By the second half of 2020, many projects reported a decrease in the impact. However, for three project areas (capacity building/training, technical expertise/advice, and livelihood services for household members), COVID-19 effects persisted into the second half of 2020.

Table 1. Major Impacts of COVID-19 across Implementation Areas

Implementation Area	Jan–Jun 2020	July–Dec 2020	Jan–Dec 2021
Capacity building/training	63%	60%	23%
Technical expertise/advice	55%	51%	24%
Data platforms/IMS	27%	19%	5%
Labor regulations/policies	29%	33%	20%
Compliance assistance and services	53%	44%	21%
Industrial relations and social dialogue	58%	33%	31%
Education or training services for children/youth	75%	50%	31%
Livelihood services for household members	67%	67%	29%
Awareness raising activities	59%	50%	14%
Research	46%	42%	17%
Other	0%	0%	0%

On the other hand, some projects reported that some activities were impacted less during the first half of 2020, only 27% of data platforms/information management systems (IMS) activities and 29% of labor regulations and policy activities reported a major impact, whereas 40% of data platforms/IMS activities and 57% of labor regulations and policy activities reported a minor impact during this time.

ILAB staff also reported that COVID-19 affected their projects most severely during the first half of 2020. *“While the pandemic began in January of 2020, the projects were not affected until about March, when schools and government institutions began shutting down. At this stage of the pandemic everything began shutting down—borders, schools, businesses—and quarantines were put into place across Latin America. This caused major stoppages for activities across all projects and began a difficult transition period where the projects had to pivot their in-person activities to virtual modes.”* The government shutdowns and pivot to virtual modes *“precluded face-to-face consultations with key stakeholders; slowed or halted delivery of services by target institutions; prevented in-person training and information sharing events and meetings.”* For example, ILAB staff reported that many projects were unable to provide livelihood services to

“In Viet Nam, the fourth, and most significant outbreak of COVID-19 has been ongoing since April 27, 2021. Although the government has made efforts to manage the situation, the number of affected cases continues to grow, spreading rapidly throughout the country (62/63 provinces and cities). The localities that are facing the most severe impacts from the pandemic included project sites. Every day, thousands of positive cases and hundreds of deaths were reported across the country. Consequently, a number of children have been orphaned due to the pandemic, and thousands of people, particularly migrant and poor households, need urgent assistance in the form of nutrition, health care, psychological assistance and social protection. These included children and households who are target beneficiaries of the project in the target provinces and cities.

The COVID-19 outbreak impacted on the project’s progress. The project was not able to carry out a significant number of activities that were planned at both provincial and national levels. This includes vocational training courses for project target children; livelihood activities and training courses for target households; awareness raising events to be organized at target schools and communities and workshops and dialogues for relevant ministries, agencies and business enterprises. The situation has seriously affected project delivery since June 2021, and it was likely that approximately three to four months of active project implementation has been lost.”

- *Technical Support for Enhancing National Capacity to Prevent and Reduce Child Labour in Vietnam*

vulnerable populations due to travel restrictions or conduct in-person trainings on labor rights to underserved workers.

Project implementers shared that during the first half of 2020 mobility restrictions due to the lockdown hindered project implementation. Project implementers working directly with community members reported that the onset of COVID-19 prevented them from implementing both capacity building and awareness activities for their projects. For example, the Multi-stakeholder Strategy for Child Labor Elimination in Agriculture in Argentina (PAR) project reported, *“the closure of schools impacted implementation of awareness and educational activities. Virtual platforms increased the number of people that could be reached, but there was too much supply, and officials began to fatigue. The investigations had to be conducted virtually, which hindered their quality.”*

COVID-19 effect on support to union/civil society actors: “Our work requires a strong face-to-face work. The fact that the workers first had to face their own dismissal in their company, which violates safety and hygiene rights, made it difficult to report and follow up on other violations.”

- *Engaging Workers and Civil Society to Strengthen Labor Law Enforcement: Mexico*

Although COVID-19 had major impacts across most project areas during the first period, activities largely adjusted by the second half of 2020, and by 2021 the majority of projects were reporting minor impact or no impact on their ability to implement activities.¹ When asked about the longer-term impact on projects, the majority of projects (62%) reported that COVID-19 had a minor impact on their ability to achieve objectives and goals versus 28% that reported a major impact. Project implementers shared that they felt that COVID-19 had less of an impact on their ability to achieve objectives and goals because of: (1) approval for project extensions due to the significant delays during the first few months; and (2) ability to incorporate digital/technological methods to facilitate the project’s activities. During the qualitative interviews, projects reported that the main impact was at the beginning of the pandemic, however with project adaptations and removal of mobility restrictions, over time projects were able to still meet their overall project objectives and goals. While most projects reported minor or no impacts of COVID-19 in 2021, activities related to education or training services for children and youth and industry relations and dialogue were still experiencing challenges with 31% reporting a major impact on their implementation. In addition, 29% of activities related to livelihood services for households reported major impact on their ability to implement their activities in 2021 (see Table 1 above).

For example, the Project to Promote Workplace-Based Training for Vulnerable Youth in Argentina (NOEMI)² reported *“the project had to continue making methodological adjustments for much of the year since the educational system was implementing hybrid models (part virtual and part face-to-face). What did continue with the greatest difficulties were the possibility of carrying out educational internships in the workplace.”* Equal Access to Quality Jobs for Women and Girls in Agriculture in Colombia (EQUAL Columbia/Vamos Tejiendo) also shared that *“all investigations were delayed by the*

¹ Reported impact on activities by project area for January to December 2021: Education and training services for children/youth (46% minor, 23% no), Research (55% minor, 28% no); Data platforms/information management systems (74% minor, 28% no); Awareness Raising (74% minor, 21% no); Compliance assistance and services (5% minor, 74% no); Labor regulations/policies (67% minor, 13% no); and Industry relations and dialogues (69% minor, 0% no).

² Project NOEMI is helping bridge the skills gap in Argentina by increasing the number and quality of on-the-job training programs, such as internships and apprenticeships, while ensuring these opportunities are accessible to the youth who need them the most. The project is supporting improvements in the legal and policy framework surrounding youth training, raising awareness about the benefits of work-based training, documenting and disseminating good apprenticeship practices in Argentina and helping both public and private sector youth training programs to increase their effectiveness.

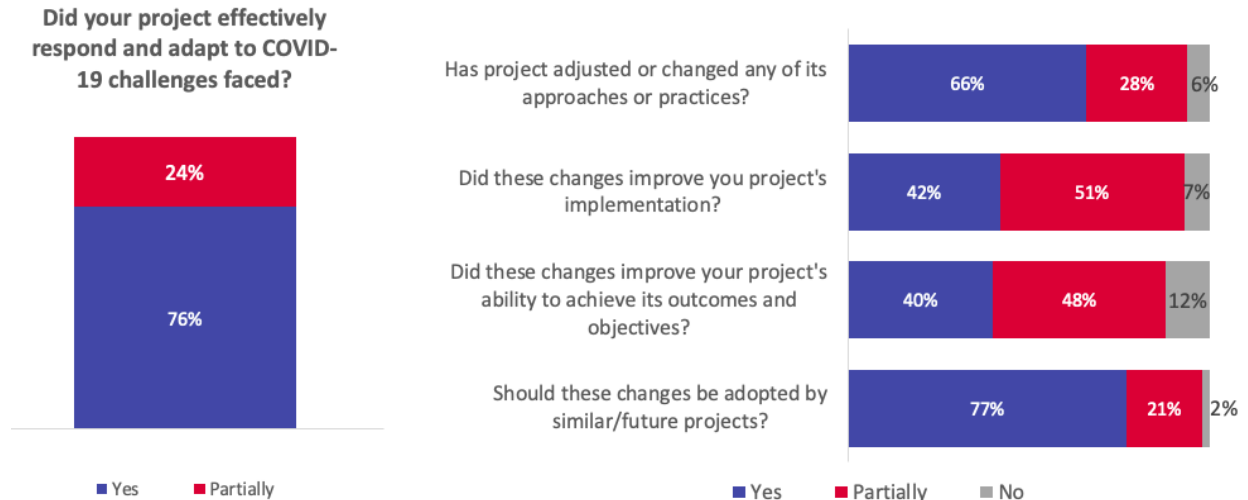
pandemic and other reasons related to it. Delays in building relationships and building trust have delayed some activities, the new waves of COVID-19 lose momentum a bit, companies are directly affected, and therefore, their participation also fluctuates. Virtual transitioning has brought opportunities, but it is not always possible to reach people virtually.” New COVID-19 variants also impacted projects like Myanmar Programme on the Elimination of Child Labor (MY-PEC) who reported *“in June 2021, Myanmar was affected by Delta Variant which further limited the project capacity to implement on the ground. Pilot interventions were paused due to implementing partner staff being positive for COVID-19 and security issues.”* Lastly, COVID-19 affected support to union and civil society actors, as shared in the text box above.

One interesting differentiator between ILAB staff and project implementers is that ILAB staff were more likely (73%) than project implementers (28%) to respond that COVID-19 had a major impact on projects’ ability to achieve objectives/goals. ILAB staff reported *“it is safe to say that all projects experienced serious delays in the delivery of their activities. Most of the projects were affected by the pandemic to the point where the projects had to significantly change to meet the new realities.”* For example, ILAB staff shared that, *“it was difficult for project teams to reach as many workers in-person to advise on their labor rights and how to spot labor rights violations, especially those related to COVID-19 occupational safety and health issues. Many in-person trainings were eliminated, and sometimes virtual trainings had few participants due to a lack of internet or phone capabilities to attend trainings, especially related to informing workers of labor rights.”* Project implementers felt that while the first half of 2020 was challenging and induced delays, most projects were able to adapt and meet their goals due to no-cost extensions on the projects’ period of performance. ILAB staff were also less likely (64%) than project implementers (77%) to think the changes/adaptations should be adopted long term or in future programs. Yet, many ILAB staff reported the switch to virtual or hybrid trainings should be continued if internet issues can be resolved since virtual classes can reach a much wider audience, and virtual meetings can be much cheaper and easier to facilitate.

COVID-19 RESPONSES AND ADAPTATIONS

All project implementers reported that their projects were able to—or partially able to—respond and adapt to the challenges faced by COVID-19 (76%—yes; 24%—partially). Sixty-six percent of project implementers had to adjust or change their project’s approaches or practices. For the projects that reported not adjusting their approaches and practices (28%), 67% reported that the project was designed with the COVID-19 challenge in mind, and 33% reported that the project was not affected by COVID-19 challenges.

Figure 3. Response to COVID-19



Almost all projects (94%) reported switching their project to a virtual format or incorporating virtual components. The switch to virtual methods led some projects to adjust management structures to meet the needs of partners and staff. Many projects (72%) reported adopting new management processes and practices. For example, the Worker Rights Centers for the Greater Protection of Labor Rights in Colombia reported that the “*development of protocols that systematize the way in which legal, psychosocial, training and research processes will be carried out through the internet or mixed modality*” was a new practice the project adopted. The Forced Labor Indicator Project (FLIP) in Ghana also reported that it changed its methodological and pedagogical approach and modified its training content. They adjusted the schedule of their trainings, instead of multi-day in-person trainings they held 2-3 hours of virtual sessions and incorporated homework between sessions. They also adjusted the structure of the training based on feedback from the participants. FLIP staff shared that this new approach made the trainings more impactful and useful. The project also provided mobile money, so participants could join through phone or at home to access online trainings, since access to the internet can be limited or expensive in Ghana.

For projects heavily involved in training and education, the switch to virtual methods was critical to adapt to the COVID-19 pandemic. For example, NOEMI shared that it created virtual classrooms and generated different virtual spaces for the interrelations of adolescents and young people. Additionally, Worker Rights Centers for the Greater Protection of Labor Rights in Colombia reported that their adaptations allowed for “*greater access to rural workers, through telephone service.*”

Most project implementers also reported that their projects switched to, or enhanced the use of, social media or virtual tools. Many used WhatsApp and Facebook to connect with participants, share information, resources and COVID-19 safety guidelines, continue discussions from trainings and share videos and interactive materials. Multiple country offices for the Engaging Workers and Civil Society to Strengthen Labor Law Enforcement project also reported that they adapted and tailored all of their trainings to focus on needs during the pandemic. In Mexico and Peru, they trained union leaders virtually on how to use virtual tools to engage with workers (i.e., how to use Facebook effectively for communication, how to do phone banking, etc.). They also taught workers how to use Zoom and Google Meets for meetings. The Measurement, Awareness Raising and Policy Engagement (MAP 16) project on child labor and forced labor tutored children through WhatsApp in Morocco to help keep them engaged when they were unable to go to school due to shutdowns. EQUAL Columbia/Vamos Tejiendo also “*adopted virtual and different didactic tools and design of virtual programs, such as Miro, Kumu, Genially, Kahoot, Zoom and Mindmeister to carry out activities*

through these methodologies.” NOEMI also shared that creating virtual classroom platforms was one critical way the project adapted during COVID-19.

A few common themes of adaptation emerged across projects, including relying on field staff, workers, and people in communities to ascertain the needs of their targeted groups to adapt programming within the new COVID-19 context. Recognizing these needs activities shifted focus to occupational safety in factories, as well as providing protective equipment to communities or workers. Additionally, project implementers that provided trainings adapted the content of their training to focus on new priorities such as COVID-19 prevention, training youth in delivery services (e.g., food delivery), training teachers how to reach their students virtually and training union workers how to use virtual tools to continue to advocate for workers’ rights. ILAB staff reported, *“local partners, for example, unions and ministries of labor (MOLs), were able to be supported by projects to modernize in their use of information and communications technology (ICT) to engage and interface with workers, employers and others in real time (which increased accessibility for some populations, especially youth).”* Campos de Esperanza (Fields of Hope) noted that field staff became critical during COVID-19 since they could still carry out work, and national staff couldn’t travel as much due to the lockdown. The project held more coordination meetings with field staff to know what they were doing and what challenges they were facing. This led to more participation and input from field staff to decide what new activities were needed to meet the needs of communities. MY-PEC also reported that local implementation partners were essential for the project team to know what the needs were and how to adjust activities to respond to those needs. MY-PEC also created a good network of local mobilizers that lived in the villages who were trained on COVID-19 to do awareness campaigns door-to-door.

However, while most projects reported that they were able to effectively respond to COVID-19, fewer projects stated that the changes they made led to an improvement in implementation (42% yes, 51% partially) and ability to achieve outcomes (40% yes, 48% partially). For example, EQUAL Columbia/Vamos Tejiendo reported, *“I don’t think that the adaptations due to COVID-19 have necessarily helped us to improve the capacity that we had prior to COVID-19; however, I think that they are essential now given the situation and given how it also affected us as human beings.”* This may help to explain why—although these changes did not lead to improved implementation and outcomes achieved—77% of project implementers reported that these changes or adoptions should be adopted by other similar or future programs (with 21% reporting they should be partially adopted). For example, Worker Rights Centers for the Greater Protection of Labor Rights in Colombia reported that these adaptations due to COVID-19 allowed for *“greater access to rural workers through telephone services.”*

COVID-19 LESSONS LEARNED FROM ADAPTATIONS

Technology was critical for project implementation during COVID-19. In addition, approvals for extension requests also enabled projects to meet their objectives and goals. Although these adaptations were well received and enabled project implementers to deliver services and achieve goals, certain projects still feel that in-person delivery of services is needed for implementation. However, projects still shared many adaptations and lessons learned that helped enhance their programming and allowed them to continue activities during the pandemic, some of these included:

- *Relying on field staff and people in communities to continue work during the pandemic.* This was key when staff were unable to travel. It allowed projects to continue their work and

obtain important information on the needs of their targeted groups (e.g., communities, youth, workers, etc.) in order to appropriately adapt their programming.

- *Relying on existing partnerships and building off those relationships to enhance implementation.* This was easier than establishing new partnerships. Although some projects were able to build new partnerships, many relied on the existing ones and focused on improving and enhancing them to deliver services or continue their implementation.
- *Adapted programming to meet the new needs of targeted groups.* This included:
 - focusing on occupational safety in factories and providing protective equipment to communities or workers;
 - adjusting content of training to focus on COVID-19 prevention (Case studies 1,2,3,7);
 - training youth in delivery services (a new demand during COVID-19) (Case studies 1,2);
 - training trainers on how to teach their students virtually (Case study 6);
 - training union workers on how to use virtual tools to stay connected with workers and continue to advocate for workers' rights (Case studies 1,6).
- *Switched to or enhanced use of social media or virtual tools.* Projects used Whatsapp and Facebook to connect with participants or share information. WhatsApp was used to enhance training communications– sharing information, sharing videos and continuing discussions. Radio was used to share messages on labor rights, child labor and covid-19 prevention.
- *Provided data plans for internet or cellphone minutes to beneficiaries so they could join trainings or engage with project services.* This increased connection with key stakeholders and participants.

EQ 2: CHALLENGES AND OPPORTUNITIES

WHAT WERE THE MOST COMMON CHALLENGES AND OPPORTUNITIES FACED ACROSS PROJECTS THAT LIMITED OR ENABLED RESPONDING AND ADAPTING TO COVID-19?

The most common challenges facing the majority of ILAB projects were mobility restrictions, safety concerns for staff and beneficiaries and limited access to stakeholders. The lack of mobility to implement projects was due to national and local government responses to the pandemic. The pivot to technology was both a common challenge and also an opportunity to respond and adapt to COVID-19. The following discusses some examples to further illustrate these assertions.

“During the first year and a half of the project, due to social distancing and regulations, we were unable to approach women and their families (both production chains). We were unable to collect information from them and their homes and understand the situation of girls and adolescents, and to be able to bring them closer to the route of protection against child labor or against another violation of their rights. We were unable to inquire about their employment status to identify the risks and service needs of the girls who are in the homes of the participating women, and to do different educational workshops with adolescents in the different community centers of the prioritized municipalities.”

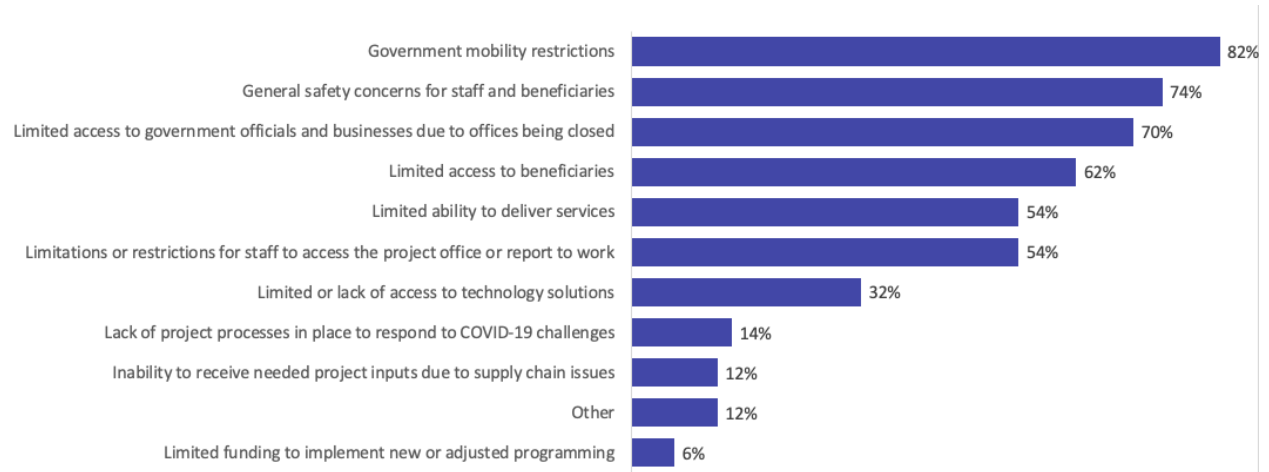
– EQUAL Columbia/Vamos Tejiendo

CHALLENGES FACED

Most projects reported government-imposed mobility restrictions as the biggest challenge (82%), as well as safety concerns (74%), limited access to government officials and businesses (70%) and limited access to beneficiaries (62%) (see Figure 4). Project implementers reported that government shutdowns prevented many project implementers from working directly with their participants. For example, Worker-Driven Labor Law Enforcement Centers in Colombia reported: “*because the intention of the project is to provide support to workers in the five prioritized sectors in the territory, the pandemic and mobility restrictions generated a strong impact in 2020 for the development of*

activities.” Government shutdown measures also included school closures, which were a major challenge for projects working directly with schools or youth, such as Youth Pathways Central America (YPCA).

Figure 4. Biggest Challenges for Project Implementers due to COVID-19



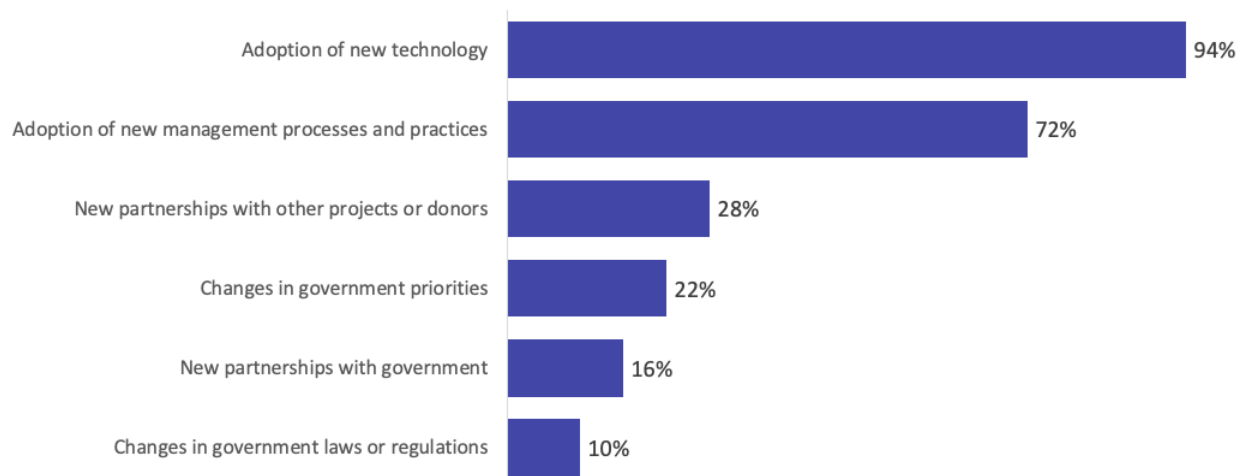
As stated earlier in EQ1, almost all ILAB projects adapted to COVID-19 by pivoting to digital or virtual service delivery methods. While enabling projects to continue delivering services to project participants and stay on target with project goals, the pivot to virtual service delivery presented challenges. *“In most cases users do not have an optimal approach to the digital world, and most of the time they do not have access to broadband internet or computers”* (Worker-Driven Labor Law Enforcement Centers in Colombia). Projects working in rural areas also reported issues with connectivity. For example, Improving Workers’ Rights in the Rural Sectors of the Indo-Pacific reported that *“poor internet connections in the rural areas made it difficult for participants to join activities online.”*

The pivot to technology also presented a challenge to delivery of services and activities. Project implementers reported issues around connectivity, access to technology and building capacity to utilize technology. For example, EQUAL Colombia/Vamos Tejiendo shared that virtual implementation at the local level was more challenging, since the community was not eager to use virtual tools. They reported that women were getting tired of virtual activities and preferred face to face, and children had to use their phones for school but didn’t always have access to phones. Similarly, some project implementers shared that project participants had *“little motivation to receive virtual training”* (Palma Futuro: Preventing and Reducing Child Labor and Forced Labor in Palm Oil Supply Chains). Building the capacity of partners to use digital tools was also a challenge. YPCA: Promoting Youth Employment through Employer Partnerships in El Salvador and Honduras reported that more effort was needed to teach people how to use Zoom and other virtual platforms to ensure staff were comfortable using various online platforms.

Other challenges that projects faced included the limited ability of target populations to participate in the programming. This was especially relevant for workers who experienced increased workload resulting from job cutbacks or lay off. Projects also reported a change in their ability to engage with public officials and government stakeholders who had new priorities due to the pandemic. Some projects also found it hard to engage with their target populations, especially in rural areas and had to rely on local staff or contacts to feed information back to the project staff. Opportunities Emerged

Despite challenges, many projects found opportunities that resulted from the changes in the operating environment due to COVID-19. For example, most projects reported that the main opportunities were “adoption of new technology” (94%) and “adoption of new management processes and practices” (74%). Project implementers from Worker-Driven Labor Law Enforcement Centers in Colombia reported that learning new work methodologies with virtual tools was an opportunity that would not have been possible had it not been for COVID-19. Similarly, Proyecto Puertos reported that “the generation of new ways of communicating virtually has benefitted permanent communication with people in other cities, both beneficiaries and team members; before the pandemic, traveling for any meeting would have been considered.” Workers Rights Centers for the Greater Protection of Labor Rights in Colombia also shared “access to virtual allowed the project to reach new territories and workers, beyond what was thought/expected when the activities were projected in person.”

Figure 5. Adaptations to COVID-19



Additional opportunities that other project implementers reported were related to new partnerships both with other projects or donors (28%) and the government (16%). Better Work came out with a [study](#) to highlight the numerous opportunities that emerged during COVID-19. Three major opportunities were increased protection of workers, strengthening social protection measures, and increased sustainability efforts. For example, the project expanded the importance of health during the pandemic, including mental health since there was an increased level of stress among workers. The project worked with the World Health Organization and UNICEF, as well as the Ministries of Health and unions to disseminate information about occupational safety and health (OSH). This led to guidelines around health and hygiene in factories, as well as a change in human resource practices (social distancing). The project reported that this led to new and stronger partnerships with ministries and employers to improve dialogue and relationships as working toward the same problem.

ILAB staff also reported some opportunities that emerged during the pandemic. During the first half of 2020, ILAB staff reported, “some linkages among these actors (academic research partners, local worker rights advocates, trade union federations at national and international level, suppliers, buyers and government entities) were strengthened by sharing of data, information, checklists and best practices. One particular result of the furlough of workers was that projects were able to seize on the opportunity to organize laid-off workers (who suddenly had increased motivation to take collective

action and had time on their hands) and build their capacity to conduct outreach, awareness raising and advocacy with government and the private sector.”

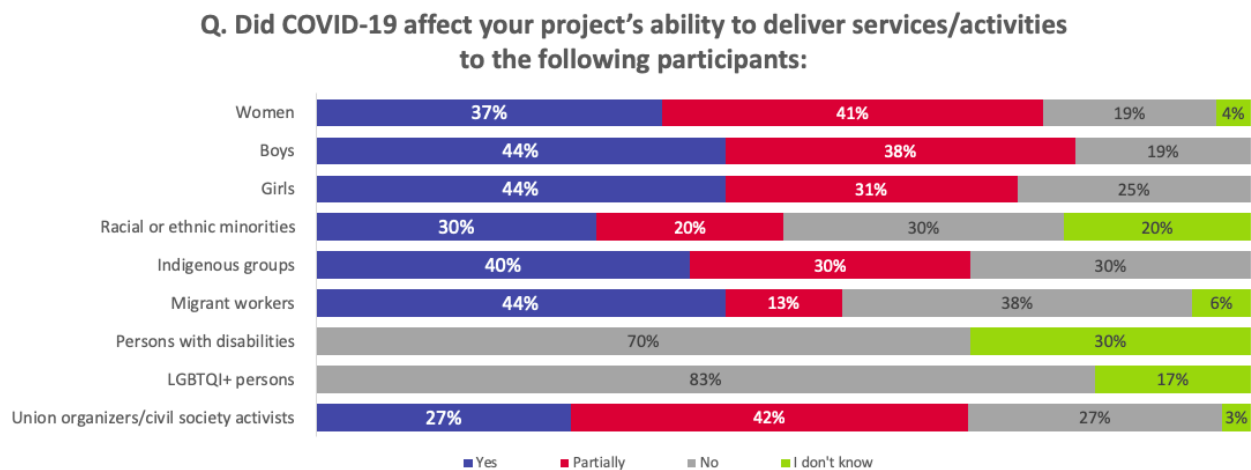
EQ 3: COVID-19 AND EQUITY OF IMPLEMENTATION

TO WHAT EXTENT DID COVID-19 AFFECT THE EQUITY OF PROJECTS’ IMPLEMENTATION (INPUT AND OUTPUTS) AND OUTCOMES, RELATED TO TARGETED GROUPS, GEOGRAPHIC AREAS AND SECTORS?

COVID-19 also affected the equity of projects’ implementation and outcomes related to targeted groups, geographic areas and sectors. The pandemic negatively affected project delivery to youth and migrant workers the most. Additionally, the pandemic had a greater negative impact on women and also affected rural areas slightly more than urban areas. The following sections provide further insight on this topic.

COVID-19 affected project implementers’ ability to deliver services and activities to their targeted groups. Twenty-seven percent of ILAB staff reported that all projects they oversee were affected, and 18% said most of their projects were affected, with 27% being unsure if COVID-19 affected their ability to deliver services to target groups. Project implementers reported that service delivery to children and migrant workers were most affected by COVID-19, although services for women, indigenous groups and union organizations and civil society were also affected) (see detailed breakdown in Figure 6). School closures made delivering services challenging to girls and boys. School shutdowns during the first half of 2020 was a major challenge for project implementers working with boys and girls. For example, YPCA reported “the school year was suspended, and schools were closed due to mobility restrictions.” This challenge was shared by Technical Support for Enhancing National Capacity to Prevent and Reduce Child Labor in Vietnam: “School closures affected the delivery of vocational skills training to boys and girls, particularly the practice sections of training causes; besides, the pandemic stopped awareness raising activities at schools.” Building Capacity, Awareness, Advocacy and Programs (BUILDCA2P) of Civil Society Organizations (CSOs) in Mindanao, Philippines, also shared, “due to government restrictions, participation of girls and boys are prohibited, and only working adults are allowed outside of their homes.”

Figure 6. Equity in Effects on Service Delivery

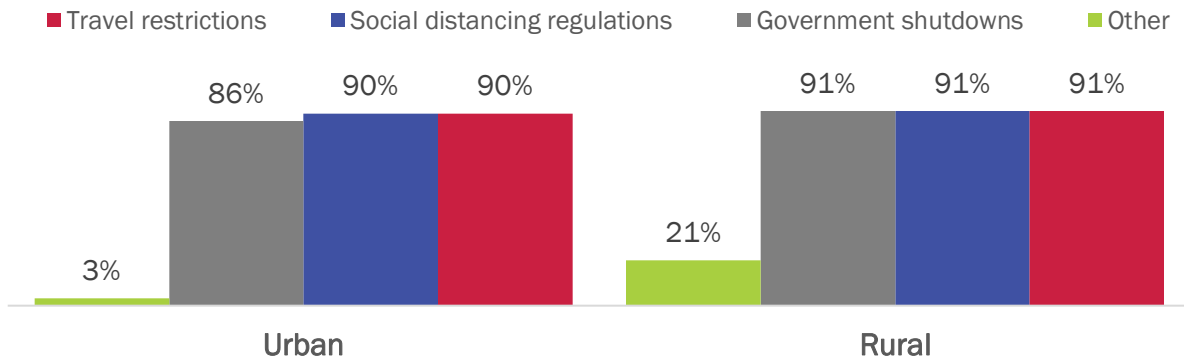


Also, there was a difference in challenges to activity and service delivery between rural and urban areas. A higher percentage of project implementers reported that COVID-19 affected their projects’ ability to deliver services/activities in rural areas (57% yes; 37% partially) than in urban areas (36% yes; 36% partially).

yes; 52% partially). Most project implementers working in rural areas reported that internet connectivity was a major challenge. Improving Workers’ Rights in the Rural Sectors of the Indo-Pacific with a Focus on Women shared “*poor internet connections in the rural areas made it difficult for participants to join activities online.*” However, both urban and rural areas had similar challenges: travel restrictions (urban 90%; rural 91%); social distancing regulations (urban 90%; rural 91%) and government shutdowns (urban 86%; rural 91%) (Figure 7).

Some OTLA projects reported examples of how COVID-19 affected the delivery of services and activities to women. For example, Better Work shared, “*women workers were severely affected by the pandemic and represent the vast majority of garment workers. As such, the limitations to in-person delivery of services, especially those directed to coaching and facilitation of dialogue providing opportunities for women workers to voice their opinions, have disproportionately impacted women workers.*” Better Work Vietnam also shared, “*during the outbreaks, the schools were closed [and] many women workers had to quit their jobs or stay at home to take care of their children/their families in general. It was also very challenging for them to join the training virtually due to family responsibilities and lack of stable internet connection/equipment.*”

Figure 7. COVID-19’s Effect on Ability to Deliver Services



ILAB staff also reported that COVID-19 affected their ability to deliver services to urban areas (27% of all projects; 18% of a few projects). ILAB staff reported that travel restrictions (80%), social distancing regulations (80%) and government shutdowns (100%) were the main reasons how COVID-19 affected services delivery in urban areas. ILAB staff also had similar responses for how COVID-19 affected projects in rural areas (27% of all projects; 18% of a few projects). Thirty-six percent reported not knowing if COVID-19 affected their projects’ ability to deliver service activities in rural areas. Similar to the urban areas, ILAB staff reported that travel restrictions (83%), social distancing regulations (83%) and government shutdowns (100%) were the main reasons how COVID-19 affected service delivery in rural areas.

EQ 4: RESOURCE REDISTRIBUTION AND REALLOCATION

TO WHAT EXTENT DID ILAB PROJECTS APPROPRIATELY DISTRIBUTE OR REALLOCATE RESOURCES TO RESPOND AND ADAPT TO THE CHALLENGES BROUGHT BY COVID-19?

Project implementers reported that their project reallocated or readjusted their budget (66%) to hire more staff (17%) or “other” (24%). Of this “other” category, some examples include new relationships, methodologies or technologies. Most reported that their projects needed to reallocate resources, and of these projects, all of them considered this reallocation helpful.

Project implementers were asked if they thought their projects were prepared to respond to COVID-19 challenges through already established risk management processes and practices. Project implementers reported: Yes 17%; Partially 47% and No -36%. ILAB staff were asked how many of their projects were prepared to respond to the COVID-19 challenges they faced through already established risk management processes and practices. ILAB staff reported: All projects 0%; Most projects 13%; A few projects 27% and No projects 13%. The results indicate that most ILAB projects required additional resources to respond to the COVID-19 pandemic.

Project implementers responded that flexibility in digital methods was helpful for project adaptation. Engaging Mexico's Auto Sector Employers in Labor Law Reform Implementation reported that "elaborate application of playful models in digital training processes" enabled them to respond to the challenges of COVID-19. Also, Engaging Workers and Civil Society to Strengthen Labor Law Enforcement in Mexico said that "online activities and decreased goals" enabled them to respond. NOEMI also shared that it was able to respond through "a great additional effort by having to adjust methodologies and forms of linkage between the different participating actors."

We had a risk management tool in use, where we simultaneously kept track of possible risks and their evolution, as well as design possible mitigation and contingency actions. However, no one was prepared for the scope and scale of the disruptions the pandemic brought. Lockdowns, quarantines, mobility restrictions, changes in government functions, all interrupted the implementation of the project, in ways we did not foresee.

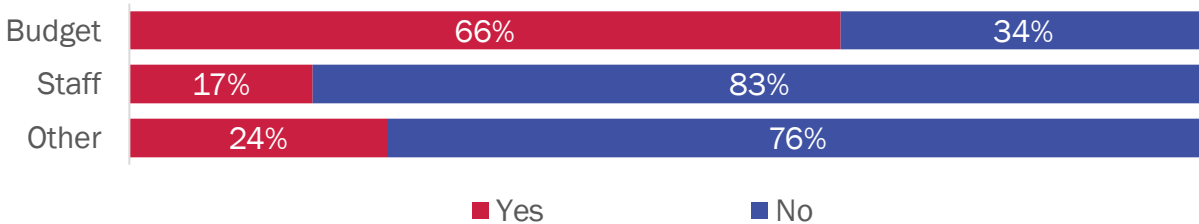
- *Implementing a Culture of Labor Compliance in Costa Rica's Agricultural Export Sector*
(FUNPADEM)

Yet, the EQUAL Columbia/Vamos Tejiendo project implementer shared that although "the administrative area of the organization and the project had already put into practice the procedures to carry out the administrative and approval processes digitally, I was not prepared to work 100% from the places of residence of each person on the project without being able to leave due to government regulations. The project quickly adapted, but we did not even have the possibility of not being able to implement a project in a rural area due to the pandemic."

ILAB staff reported that projects reallocated or readjusted existing resources to respond to COVID-19 challenges. Forty-seven percent reported reallocating or readjusting projects' budgets, while 27% reported reallocating or readjusting projects' staff. Thirty-three percent reported not knowing, and 13% reported that none of their projects reallocated or readjusted resources. Project implementers reported that their project reallocated or readjusted their budget (66%), staff (17%) or "other" (24%). Examples of other resources that were reallocated or adjusted include new relationships, methodologies or technologies. Colombia Avanza reported readjusting relationships with interest groups. NOEMI reported readjusting the methodological manual of the Prácticas Educativas en el Lugar de Trabajo system. YPCA reported reallocating technological resources for young participants and connectivity.

Figure 8. Reallocation of Existing Resources for COVID-19 Response

Reallocation of existing resources?



Both project implementers and ILAB staff reflected on whether reallocating these resources helped their projects respond to COVID-19. **Eighty-seven percent of project implementers reported that reallocating these resources helped their projects respond better to the COVID-19 challenges**, while 13% reported reallocation partially helped. No project implementers reported that these reallocations did not help their projects respond better to COVID-19 challenges. Project implementers sharing that these allocations did help their projects respond to COVID-19 reported, *“in-person activities imply higher costs, which made it possible to allocate these surpluses to the preparation of the sessions with the challenges of the pandemic and logistical support to the beneficiaries of the project by holding virtual workshops and awareness days”* (Colombia Avanza). NOEMI shared, *“the adjustments allowed to recover the connection and interrelation of the different actors, in particular that of adolescents and young people with schools.”* These reallocations also allowed the improvement of technology services, as reported by Proyecto PAR, Worker-Driven Labor Law Enforcement Centers in Colombia, Worker Rights Centers for the Greater Protection of Labor Rights in Colombia, and Pilares. EQUAL Columbia/Vamos Tejiendo project implementer shared that these reallocations partially helped the project respond because *“as far as I understand, the modifications were to be able to access biosafety kits for the participants and for the staff of the project team. And this partially helps the good execution, but it is not enough because our challenges were related to the nonattendance and the impossibility of communicating with the participants and the actors who did not have the technological tools (cellular network, internet and communication equipment, computers, or appropriate cell phones) and the knowledge to manage them.”*

ILAB staff shared that reallocating resources helped either all of their projects (38%), most of their projects (25%) or a few of their projects (25%), with 13% reporting not knowing if it helped. Similar to the project implementers, no ILAB staff reported that these reallocations did not help any of their projects, which indicates these reallocations helped projects adjust to the COVID-19 pandemic. ILAB staff shared that these resources went into educating on COVID-19 protocols and safety measures. Additionally, *“funding was spent on partitions, face masks, hand sanitizers and larger office spaces to accommodate social distancing. This allowed one project to resume some in-person activities to assist workers experiencing labor rights violations with limited hours, even during the pandemic.”* These budget adjustments and reduced expenditures also *“left resources to continue operations as restrictions were lifted and period of performance extensions were granted.”*

SubQ: What additional resources or support were needed to help implement responses to COVID-19?

Although many project implementers and ILAB staff reported that the reallocation of resources helped their projects during COVID-19, some also reported that additional resources or support were needed to help implemented responses to COVID-19 (22%). Project implementers that did receive additional funding reported that their projects used the additional resources received to hire more

staff (10%), invest in new technology (40%), procure protective equipment (70%) and cover operations costs related to project delays (50%). **All project implementers (100%) shared that these additional resources helped their projects adapt and respond to the COVID-19 challenge.** For example, FLIP shared that they were able to supply tests and protective masks to staff and partners. These additional resources also helped Colombia Avanza more time for the implementation of activities, which guaranteed that the project had the personnel required to stay on the project. YPCA also reported that these additional resources “*made it possible to accompany youth in the continuity of their training process without interruption.*”

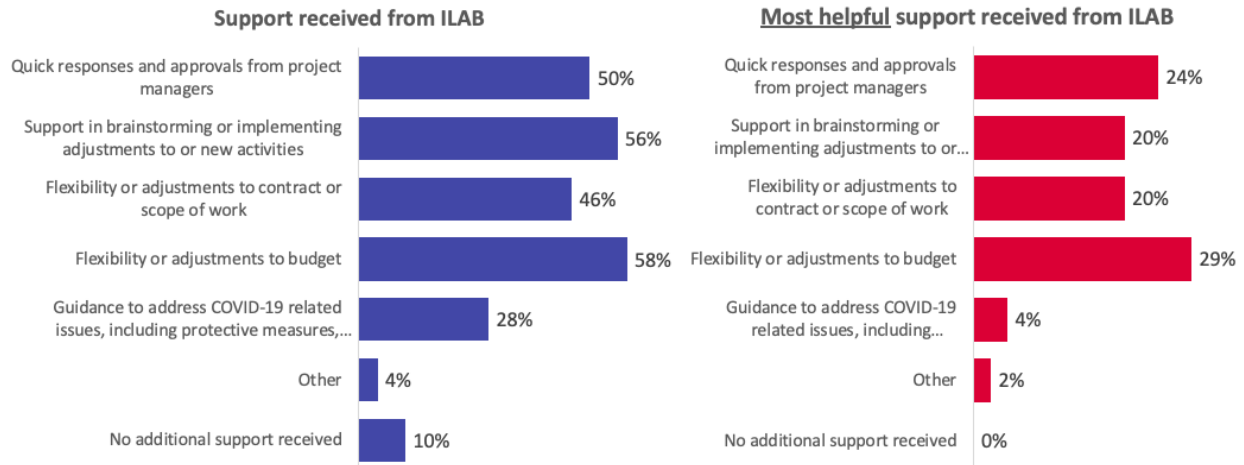
Although the majority of ILAB staff reported that no projects received additional resources (53%), some also shared that either all of their projects (7%), most of their projects (7%) or a few of their projects (13%) received additional resources to implement their projects. Of these projects that received additional support, the projects used the additional resources to hire additional staff (25%), invest in new technology (25%), procure protective equipment (50%) and cover operational costs related to project delays (50%). ILAB staff also reported that these additional resources helped all of their projects (25%), most of their projects (50%), or a few of their projects (25%) adapt and respond to the COVID-19 challenges. This was an interesting result, as ILAB staff are less likely to think that the additional resources helped projects adapt/respond to COVID-19 challenges compared to project implementers.

SubQ: What support did projects receive from ILAB to respond/adapt in the COVID-19 environment? Was it useful? What else could ILAB have done to support projects’ adaptation?

Project implementers reported receiving support from USDOL/ILAB to help their projects respond to the COVID-19 challenges. Support in this context included quick responses and approvals from project managers (50%); support in brainstorming or implementing adjustments to or new activities (56%); flexibility or adjustments to contract or scope of work (46%); flexibility or adjustments to budget (58%) and guidance to address COVID-19 related issues, including protective measures (28%). Of these measures, 29% felt that flexibility or adjustments to the budget was most helpful, with quick responses and approvals from project managers (24%), support in brainstorming or implementing adjustments to or new activities (20%) and flexibility or adjustments to the contract or scope of work (20%) was also helpful to respond/adapt to COVID-19.

Regarding the question of whether any USDOL/ILAB processes or requirements limited the projects’ ability to respond to the COVID-19 challenges, almost all project implementers reported that they did not limit their ability to respond (95%). Most project implementers also reported that almost all approvals or support requested from USDOL/ILAB were received (90%). However, a few projects noted some increased delays in request approvals. EQUAL Columbia/Vamos Tejiendo project implementer reported, “*the review and approval times of certain initial products were delayed several months for various reasons, yet it should be said that despite this, for the same reason, ILAB has been flexible in considering an extension of time for the project.*”

Figure 9. Support Received from ILAB



ILAB staff reported providing their projects with the following additional support to help them respond to the COVID-19 challenges: quick responses and approvals (40%); support in brainstorming or implementing adjustments to new activities (60%); flexibility or adjustments to the contract or scope of work (40%); flexibility or adjustments to the budget (47%) and guidance to address COVID-19 related issues, including protective measures (53%). When asked if there was additional support that they would have liked to provide but were not able to, 73% of ILAB staff reported “no,” and 27% of ILAB staff reported “yes.” Some examples of additional support that ILAB staff would have liked to provide include “doing a better job of facilitating peer-to-peer learning and sharing of good practices and tools, experiences across grantees and among ILAB project managers.” Another example of additional support is to have “developed networks with grantees and project managers to discuss challenges, solutions, etc. There is little information-sharing activities with grantees and project managers. I personally organized calls between projects to discuss challenges, issues, etc.” Lastly, some ILAB staff felt that they could have benefited from providing “most adaptive management.” In general, the Technical Assistance and Cooperation units in OCFT and OTLA do not use Agile project management tools.

EQ 5: COVID-19 AND PROJECT RELEVANCE AND COHERENCE

TO WHAT EXTENT DID COVID-19 AFFECT THE RELEVANCE AND COHERENCE OF ILAB PROJECTS’ STRATEGIES AND IMPLEMENTATION?

Project implementers and ILAB staff were asked if they believed their project’s strategies and planned activities are still relevant to strengthen labor standards and/or improve respect for workers’ rights, given the changes brought on by the COVID-19 pandemic. All project implementers (100%) believed their projects’ strategies and planned activities are still relevant within this context.

“Initially, the project prudently waited for the pandemic crisis to evolve and gave space for the municipalities to attend to the emergency, the project was just starting, and we had not even presented ourselves to the community or to government entities, in a second moment we socialize the project and the entities their expectations and new objectives, in a collaborative way we find the points of common interest and how we could advance, this especially at the Governorate level, in the municipal order, the prevention of child labor, and the violence against women continue to be highly relevant, for which the project's activities remain very current and pertinent.”

– EQUAL Columbia/Vamos Tejiendo

COVID-19 shifted the priorities of stakeholders across the board. While priorities shifted slightly more for workers and communities (66% and 74%, respectively), more than half of project implementers (58%) responded that COVID-19 has shifted or changed the priorities, needs and resources of **government counterparts**, with 33% responding that it had not changed. EQUAL Columbia/Vamos Tejiendo project implementer reported, “*the municipalities, governorates and national government had to expand the health budgets also those of the Department of Social Prosperity in order to be able to give subsidies and guarantee the survival of the most vulnerable people.*” For education-related projects, NOEMI shared “the educational system had to prioritize actions to reengage students to try to maintain educational continuity.” Another project implementer from EQUAL reported that “COVID-19 had a negative impact on

employment, and in particular on women in Colombia, reinforcing gender stereotypes. Additionally, the cases of gender-based violence increased and, in that sense, economic reactivation and employment and care routes against gender-based violence have been seen as priorities of government counterparts.” Better Factories Cambodia also shared, “Government and employers have indicated that they wish to focus on the competitiveness of the industry and collaborate more with our programme, so for the next strategic phase the project is collaborating with the constituents to map where they want to be by the end of 2027, and what milestones need to be set for the strategy—and we will also align with Cambodia’s national garment sector strategy (to be launched in March 2022).”

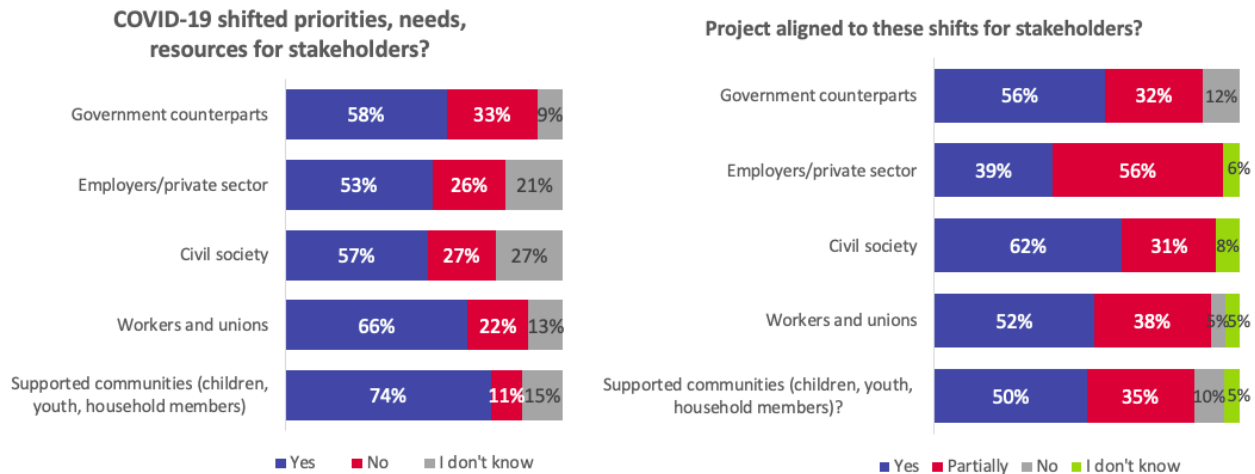
While project implementers were able to align with these changes for government counterparts, some project implementers shared possibilities for better alignment with the evolving needs and priorities for government counterparts. For example, Helping Protecting Armenians’ Rights Together (HPART) shared, “more flexibility in project revisions activities based on government priorities would have been useful in addressing the needs more effectively—i.e., delegated authority to revise the project activities/budget within the framework of overall project goal/objective.” Implementing a Culture of Labor Compliance in Costa Rica’s Agricultural Export Sector also reported “since our work is focused on improving inspection capacities within MOL; the reallocating of resources and the reduction in inspections would never fully align with our projects’ goals. However, we did try to work around this difficulty and continued building capacities within MOL, to strengthen inspective capacities, so that the inspections had a greater impact in worker access to labor rights.”

“The pandemic caused a setback in the working conditions of workers in the country in a generalized way. And during the second year of the pandemic, some companies worried about recovering economically and more than worrying about improving the conditions of their workers. This is also reflected in the budget reductions for welfare and corporate social responsibility issues. Although this is the policy of some companies, it is not the reality for all. And the private sector partners of the project are committed to the alliance with the project to seek the agency of women and their economic autonomy. In this sense, the implementation of the project was affected because finding an actor who had the same priorities as the project with whom we could build trust took a long time.”

- EQUAL Colombia/Vamos Tejiendo

Of these project implementers reporting that COVID-19 had shifted priorities, needs, and resources, the most impacted stakeholder group were supported communities (children, youth, and household members) (74%), workers and unions (66%), government counterparts (58%), civil society (57%), and employers/private sector (53%). Note however that these differences, though statistically significant, may be due to skew in the sample of projects and do not hold in the population of projects. Additionally, there is a gap in projects' alignment to shifts in priorities for different stakeholders:

Figure 10. Shifts in Priorities among Projects



For the **private sector**, priorities, needs and resources have changed because of COVID-19 (53% yes; 26% no; 21% I don't know). Proyecto Puertos shared, "due to COVID-19, several crises have been generated in the port sector, such as the movement of containers. This has financially affected the private sector and therefore the working conditions of its workers may be at risk." Palmo Futura also added "due to the pandemic, there is currently greater emphasis on taking care of the workers of an organization." YPCA added, "there are fewer employment opportunities in gender; strong impacts on micro and medium enterprises." When asked if their project's strategies and activities were aligned with these changes in the private sector, 39% reported yes, and 56% reported no. EQUAL shared that "starting a few months before the pandemic, we had the opportunity to do a pre-situational analysis during the pandemic and thus compare the activities initially planned. However, the issues addressed by the project are structural issues that continue to be valid in the pandemic." In order to better align with changing priorities of the private sector, NOEMI proposed "deepening hybrid linking strategies for carrying out virtual practices," and Palma Futuro shared "continuing to raise awareness about the importance of complying with labor legislation of each country and disseminating good practices associated with specific job performance elements." YPCA also offered "the context is highly changing, and the project must remain flexible to allow new adjustments on the fly, as the economic and social dynamics of the territory of operation change. Most recovery strategies are still under construction." Better Factories Cambodia also shared, "it has increased the understanding of the importance of planning and strategic goal setting for the employers/factories, and also the vulnerability of the sector to any disruptions in the supply chain."

For **civil society**, 57% of project implementers reported that needs, resources and priorities have changed, with 27% reporting "no" and 27% reporting "I don't know." For example, Engaging Workers and Civil Society to Strengthen Labor Law Enforcement: Mexico reported, "protection of safety and hygiene rights have been prioritized with our counterparts, as well as with our own organization."

Colombia Avanza shared “for many people who were interested in receiving training and education, the priority was changed to having a livelihood to face the consequences of the pandemic.” The EQUAL project in Colombia also shared “at the beginning of the pandemic, they may have had to allocate their efforts to work for the sustenance rather than the subsistence of the programs and activities of CSOs. However, some of these organizations do not have their own resources but they execute resources from other larger organizations that already have defined purposes and priorities, so they did not have much option to change the priorities of their resources—at least in the intervention areas of the project.” Also, 62% of project implementers reported that they felt their project’s strategies and activities were aligned with these changes for civil society (31% reported “no”). Colombia Avanza shared that they “modified the schedule of the initially scheduled workshops and trainings and generated strategies to be more flexible in virtual participation in these activities” to better align with shifting priorities. YPCA also reported that they aligned by “digital transformation of content, methodologies and processes of the training project and development of digital resources, skills and abilities in the project team and in the target population.” Centros de Atención Laboral shared that it could have better aligned with shifting priorities by “rereading the context and inserting relevant changes in terms of work teams and strategic actions.”

For **workers and unions**, 66% of project implementers reported that needs, resources and priorities have changed, with 22% reporting “no,” and 13% reporting “I don’t know.” For example, Better Factories Cambodia shared “[the pandemic] has increased the understanding of the importance of planning and strategic goal setting for the employers/factories, and also the vulnerability of the sector to any disruptions in the supply chain. So these issues are being discussed also among the industry partners (especially brands).” Similarly, Proyecto Puertos shared “the economic crisis generated by the effects of the pandemic has made some workers more vulnerable” which EQUAL reported was due to “issues of safety and health at work, during the first year and a half of the pandemic, since not all companies provided care and protection according to established standards.” Better Work Vietnam echoed this and added a gendered lens by sharing that, “women have been identified as one of the most affected groups at the workplace during the pandemic, thus women’s health and safety received more attention from the tripartite partners and also from the ministry of health.” When asked if their projects’ strategies and activities are aligned to these changes for workers and unions, 52% reported “yes,” and 38% reported “no.” Better Work Haiti shared, “In response to this crisis, Better Work Haiti developed a management guideline on COVID-19 to help employers, worker representatives and respective committee members, so they can protect the workers and answer some of the workplace and OSH-related questions that factories are facing.”

For **supported communities** (farmers, migrant workers, children, youth and household members), 74% of project implementers shared that needs, resources and priorities have changed with 74% reporting “yes,” 11% reporting “no” and 15% reporting “I don’t know.” NOEMI reported that “family income in many cases has suffered a sharp decrease, which has led many adolescents to carry out activities to contribute financially to their families, seriously affecting their educational continuity.” Proyecto PAR also shared “they need income because they lost their job. They need technology to access school.” EQUAL and Palma Futuro stressed the impact that COVID-19 had on schooling. “Virtual education generated the greatest challenges and setbacks for children and young people. In addition to the limitations of internet access, particularly in areas other than large urban centers, there is also the limitation of computers or equipment to be able to connect. Teachers also had difficulties because they did not always have the tools for virtual education. I consider this situation increased the risks of child labor” (EQUAL). Palma Futuro also shared, “this problem, together with

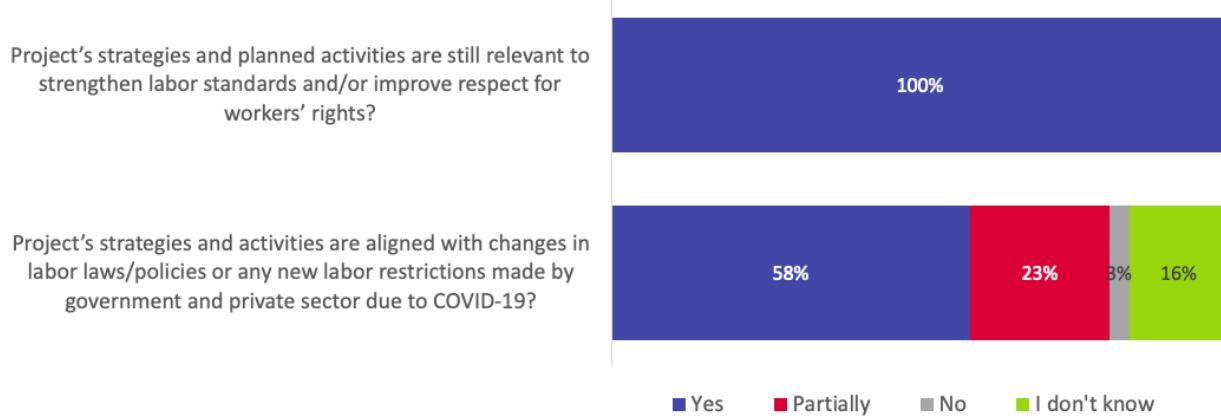
the lack of opportunities, also produced phenomena such as child labor.” To align with these changing needs and priorities, Proyecto PAR shared that they engaged in “direct intervention: we implemented technological centers and school tutoring to facilitate access to the educational system.” YPCA also “provided support in food packages, virtual training, virtual job interviews and home gardens.” When asked how their projects could better align with the evolving needs and priorities for supported communities, EQUAL shared, “in terms of work with children and other family members, the project’s work is more about linking municipal supply, activating protection routes for children and raising awareness in terms of prevention and protective environments. To align directly with another population, the project would need more financial resources and installed capacity (people) to carry out more concrete actions with this population group, such as providing formal educational services, life skills programs in conjunction with schools and forming youth group leaders).”

“At the beginning of the pandemic, the needs turned to the educational issue, to guarantee education it was necessary to have access to the internet, a cell phone network, a computer or a mobile device. If they had that at least they could stay in school. In addition to being at risk for being left alone in cases where the parents cannot be at home. Additionally, the occupation of free time and their mental health is affected due to social distancing. After the first year of the pandemic, some vulnerable young people had to look for work to help at home since not everyone in the household had a job. His life project changes from studying and aspiring to finish his studies, to having to look for a job to help at home, taking into account that the schools that did not have the virtuality to teach their classes, suspended classes.”

- EQUAL Columbia/Vamos Tejiendo

When asked if projects’ strategies and activities **aligned with changes in labor laws/policies or labor restrictions**: 36% of project implementers said “yes”; 14% said “partially,” 2% said “no”; and 38% said no changes in labor laws/policies or labor restrictions have been made. Many project implementers shared that their projects aligned with these changes by protecting partners and staff. For example, Palma Futuro shared, “the project considers all current labor aspects and has used, as an example, the circumstances associated with teleworking.” EQUAL Colombia also shared that the project “has implemented strategies to comply with the imposed restrictions and political changes regarding COVID-19, adapting its activities as far as possible to virtual or using security protocols so as not to put the interested parties at risk.” Better Factories Cambodia shared, “For COVID-19 measures, we aligned with the government—in communicating with the factories about the regulations. The project also supported the government by giving recommendations to reopening of factories after the lockdown in April/May 2021 (Joint collaboration with World Health Organization, WHO), and we also checked the compliance of these measures in the factories.”

Figure 11. Relevance of Project Strategies



ILAB staff were also asked whether COVID-19 shifted the priorities, resources and capabilities of its key stakeholders (No projects 26%; A few projects 13%; Most projects 7%; All projects 27%; I don't know 27%). ILAB staff shared, "some governments working with MAP16 are completely consumed by other priority issues and have paid little attention to child labor. India is the most standout case in this regard. Also, "MOLs have had less time and focus on project collaboration as they are very focused on providing financial assistance to workers or assisting workers in other ways due to the pandemic. These MOLs already had limited financial and human resources, so the pandemic stretched these resources even thinner." When asked for how many of these projects do they think their strategies and activities are aligned with these shifts, ILAB staff reported that at least one of their projects are aligned (No projects, 0%; A few projects, 29%; Most projects, 14%; All projects, 43%; I don't know, 14%). To align with these shifts, ILAB staff shared, those projects "increased follow-up with government officials especially at MOLs to discuss project needs. Tried to streamline meetings whenever possible so as to task their staff less." Also, projects "expanded interventions into rural areas, focused on vulnerable populations, conducted assessments and consultations with stakeholders and continuously received feedback from stakeholders." To better align with these shifts, ILAB staff reported "addressing regional devolution of labor inspection authority and developing uniform inspection and reporting systems." When asked for how many of their projects' strategies and activities do they think were aligned with changes in labor laws/policies or any new labor restrictions made by government and the private sector due to COVID-19, many ILAB staff reported "I don't know," 40%, with No projects, 27%, A few projects, 7%, Most projects, 13% and All projects, 13%.

Project implementers also reported **coordinating or establishing new linkages** with other partners (46% yes; 42% no; 12% I don't know). Some project implementers, like Colombia Avanza reported greater interaction with local government entities. NOEMI also shared that they developed new linkages with "the Ministry of Labor, Employment, and Social Security of the Nation, with the Secretary of State for Micro, Small, and Medium Enterprises and Employment of the Province of Tucumán." YPCA shared that it established new linkages for, "regional strategy for violence prevention and economic recovery; national and local business chambers; non-governmental organizations with converging objectives." Pílares reported that it sought "alliances with organizations that had experience in digital learning and training systems." Other examples included business chambers, worker's organizations, other grantees, the private sector, international organizations (i.e., UNICEF, United Nations (UN), WHO, International Labor Organization, ILO). ILAB staff also reported that their projects "created linkages with UNICEF and local CSOs in Mauritania." Their projects also "coordinated with all stakeholders, particularly at the local level. They created

WhatsApp groups and co-created partnerships, etc.” Better Work reported that they are “collaborating with the ILO/AIDS and the WHO to provide specific COVID-19 prevention and infection control training to forty-eight (48) factory medical personnel in Port-au-Prince and the Northeast, including (34) women.”

Sub Q: What are future opportunities for ILAB projects to provide relevant technical assistance in the new landscape brought about by COVID-19?

ILAB staff were asked what are the areas that they think will be important for USDOL/ILAB to focus assistance on in future programs, based on the challenges and new landscape brought by the COVID-19 pandemic. Staff shared that, “we need to provide our grantees/implementers with COVID-19 protocols/guidance to use when planning events” as well as “focus on technology-based programming to help broaden the impact of activities so larger groups can participate in virtual trainings.”

ILAB staff were also asked if there are any ILAB project management, oversight or project design/scoping processes that could be improved or changed, based on the challenges and new landscape brought by the COVID-19 pandemic to help current or future programs. An ILAB staff member shared that “ILAB could do better scoping and building on existing projects and efforts in countries, rather than creating one off projects.”

EQ 6: CHALLENGES AND OPPORTUNITIES

ARE THERE ANY NEW CHALLENGES OR OPPORTUNITIES RELATED TO THE COVID-19 PANDEMIC AND GOVERNMENT/PARTNERS’ RESPONSE THAT LIMIT OR FACILITATE THE SUSTAINABILITY OF THE PROJECTS’ OBJECTIVES AND OUTCOMES?

Project implementers were asked if they thought COVID-19 or the response of the government or key partners to the pandemic had negatively affected or limited the sustainability of their project’s objectives and outcomes. The majority of project implementers responded that their projects hadn’t been affected (No 68%; Yes 12%; Partially 10%; I don’t know 10%). Although the majority of respondents shared that the government or key partners to the pandemic had not affected or limited the sustainability of their projects’ objectives and outcomes, the responses for the open-ended questions were from those who responded that they did negatively affect their projects. For example, Proyecto PAR shared that “public officials had other priorities in the face of the emergency, and they delayed their answers.” Additionally, Worker-Driven Labor Law Enforcement Centers in Colombia reported “there was termination of workers in the sectors in which they work. Therefore, although work is being done to protect those dismissed from scenarios of legal impact, these dismissals also frighten workers in the sectors, who are inhibited from taking action to claim their labor rights under the risk of being dismissed under the justification of COVID-19.”

“Taking into account that the measures implemented by the government did not sufficiently address the challenges generated, in this way, many workers were fired or their working conditions deteriorated as a result of the pandemic without the State having implemented real and effective measures to face this situation. Therefore, the pandemic had negative consequences on the project’s ability to defend labor rights, taking into account that it does not have the appropriate legal framework to protect them.”

- Worker Rights Centers for the Greater Protection of Labor Rights in Colombia

Project implementers were also asked whether they thought COVID-19 or the response of the government or key partners to the pandemic had created new opportunities to increase sustainability (Yes 30%; Partially 16%; No 34%; I don’t know 20%). A few projects shared that the

pivot to technology was an example of how the COVID-19 response led to new opportunities to increase sustainability. For example, Colombia Avanza shared that *“the challenges of virtual made it possible to broaden the spectrum of interest groups initially linked to the project, reaching a greater number of people with the message.”* Additionally, Pilares noted, *“the use of new virtual technologies has greatly helped CSOs to seek new alliances and increase the sustainability of their operations,”* and Worker-Driven Labor Law Enforcement Centers in Colombia agreed that *“the implementation of new technological tools can broaden the range of people to whom support is provided.”* Other projects noted that new methodologies were opportunities to increase sustainability. Centros de Atención Laboral shared the following: *“development of new methodologies, attention to new needs of the target population of the project,”* and NOEMI added *“the ability to adapt and adjust to the procedures and methodologies developed by the project to maintain the educational connection of adolescents and young people on the one hand, and on the other hand the initiative to link schools with municipal employment offices has generated interest and recognition by government agencies to the project.”* New linkages were also seen as an opportunity for YPCA who shared that the project *“linked the socio-productive inclusion of vulnerable youth as a line of action within the framework of territorial strategies for economic reactivation.”*

For ILAB staff, the responses were mixed in terms of how many of their projects did they think COVID-19 or the response of the government or partners to the pandemic had negatively affected or limited the sustainability of their outcomes (I don’t know 33%; All projects 20%; Most projects 0%; A few projects 20%; No projects 27%). ILAB staff shared that implementation delays affected the sustainability of their outcomes. *“The delayed response times from the MOLs negatively impacted the project implementers in being able to do their work in a timely manner.”* Additionally, *“a goal of the project was to encourage countries to adopt child labor and forced labor as regular parts of their national survey programs. Only one country is moving toward doing this, because we couldn’t test out survey types with governments, or have meaningful discussions on this.”*

The responses were also mixed around how many of their projects did they think COVID-19 or the response of the government or partners to the pandemic created new opportunities to help increase the sustainability of their outcomes (I don’t know 40%; All projects 13%; Most projects 0%; A few projects 20%; No projects 27%). Respondents shared, *“COVID-19 provided an opportunity to share a common agenda, develop new alliances, and better use stakeholder feedback.”* Furthermore, *“in the Labor Market Information project, the implementer was able to convene various government ministries on virtual calls and established inter-agency foreign government working groups. I hope this practice can continue once the project ends as they got used to virtual collaboration.”* Last, *“the experience in Mauritania shows that a low can be accomplished when bringing other issues besides child labor—like basic humanitarian needs—into the fold and working with actors on addressing these issues together.”*

5. CONCLUSIONS

Based on this summary of results, the evaluation team offers the following conclusions:

The effects of COVID-19 were most severe in the first half of 2020, after which projects went into mitigation and recovery. Although COVID-19 had major impacts across most project areas during the beginning of 2020, activities largely adjusted by the second half of 2020, and by 2021 the majority of projects reported minor impacts or no impacts on their ability to implement activities

The overall response to and lessons of the response to COVID-19 is to validate an adaptive management approach. The pivot to technology was an example of how the COVID-19 response led to new opportunities to increase sustainability. For example, project implementers shared that switching to virtual services delivery made it possible to reach a greater number of people. Additionally, the use of new virtual technologies helped CSOs to seek new alliances and increase the sustainability of their operations.

USDOL projects that were not a priority for host country governments could not be remedied by available tactics, but one approach that showed some promise was to attempt, where feasible, to incorporate new priorities into USDOL project objectives. This gave some breathing room for government counterparts to attend to USDOL projects as part of attending to the COVID-19 challenge. Additionally, the move to virtual service delivery provided a challenge and also an opportunity. While more attention could have been given to building capacity of project implementers in using new virtual tools, the pivot to technology also allowed greater reach to beneficiaries. Also, the pivot to focusing on responding to the pandemic led to greater linkages across sectors, such as UN agencies, academic institutions and governmental organizations.

COVID-19 affected different target sub-populations differently. Specifically, women left the workforce at a higher rate as compared to men, either involuntarily as part of workforce reduction or as a result of increased household and caretaking responsibilities. People in rural areas who lacked access to internet/cellular infrastructure and those with limited technology skills were less successful in adapting to online meetings and trainings.

The effectiveness of virtual approaches varies depending on the target population. Some populations (e.g., some workers, rural or migrant populations) are harder to reach through virtual models due to limited experience or access to computers/smart phones and internet. On the other hand, virtual approaches for other populations (e.g., government ministries, business owners, labor inspectors) can help expand the reach across geographic area (e.g. cities, districts, countries) and the number of people reached.

The USDOL response was viewed favorably by grantees. Grantees expressed appreciation for being given the room to fluidly adapt to the unprecedented conditions and considered this a factor in mitigating harms. This included providing no-cost extensions, allowing resources to be reallocated and shifts in project activities to better respond to target populations needs including their health and safety.

The quick pivot to technology was simultaneously a major disruption and a successful adaptation. Once the seriousness of COVID-19 became clear, activities shifted to virtual. Staff had to deal with a sudden learning curve, resources, and culture change. But this pivot was normalized relatively quickly and became the strongest mitigation measure. However, adoption of new technology exacerbated existing gaps in availability and use of such technology, especially in rural areas.

Build the capacity of target populations to interact and engage through virtual means by training on the use of digital tools and platforms can have a lasting impact beyond the scope of the project. Use of ICT tools can be an effective means to expand linkages with new stakeholders. (e.g., Engaging Workers and Civil Society to strengthen labor law enforcement project introduced worker-promoters, union leaders, and workers to the digital world, which propelled learning for people who otherwise would not have received this type of training. This training enabled remote service provision (e.g., legal assistance) to affiliates at remote locations, exchange of legal documents with workers and employers, and training.)

Implementing partners saw COVID-19 more as an implementation challenge requiring more time, while ILAB staff viewed COVID-19 as more of an existential threat to activity objectives. This may be explained at least in part by the different points of view of each type of respondent.

A lack of GESI planning resulted in slowed reaction to COVID-19 and possibly an exacerbation of harms. When COVID-19 hit, only one project among those sampled (EQUAL Columbia/Vamos Tejiendo) had conducted a gender-focused situational analysis. This deeper understanding of how women approached their work differently than men provided a framework for rapid understanding of how COVID-19 impacted women differently, and by extension a reduced time for mitigation measures even as demand in the target industry increased during the pandemic.

The relevance and coherence of USDOL projects were largely unaffected by COVID-19. However, project implementers and ILAB staff shared that ILAB could improve scoping and building on existing projects and efforts in countries, rather than creating one off projects. New linkages from the pandemic could facilitate this. This improved scoping could be tailored to urban/rural locality, since the pandemic affected rural areas slightly more than urban areas.

6. FUTURE AREAS OF CONSIDERATION

Based on these results and conclusions, the evaluation team offers the following suggestions for consideration to help projects mitigate or respond to future unplanned challenges, shocks or risks.

FUTURE AREAS OF CONSIDERATION FOR USDOL

- 1. USDOL project managers should continue to afford grantees contractual flexibility in the face of future unplanned challenges,** particularly allowing no-cost or cost extensions on the projects' period of performance to allow implementers to adapt and meet their goals. This could also include building in financial and temporal contingencies in anticipation of future unplanned shocks. In addition, during times of shock, USDOL should build on existing project mechanisms to the extent feasible, rather than create new one-off projects
- 2. USDOL should maintain a policy/regulatory and management environment that supports the flexibility of adaptive management going forward.** This includes allowing ILAB projects to reallocate resources and adjust programming to respond to unplanned shocks, such as the pandemic where direct support was needed for COVID-19 mitigation. The flexibility in allowing projects to pivot to virtual delivery or adjusting project activities (e.g., addressing the safety of staff or beneficiaries, mental health support) to respond to target populations' emerging needs is critical and allows projects greater reach to beneficiaries, particularly in rural areas.
- 3. USDOL should attempt to incorporate stakeholders' emerging priorities into ongoing projects as a tactic to deal with unplanned challenges.** USDOL projects that did not hold partner governments' attention during COVID-19 could not be remedied by available tactics, but one approach that showed some promise was to attempt, where feasible, to incorporate new priorities into USDOL project objectives. This gave some breathing room for government counterparts to attend to USDOL projects as part of attending to the COVID-19 challenge.
- 4. USDOL should consider standardizing a gender and social inclusion assessment or situational analysis as an early deliverable to use as a framework for all activities, recognizing the needs of**

women, rural, and other marginalized groups. This lays the groundwork for inclusive scenario planning. This assessment could be included as part of a grantees' pre-situational analysis at the beginning of the project or done as a separate assessment. These assessments can help projects better understand the experience, perspective, and needs of sub-groups populations and should include exploring the limitations faced by each group. As environmental context shifts (e.g., pandemic, unplanned shocks) these assessments should be reviewed and updated. In addition, the development of a rapid assessment tool could be used to monitor the situation and inform programming over time.

5. **USDOL should require grantees to conduct stakeholder analysis or mapping.** This practice, which is already being implemented by OTLA, can help grantees better understand the current landscape and inform possible partnerships. The analysis or mapping should explore different stakeholders' priorities/objectives and the types of services the project will provide to help identify opportunities for partnerships to enhance project work and outcomes. Investing time in identifying possible synergies with other implementing partners, service providers, and other organizations and utilizing the services and offerings can enhance project activities and improve sustainability. The stakeholder analysis and mapping should be done at the beginning of the project to inform interventions and throughout the project life cycle to capture shifts in stakeholders' priorities, capabilities and/or interest.
6. **As part of the award evaluation process, USDOL should place greater value on evaluating applicants' identification of critical assumptions, and conduct risk assessment/scenario planning exercises testing such assumptions under conditions of assumptions holding or breaking down.** The assumptions underlying a theory of change and logical framework are often not subjected to rigorous review or testing. But greater attention to exploring risks and assumptions may serve as a mitigation measure for future shocks. DOL should more purposefully assess an applicant's risks, assumptions, and mitigations. DOL could also conduct risk assessment / scenario planning exercises, either internally or in co-creation with the implementer.

FUTURE AREAS OF CONSIDERATION FOR GRANTEEES

The following suggestions should be considered and implemented as relevant by grantees. Based on the specific activities, USDOL should work with the grantees to incorporate the following suggestions into their project planning and implementation. USDOL could also decide to incorporate some of the suggestions into future project guidance or requirements.

VIRTUAL TRAINING

7. **Grantees should build-in rapid assessments of virtual training feasibility and suitability for target populations.** As part of activity planning, grantees should assess the variation in the effectiveness of different training approaches and determine the best virtual training type based on the needs of the target population, the training objectives, and the topic/content of the training. The assessment should be reviewed and updated as needed (e.g., during unplanned challenges or shock). In addition, when shifting to a hybrid or virtual platform, projects should be intentional in targeting underserved communities and marginalized groups, ensuring participation continues at the same rate. Based on the needs of the target populations some example of virtual adaption best practices include:

- a. Hybrid training models can be useful for some populations (e.g., TOT, labor inspectors/officers) and can be delivered over time (e.g., 6-weeks versus 5 days in-person) and incorporate virtual sessions (self-pace or videos) with in-person sessions. This could also include adding practical exercise for participants to work on in-between sessions. This approach can be more practical and cost-effective.
- b. Incorporate virtual aspects to enhance in-person trainings including using WhatsApp groups for participants to share how they are incorporating learning (e.g., growing home gardens) or asking questions. These approaches can help enhance learning and sustainability by forming informal networks.
- c. Adapt training content topics and focus based on shifting demands, environment and circumstance (e.g., shift employment trainings to focus on current job demand - motorcycle delivery or online jobs; OR adding in psychosocial support modules for youth due to stress from COVID-19)

DATA COLLECTION AND USE

8. **Grantees should include a mix of in-person and remote data collection methods to collect their project monitoring indicators.** This could be done through having a mix of indicators that use different sources. Or alternatively, projects should include a backup data source for key indicators that require in-person data collection that can be utilized during restricted times (e.g., phone surveys replace household surveys). This will ensure that some data is available even if there are restrictions to in-person data collection.
9. **Where feasible, grantees should collect project data disaggregated by sex, ethnicity, urban/rural locality, and age.** In certain contexts, it may also be advisable to disaggregate beneficiary data by other protected characteristics such as sexual orientation or gender identity. COVID-19 affected sub-populations differently and having more detailed and disaggregated data can help projects adjust programming as needed for certain populations.
10. **Grantees should implement user-feedback mechanisms to address key challenges and inform adaptations specific to local communities.** This could be achieved through establishing regular check-ins (phone or in-person) or meetings, surveys/polls through phone/social media, etc. This information can feed into project planning and inform prioritization of activity selection and implementation.

PROJECT PLANNING

11. **Grantees should identify risks and critical assumptions during project planning and incorporate mitigation measures.** During the development of the results framework as part of the Monitoring, Evaluation and Learning plan or CMEP, grantees should determine realistic risks and assumptions related to their project. Similar to what is already required for OTLA projects, for high-risk assumptions grantees should develop mitigation measures and ways to monitor these risks. Risks could be monitored by developing contextual indicators that can be used as a flagging system to inform projects when risks are increasing. Alternatively, or in addition to this, grantees should provide a regular status update to USDOL on their project assumptions or risks to help foster better coordination and adaptive management to address any risks that might arise.
12. **Grantees should develop regular communications protocols between different field, country, and/or international offices which can be used during the height of the pandemic or crisis to enable decision makers to obtain necessary information from the community level to inform**

programming. Taking the time to build local networks of staff or organizations enables better cooperation and collaboration in times of crisis.

ANNEX I: TERMS OF REFERENCE

BACKGROUND AND JUSTIFICATION

The Bureau of International Labor Affairs (ILAB) leads the U.S. Department of Labor’s (USDOL) efforts to safeguard dignity at work, both in the United States and around the world, by strengthening global labor standards, enforcing labor commitments among trading partners, promoting racial and gender equity and combating international child labor, forced labor and human trafficking.

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within ILAB that works to combat child labor, forced labor and human trafficking around the world through international research, policy engagement, technical cooperation and awareness raising. Since OCFT’s technical cooperation program began in 1995, the U.S. Congress has appropriated funds annually to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects in more than 90 countries around the world. Technical cooperation projects funded by USDOL support sustained efforts that address child labor and forced labor’s underlying causes, including poverty and lack of access to education.

The Office of Trade and Labor Affairs (OTLA) is another office within ILAB whose mission is to work to ensure that U.S. trade agreements are fair for American workers and workers around the world. OTLA uses all available tools—including negotiating strong labor provisions in U.S. trade agreements and preference programs, monitoring for compliance, enforcing trade agreement and preference program commitments, and sharing technical expertise—to make sure that U.S. trade partners fulfill their promises and play by the rules, and that American workers are able to compete on a level playing field.

The approach for this meta-evaluation will be in accordance with USDOL’s Evaluation Policy.³ ILAB’s OCFT and OTLA offices (hereinafter referred to as “ILAB”) are committed to using the most rigorous methods applicable for this quantitative and qualitative meta-evaluation and to learning from the evaluation results. The evaluation will be conducted by an independent third party and in an ethical manner and safeguard the dignity, rights, safety and privacy of participants. The quality standards underlying this evaluation are Relevance, Coherence (to the extent possible), Effectiveness, Efficiency, Equity and Sustainability.⁴ In conducting this evaluation, the evaluator will strive to uphold the American Evaluation Association Guiding Principles for Evaluators.⁵ ILAB will make the evaluation report available and accessible on its website.

PROJECT CONTEXT

This meta-evaluation is designed to synthesize information to understand the effects the COVID-19 pandemic has had on program activities. The evaluation will include 46 current OCFT projects and 18 selected OTLA projects. The full list of projects is included in Annex I.

³ For more information on USDOL’s Evaluation Policy, please visit <https://www.dol.gov/asp/evaluation/evaluationpolicy.htm>.

⁴ 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>.

⁵ For more information on the American Evaluation Association’s Guiding Principles, please visit <https://www.eval.org/About/Guiding-Principles>.

All listed projects will participate in an online survey to share their feedback and experience on how their project was able to respond and adapt to the COVID-19 pandemic since March 2020. Based on the results of the survey, six to eight OCFT projects and two OTLA projects will be selected for case studies, which include key informant interviews and further document review.

PURPOSE AND SCOPE OF EVALUATION

EVALUATION PURPOSE

The purpose of this meta-evaluation covered under this contract includes, but may not be limited to, the following:

- Identify, analyze and visually depict the operational impacts of the COVID-19 pandemic on ILAB-funded projects, their ability to make progress toward achieving goals and how the projects worked, and continue to work, toward keeping staff and participants safe. This should include challenges faced, strategies that projects used to adjust their programming and operations, new strategies projects developed to adjust their scope of work, and solutions and lessons learned by projects as they continue to make progress toward achieving and sustaining their overall project objectives;
- Identify, analyze and visually depict trends across the projects so that ILAB can better learn the challenges and successes that projects faced, and continue to face, during the COVID-19 pandemic;
- Identify, analyze and visually depict which types of COVID-19 response services and interventions were provided, and to how many (if available) and which individuals (with special attention to underserved groups and communities), during the pandemic;
- Identify, analyze and visually depict the types of strategies/interventions that have proven effective/showed promise during COVID-19 pandemic and the types of strategies/interventions that have proven less effective during the COVID-19 pandemic. This should include strategies relating to operations, progress toward goals, and keeping staff and participants safe;
- Provide key considerations for implementers and for ILAB to continue improving their COVID-19 pandemic response as it pertains to ILAB's mission and
- Provide key considerations for implementers and for ILAB on how to design, plan, implement, monitor and evaluate projects in the current COVID-19 pandemic and other future pandemics/external shocks.

INTENDED USERS

The evaluation will provide ILAB, grantees, other project stakeholders and stakeholders working to strengthen labor standards and improve respect for workers' rights in the context of global supply chains, an assessment of the effects the COVID-19 pandemic has had on programming across projects, good practices and lessons learned from implementing ILAB projects during the COVID-19 pandemic, and future opportunities for ILAB projects to provide relevant technical assistance in the

new landscape brought about by COVID-19. The evaluation results, conclusions and recommendations through the report and case studies will serve to inform overall project adjustments (when relevant) that may need to be made, and to inform stakeholders in the design and implementation of subsequent phases or future ILAB projects in the new landscape brought by COVID-19. The evaluation report will be published on the ILAB 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

Listed below are the EQs that will be answered under this evaluation:

Effectiveness

7. To what extent have ILAB projects effectively responded and adapted to COVID-19?

COVID-19 Effects

- f. What effects did COVID-19 have on project implementation (inputs and outputs) and progress toward achieving outcomes across ILAB projects? What types of activities across projects were affected the most by the pandemic?

Responses to COVID-19

- g. What were the most common project responses (adjustments, adaptations and/or innovations) to the COVID-19 pandemic across ILAB projects?
- h. To what extent did projects' responses to COVID-19 improve project implementation (inputs and outputs) and progress toward achieving and sustaining outcomes? What types of activities across projects were aided the most by project responses to COVID-19?
- i. To what extent have projects changed or incorporated project processes and/or implementation for the longer-term?
- j. What are promising practices and project adaptations to COVID-19 that should be incorporated into future programming to address potential external shocks?

Challenges and Opportunities

8. What were the most common challenges and opportunities faced across projects that limited or enabled responding and adapting to COVID-19?

- a. Project implementation (e.g., delivery of services, access to beneficiaries, resources, technology, processes, etc.)?
- b. National and local government responses to the pandemic (e.g., shutdowns, social distancing, etc.)?
- c. Sectoral, demographic and geographic challenges?

Equity

- 9. To what extent did COVID-19 affect the equity of projects' implementation (input and outputs) and outcomes, related to targeted groups (women, children, racial or ethnic minorities, indigenous groups, migrant workers, persons with disabilities, LGBTQI+ persons, union organizers/civil society activists and other marginalized, vulnerable or underserved groups or communities), geographic areas (urban, rural) and sectors?**

Efficiency

10. To what extent did ILAB projects appropriately distribute or reallocate resources to respond and adapt to the challenges brought by COVID-19?

- a. To what extent were ILAB projects prepared to respond and adapt to the COVID-19 pandemic, through risk management processes or other project management processes?
- b. What additional resources (e.g., budget, staff, etc.), equipment (e.g., masks, protective gear, etc.) or support (e.g., from ILAB or other key partners) were needed to help implement responses to COVID-19?
- c. What support did projects receive from ILAB to respond and adapt to in the COVID-19 environment? Was the support useful? What else/more could ILAB have done to support projects in adapting to the new realities?

Relevance and Coherence

11. To what extent did COVID-19 affect the relevance and coherence of ILAB projects' strategies and implementation?

- a. How has COVID-19 shifted the priorities, resources and capabilities of key project stakeholders (government, employers/private sector, civil society and communities)?
- b. To what extent do ILAB-funded project interventions and support align with:
 - i. Government and private sector/employer response to COVID-19 as it relates to changes in labor laws/policies or any new labor restrictions
 - ii. Evolving needs of target groups?
- c. To what extent did projects coordinate or establish linkages with other partners and project stakeholders to respond and adapt to COVID-19?
- d. What are future opportunities for ILAB projects to provide relevant technical assistance in the new landscape brought about by COVID-19?

Sustainability

12. Are there any new challenges or opportunities related to the COVID-19 pandemic and government/partners' response that limit or facilitate the sustainability of the projects' objectives and outcomes?

EVALUATION METHODOLOGY AND TIMEFRAME

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

A. APPROACH

The meta-evaluation approach will be qualitative and quantitative. The evaluation team will review project documents to extract information on programming activities, target groups, sectors and geographic areas as well as projects' documented challenges and responses to the COVID-19 pandemic. The evaluation team will also collect quantitative data through an online survey of both ILAB and grantee staff to gain a better understanding of the challenges projects faced during the COVID-19 pandemic and how they adapted programming to address these challenges. Following the survey, the evaluation team will conduct an in-depth review on the selected 8–10 case study projects. The case studies will consist of project data review to gain a better understanding of COVID-19 effects on the project outcomes and results as well as key informant interviews with project stakeholders and grantee staff. Opinions coming from stakeholders and project staff will improve and clarify the use of

quantitative analysis. The participatory nature of the evaluation will contribute to the sense of ownership among stakeholders and project participants.

To the extent that it is available, for the case studies, quantitative data will be drawn from the Comprehensive Monitoring and Evaluation Plan (CMEP), Performance Monitoring Plan (PMP) and project reports and incorporated in the analysis. In addition, project monitoring data will be triangulated with information included in project documentation reviewed by the evaluation team as well as relevant quantitative or qualitative data collected during the survey and key informant interviews, in order to learn about the project adaptations and challenges.

The evaluation approach will be independent in terms of the membership of the evaluation team. Project staff and implementing partners will participate through the online survey and the interviews. 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 EQs.
2. Gender and cultural sensitivity will be integrated in the evaluation approach.
3. Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and grantees, allowing additional questions to be posed that are not included in the Terms of Reference, while ensuring that key information requirements are met.
4. As far as possible, a consistent approach will be followed in each interview, with adjustments made for the different actors involved, activities conducted and the progress of implementation in each locality.

B. EVALUATION TEAM

The evaluation team will consist of:

1. The Lead Evaluator (Irene Velez)
2. Project Manager/Evaluation Team Member (Gwynne Zodrow)

The lead evaluator and project manager will work as a team to conduct the evaluation. The evaluation team will be responsible for developing the methodology in consultation with ILAB; reviewing project documentation; developing and administering the online survey; directly conducting interviews and facilitating other data collection processes; analyzing and synthesizing the evaluation material gathered; presenting feedback on the initial results of the evaluation to ILAB and other requested stakeholders; and drafting and revising the evaluation report.

The project manager/evaluation team member will have primary responsibility for ensuring that all tasks under this contract are of the highest quality and are completed on time and within budgeted amounts. The project manager will manage workflow and shall have full authority to act for Management Systems International (MSI) on all contract matters relating to daily operation of this contract.

C. DATA COLLECTION METHODOLOGY

1. *Document Review*

- Pre-data collection preparation includes extensive review of relevant documents across all projects and extracting key project characteristics such as programming activities, target groups, sectors and geographic area.
- The evaluation team will also review project documents to get a sense of the documented challenges projects faced and the adaptations that they implemented. This will include technical progress and status reports, project modifications, evaluations and other relevant project documents.
- For the selected case study projects, the evaluation team, will also review key CMEP/PMP outcome and output indicators, including the indicator definitions and the values reported in the Technical Progress Report (TPR) Annex A.
- Documents may include:
 - CMEP/PMP documents and data reported in Annex A of the TPR,
 - Baseline and endline survey reports or pre-situational analyses,
 - Interim and final evaluations, as available,
 - Project document and revisions,
 - Project budget and revisions,
 - Cooperative Agreement and project modifications,
 - Technical Progress and Status Reports,
 - Project Results Frameworks, Risk and Stakeholder Registers (if available) and Monitoring Plans,
 - Work plans,
 - Correspondence related to Technical Progress Reports,
 - Management Procedures and Guidelines, and
 - Research or other reports undertaken (KAP studies, etc.).

2. *Question Matrix*

Before beginning data collection, the evaluation team will create a question matrix, which outlines the source of data from where the evaluators plan to collect information for each TOR question. This will help the evaluators make decisions as to how they are going to allocate their time during the data collection phase. It will also help the evaluators to ensure that they are exploring all possible avenues for data triangulation and to clearly note where their evaluation results are coming from. The evaluation team has provided a draft question matrix in Annex 2.

3. *Survey and Interviews with stakeholders*

The evaluation team will administer two online surveys. One survey will target all selected ILAB project grantees and the other survey will target ILAB project managers and M&E specialists. The survey design will be informed by an initial review of a subset of projects' reports, including TPRs, annual reports, and grantee amendments to understand the types and nature of COVID-19 effects on project operations, including administrative, technical and M&E. Both surveys will be designed to get a better

understanding of the projects' past and ongoing experience during COVID-19 and provide data needed to answer the EQs.

Both surveys will be administered using SurveyLab and will be sent out via email to all relevant respondents (e.g., project directors and ILAB project managers). The email inviting project grantees to participate will be sent by ILAB to increase likelihood of response. The survey for project grantees will be available in English, Spanish, and French. Both surveys will include multiple choice and short answer questions and be designed to take 25-35 minutes. The survey data will be analyzed for trends, themes, best practices and lessons learned consistent with the EQs. After results from both surveys have been reviewed, the team will prepare a presentation of the initial results for ILAB staff (and partners if requested) and will facilitate a conversation to inform and define the selection criteria for the case studies. Selection criteria might include size of project, sector area focus, geographic location, level of success or challenges projects faced during the pandemic or logistics related to accessing stakeholders and beneficiaries. Based on the determined selection criteria, the evaluation team will work with ILAB to select the 8-10 case study projects.

For the selected 8 – 10 in-depth project case studies (6-8 for OCFT and 2 for OTLA), the evaluation team will conduct three to five virtual interviews with representatives from each of the selected projects (estimated total of 25 - 50 interviews). At a minimum, the grantee project director and ILAB project manager will be interviewed, but other interviews could include a group interview with other grantee staff, interviews with key project stakeholders (e.g., government officials, sub-partners or community representatives) or group interviews with project beneficiaries. The team will conduct interviews in English, Spanish, or French as preferred by the interviewee(s). Interviews will be designed to collect more detailed information on projects' past and ongoing experience during COVID-19. The team may, if relevant and accessible, also collect data from beneficiary organizations and government partners to deepen the understanding of the effects of the pandemic.

D. Ethical Considerations and Confidentiality

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the survey and individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and project participants, ILAB staff will generally not be present during interviews and grantee staff will not be present during interviews with non-project staff.

F. Limitations

While the online survey will be sent to all projects, not all projects will respond. Thus, the meta-evaluation results may not cover all projects. However, all efforts will be made to maximize response rate, including having ILAB send the survey invitation email and reminders during the three weeks in February 2022 when the survey will be open.

The case studies will not consist of a representative sample of projects; instead, a purposive sample of 8-10 projects will be selected to showcase those whose performance may have been more affected than others' during the global pandemic or those who were successful in responding and adapting to the challenges brought on by the pandemic.

Given the limitations of travel due to the pandemic and the broad geographic scope of the projects,

the evaluation team will not conduct in-person interviews. Instead, the evaluation team plans to interview respondents remotely, over a three to four week period in March 2022, using phone calls, MS Teams, WhatsApp and other technologies, as appropriate. MSI has extensive experience conducting remote interviews to gather reliable information from respondents. If any of the selected case study projects are not responsive, MSI will replace the project with a back-up project to maintain the total number of case studies.

This is not a formal impact assessment. Results for the evaluation will be based on information collected from background documents and self-reported information from the survey and interviews with ILAB staff, stakeholders, and project staff. The accuracy of the evaluation results will be determined by the integrity of information provided to the evaluation team from these sources.

Furthermore, the ability of the evaluation team to determine efficiency will be limited by the amount of financial data available. A cost-efficiency analysis is not included because it would require impact data which is not available.

G. Roles and Responsibilities

MSI 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 quality control on all deliverables submitted to ILAB, including ensuring protection of personal identifying information and Section 508 compliance for all deliverables intended for publication;
- Providing final deliverables, intended for publication, in English;
- Ensuring the Evaluation Team conducts the evaluation according to the TOR and in a culturally responsive, ethical and safe manner;

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 ILAB on the initial TOR draft;
- Finalizing and submitting the TOR and sharing concurrently with ILAB;
- Reviewing project background documents;
- Reviewing the EQs and refining them as necessary;
- Developing and implementing an evaluation methodology, including document review, survey, KIIs, and secondary data analysis, to answer the EQs;
- Conducting planning meetings or calls, as necessary, with ILAB;
- Developing an EQ matrix for ILAB;
- Developing, piloting, and administering the online surveys and conducting interviews with ILAB, grantees, and key project stakeholders in English, Spanish or French as appropriate;
- Presenting preliminary survey results verbally to ILAB and other stakeholders, as determined in consultation with ILAB;
- Preparing an initial draft of the evaluation report and case studies for ILAB review;
- Incorporating comments from ILAB and grantees into the final report and case studies, as appropriate.
- Developing a comment matrix addressing the disposition of all of the comments provided;
- Preparing and submitting the final report and infographic materials in English;

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;
- Piloting the online survey prior to its launch;
- Briefing grantees on the upcoming online survey and interviews and working with them to encourage participation;
- Reviewing and providing comments on the draft evaluation report and case studies;
- Approving the final draft of the evaluation report and case studies;
- Participating in the debriefing and interviews;
- Including the ILAB evaluation contracting officer's representative on all communication with the evaluation team;

The grantee is responsible for the following items:

- Providing project background materials to the evaluation team, in collaboration with ILAB;
- Participating in the online survey and the interviews;
- Supporting the evaluation team to identify key project stakeholders to be interviewed to ensure representativeness;
- Providing comments on the draft case studies if their project is selected.

H. Timetable

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

Task	Responsible Party	Date
Evaluation launch call	ILAB	9/2/2021
Background project documents sent to MSI	ILAB	10/20/2021
TOR Template submitted to MSI	ILAB	10/7/2021
Draft TOR sent to ILAB	MSI	11/24/2021
ILAB sends comments on draft TOR to MSI	ILAB	12/8/2021
Question matrix submitted to ILAB for review	MSI	12/13/2021
Final TOR submitted to ILAB for approval	MSI	12/15/2021
Draft surveys submitted to ILAB	MSI	1/5/2022
Final approval of TOR by ILAB	ILAB	1/28/2022
ILAB sends feedback on draft surveys to MSI	ILAB	1/21/2022
Final surveys submitted to ILAB	MSI	1/28/2022
Program and test surveys	MSI	2/9/2022
Pilot surveys with ILAB	ILAB	2/14 - 2/18
Launch surveys*	MSI	2/23/2022
Close surveys	MSI	3/16/2022
Initial survey results submitted to ILAB	MSI	3/23/2022
Presentation of survey results to ILAB	MSI	3/28/2022
Finalize selection of case study projects	ILAB	4/27/2022
Draft initial interview guides submitted to ILAB*	MSI	3/16/2022

Task	Responsible Party	Date
ILAB sends comments on draft interview guide	ILAB	3/30/2022
Final interview guides submitted to ILAB (based on case study selection)	MSI	5/6/2022
Interview calls with ILAB	MSI	5/17 - 6/21
Interview calls with grantee staff	MSI	5/17 - 6/21
Draft report (2-week review) submitted to ILAB	MSI	7/15/2022
ILAB sends comments to MSI after 2-week review	ILAB	7/29/2022
Revised report in redline submitted to ILAB demonstrating how all comments were addressed either via a comment matrix or other format	MSI	8/8/2022
ILAB provides concurrence that comments were addressed	ILAB	8/15/2022
Final report submitted to ILAB (508 compliance)**	MSI	8/16/2022
Final approval of report by ILAB	ILAB	8/17/2022
Draft case study briefers submitted to ILAB and grantees (Case studies will be submitted on rolling basis as they are drafted)	MSI	7/8 - 7/20
ILAB and grantees send comments on draft case study briefers	ILAB and grantees	7/22 - 8/3
Final case study briefers submitted to ILAB (508 compliant)	MSI	8/15/2022
Final approval of case study briefers by ILAB (508 compliant)	ILAB	8/17/2022
Draft evaluation briefer submitted to ILAB	MSI	7/25/2022
ILAB sends comments on draft evaluation briefers	ILAB	8/8/2022
Final evaluation briefer submitted to ILAB (508 compliant)**	MSI	8/15/2022
Final approval of evaluation briefers by ILAB (508 compliant)**	ILAB	8/17/2022
Final presentations for ILAB and stakeholders	MSI	August 2022

**In interest of time, MSI will submit the initial interview guides for DOL review. Once case studies have been selected MSI will update the interview guides as needed to be specific to the projects selected.*

EXPECTED OUTPUTS/DELIVERABLES

The evaluation report should 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. Introduction (background, evaluation objectives, etc.)
5. Evaluation Approach (EQs, methodology, limitations, etc.)
6. Results (including findings, lessons learned, opportunities for future ILAB programming, and emerging good practices brought about by COVID-19)
7. Conclusions
8. Recommendations
9. Annexes –
 - a. Terms of Reference
 - b. List of documents reviewed;

c. Interview list

The key recommendations must be **action-oriented and implementable**. The recommendations should 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 total length of the report should be approximately 30 pages for the main report, excluding the executive summary and annexes.

The first draft of the report will be circulated to ILAB for their review. The evaluation team will incorporate comments from ILAB into the final reports as appropriate, and the evaluation team will provide a response, in the form of a comment matrix, as to why any comments might not have been incorporated.

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

In addition to the evaluation report, the evaluation team will develop 8 to 10 case study briefers. These will be based on the findings from the document review, survey and interviews. Each case study brief will be approximately 1-3 pages and will use graphics and visuals to help convey key learning points. In addition to ILAB's review, relevant grantees will also review the draft case studies and provide feedback. The evaluation team will incorporate comments from grantees into the final case study briefers, as appropriate.

Following the drafting of the report, the evaluation team will work with our graphic designer to develop a 2-3-page evaluation brief that summarizes the main findings and recommendations and utilizes infographics and visuals to help readers' comprehension.

The evaluation team will also conduct presentations once the report is approved, including one presentation for ILAB and one or two presentations for external stakeholders, depending on time zone and language accommodations.

EVALUATION QUESTION MATRIX

Area	Questions	Data Source(s)	Data Collection Methods	Data Analysis Methods
Effectiveness	<p>1. To what extent have ILAB projects effectively responded and adapted to COVID-19?</p> <p><u>COVID-19 effects:</u></p> <p>a. What effects did COVID-19 have on project implementation (inputs and outputs) and progress toward achieving outcomes across ILAB projects? What types of activities across projects were affected the most by the pandemic?</p> <p><u>Responses to COVID-19:</u></p> <p>b. What were the most common project responses (adjustments, adaptations and/or innovations) to the COVID-19 pandemic across ILAB projects?</p> <p>c. To what extent did projects' responses to COVID-19 improve project implementation (inputs and outputs) and progress toward achieving and sustaining outcomes? What types of activities across projects were aided the most by project responses to COVID-19?</p> <p>d. To what extent have projects changed or incorporated project processes and/or implementation for the longer-term?</p> <p>e. What are promising practices and project adaptations to COVID-19 that should be incorporated into future programming to address potential external shocks?</p>	<ul style="list-style-type: none"> • Project Documents (including TPRs, CMEP/PMP, evaluations, etc.) • Implementers staff • ILAB staff • Key project stakeholders (government officials, sub-partners or community representatives) 	<ul style="list-style-type: none"> • Document review • Online survey for implementers staff • Online survey for ILAB staff • Group interviews with implementers staff • Key informant interviews with key project stakeholders 	<ul style="list-style-type: none"> • Thematic coding to categorize data and identify trends • Frequency tables to synthesize COVID-19 effects on projects, most common responses, etc. • Framework matrix to determine the types of activities affected the most by the pandemic and aided the most by responses to COVID-19 • Qualitative analysis to trace which project responses to COVID-19 were “successful” and if/how projects incorporated them for longer-term • Case study (success case method or other) to explore promising project responses to COVID-19 in more detail • Data visualization (e.g. infographics, graphs, etc.)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Challenges & Opportunities</p>	<p>2. What were the most common challenges and opportunities faced across projects that limited or enabled responding and adapting to COVID-19?</p> <ul style="list-style-type: none"> - Project implementation (e.g., delivery of services, access to beneficiaries, resources, technology, processes, etc.)? - National and local government responses to the pandemic (e.g., shutdowns, social distancing, etc.)? - Sectoral, demographic and geographic challenges? 	<ul style="list-style-type: none"> • Project Documents (including TPRs, CMEP/PMP, evaluations, etc.) • Implementers staff • ILAB staff • Key project stakeholders (government officials, sub-partners or community representatives) 	<ul style="list-style-type: none"> • Document review • Online survey for implementers staff • Online survey for ILAB staff • Group interviews with implementers staff • Key informant interviews with key project stakeholders 	<ul style="list-style-type: none"> • Thematic coding to categorize data and identify trends • Frequency tables to synthesize most common challenges and opportunities • Qualitative analysis to understand barriers and catalysts • Case study (success case method or other) to highlight opportunities that enabled effective response and adaptation to COVID-19 • Data visualization (e.g. infographics, graphs, etc.)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Equity</p>	<p>3. To what extent did COVID-19 affect the equity of projects' implementation (input and outputs) and outcomes, related to targeted groups (women, children, racial or ethnic minorities, indigenous groups, migrant workers, persons with disabilities, LGBTQI+ persons, union organizers/civil society activists and other marginalized, vulnerable or underserved groups or communities), geographic areas (urban, rural), and sectors?</p>	<ul style="list-style-type: none"> • Project Documents (including TPRs, CMEP/PMP, evaluations, etc.) • Implementers staff • ILAB staff • Key project stakeholders (government officials, sub-partners or community representatives) 	<ul style="list-style-type: none"> • Document review • Online survey for implementers staff • Online survey for ILAB staff • Group interviews with implementers staff • Key informant interviews with key project stakeholders 	<ul style="list-style-type: none"> • Descriptive analysis of difference in delivery, access, and use of services across targeted groups, geographic areas and sectors (<i>pending available data</i>) • Qualitative analysis of project's equity-focused responses to COVID-19 • Case study (success case method or other) to highlight equity-focused response to COVID-19 • Data visualization (e.g. infographics, graphs, etc.)

Efficiency	<p>4. To what extent did ILAB projects appropriately distribute or reallocate resources to respond and adapt to the challenges brought by COVID-19?</p> <p>a. To what extent were ILAB projects prepared to respond and adapt to the COVID-19 pandemic, through risk management processes or other project management processes?</p> <p>b. What additional resources (e.g., budget, staff, etc.), equipment (e.g., masks, protective gear, etc.) or support (e.g., from ILAB or other key partners) were needed to help implement responses to COVID-19?</p> <p>c. What support did projects receive from ILAB to respond and adapt in the COVID-19 environment? Was the support useful? What else/more could ILAB have done to support projects in adapting to the new realities?</p>	<ul style="list-style-type: none"> • Project Documents (including TPRs, CMEP/PMP, evaluations, etc.) • Implementer staff • ILAB staff • Key project stakeholders (government officials, sub-partners or community representatives) 	<ul style="list-style-type: none"> • Document review • Online survey for implementers staff • Online survey for ILAB staff • Group interviews with implementers staff • Key informant interviews with key project stakeholders 	<ul style="list-style-type: none"> • Thematic coding to categorize data and identify trends • Framework matrix to determine types of resources needed and support that was useful • Qualitative analysis of project’s resource allocations and needs. • Case study(success case method or other) to highlight efficient use and need of resources • Data visualization (e.g. infographics, graphs, etc.)
Relevance & Coherence	<p>5. To what extent did COVID-19 affect the relevance and coherence of ILAB projects’ strategies and implementation?</p> <p>a. How has COVID-19 shifted the priorities, resources, and capabilities of key project stakeholders (government, employers/private sector, civil society, and communities)?</p> <p>b. To what extent do ILAB-funded project interventions and support align with:</p> <ul style="list-style-type: none"> ▪ government and private sector/employer response to COVID-19 as it relates to changes in labor 	<ul style="list-style-type: none"> • Project Documents (including TPRs, CMEP/PMP, evaluations, etc.) • Implementer staff • ILAB staff • Key project stakeholders (government officials, sub-partners or community representatives) 	<ul style="list-style-type: none"> • Document review • Online survey for implementers staff • Online survey for ILAB staff • Group interviews with implementers staff • Key informant interviews with key project stakeholders 	<ul style="list-style-type: none"> • Thematic coding to categorize data and identify trends • Qualitative analysis to understand shifts in context and how projects have adapted to align. • Case study(success case method or other) to highlight new coordination or alignment opportunities • Data visualization (e.g. infographics, graphs, etc.)

	<p>laws/policies or any new labor restrictions</p> <ul style="list-style-type: none"> ▪ evolving needs of target groups? <p>c. To what extent did projects coordinate or establish linkages with other partners and project stakeholders to respond and adapt to COVID-19?</p> <p>d. What are future opportunities for ILAB projects to provide relevant technical assistance in the new landscape brought about by COVID-19?</p>			
Sustainability	<p>6. Are there any new challenges or opportunities related to the COVID-19 pandemic and government/partners' response that limit or facilitate the sustainability of the projects' objectives and outcomes?</p>	<ul style="list-style-type: none"> • Project Documents (including TPRs, CMEP/PMP, evaluations, etc.) • Implementers staff • ILAB staff • Key project stakeholders (government officials, sub-partners or community representatives) 	<ul style="list-style-type: none"> • Document review • Online survey for implementers staff • Online survey for ILAB staff • Group interviews with implementers staff • Key informant interviews with key project stakeholders 	<ul style="list-style-type: none"> • Thematic coding to categorize data and identify trends • Qualitative analysis to understand barriers and catalysts for sustainability • Case study (success case method or other) to highlight lessons learned related to sustainability • Data visualization (e.g. infographics, graphs, etc.)

ANNEX 2: LIST OF INCLUDED PROJECTS

The online survey was sent to all projects below. Projects shaded in yellow completed the online survey.

OCFT Projects

	Title	Amount	Location	Grantee	Start	End
1	Youth Pathways – Central America (YPCA): Promoting Youth Employment through Employer Partnerships in El Salvador and Honduras	\$17,278,000	El Salvador, Honduras	Catholic Relief Services (CRS)	7/29/2015	9/30/2021
2	Multi-stakeholder Strategy for Child Labor Elimination in Agriculture in Argentina (PAR)	\$2,500,000	Argentina	Desarrollo y Autogestión (DYA)	1/1/2019	10/31/2021
3	SAFE Seas	\$5,000,000	Indonesia, Philippines	Plan International USA	12/1/2017	11/30/2021
4	Assessing Progress in Reducing Child Labor in Cocoa-Growing Areas of Côte d'Ivoire and Ghana	\$3,458,861	Côte d'Ivoire, Ghana	National Opinion Research Center at the University of Chicago (NORC)	12/1/2015	11/30/2021
5	Promoting Better Understanding of Indicators to Address Forced Labor and Labor Trafficking in Peru	\$2,000,000	Peru	Capital Humano y Social Alternativo (CHS)	12/8/2017	12/7/2021
6	Combating Forced Labor and Labor Trafficking of Adults and Children in Ghana and Côte d'Ivoire	\$3,490,318	Côte d'Ivoire, Ghana	Verité	12/1/2017	12/7/2021
7	Pilares: Building the Capacity of Civil Society to Combat Child Labor and Improve Working Conditions in Colombia	\$2,500,000	Colombia	PACT	12/15/2017	12/15/2021
8	Colombia Avanza	\$2,300,000	Colombia	Partners of the Americas	12/8/2017	12/31/2021
9	My-PEC: Myanmar Program on the Elimination of Child Labor	\$6,250,000	Burma	International Labor Organization (ILO)	12/31/2013	12/31/2021

	Title	Amount	Location	Grantee	Start	End
10	From Protocol to Practice: A Bridge to Global Action on Forced Labor (The Bridge Project)	\$17,395,138	Global, Malaysia, Mauritania, Nepal, Niger, Peru	International Labor Organization (ILO)	9/30/2015	1/1/2022
11	Sakriya	\$2,850,000	Nepal	World Education	10/1/2018	2/28/2022
12	Addressing Child Labor and Forced Labor in the Coffee Supply Chain in Honduras	\$2,000,000	Honduras	International Labor Organization (ILO)	12/15/2017	3/31/2022
13	Technical Support for Enhancing National Capacity to Prevent and Reduce Child Labour in Vietnam	\$10,000,000	Vietnam	International Labor Organization's International Program on the Elimination of Child Labor (ILO-IPEC)	12/31/2014	3/31/2022
14	From Research to Action (R2A)	\$3,360,000	Global	International Labor Organization (ILO)	8/3/2018	8/2/2022
15	Improving the Capacity of Labor and Agriculture Stakeholders to Address Child Labor in Agricultural Areas of Argentina Project (offside)	\$2,500,000	Argentina	International Labor Organization (ILO)	1/1/2019	8/31/2022
16	Together Against Child Labor in Tunisia (PROTECTE)	\$4,000,000	Tunisia	International Labor Organization (ILO)	9/1/2016	8/31/2022
17	Combatting Child Labor in the Democratic Republic of the Congo's Cobalt Industry (COTECCO)	\$3,500,000	Congo, Democratic Republic of the (DRC)	International Labor Organization (ILO)	10/1/2018	9/15/2022
18	BuildCA2P: Building Capacity, Awareness, Advocacy and Programs Project	\$2,600,000	Philippines	ChildFund International	10/1/2018	9/30/2022
19	Measurement, Awareness Raising and Policy Engagement (MAP 16) Project on Child Labor and Forced Labor	\$22,400,000	Argentina, Brazil, Burma, Chile, Colombia, Congo, DRC, Fiji, India, Jordan, Kosovo, Mauritania,	International Labor Organization (ILO)	12/9/2016	9/30/2022

	Title	Amount	Location	Grantee	Start	End
			Mexico, Montenegro, Morocco, Niger, Nigeria, Panama, Philippines, Serbia, South Sudan, Sri Lanka, Timor-Leste			
20	Adwuma Pa	\$5,000,000	Ghana	Cooperative for Assistance and Relief Everywhere (CARE)	11/16/2018	11/15/2022
21	Youth Pathways to Leadership, Learning, and Livelihoods in Costa Rica	\$3,750,000	Costa Rica	YouthBuild International	9/30/2016	11/30/2022
22	CAPSA - Capacity Strengthening of Governments to Address Child Labor and/or Forced Labor, and Violations of Acceptable Conditions of Work in Sub-Saharan Africa.	\$5,000,000	Kenya	International Labor Organization (ILO)	12/15/2019	12/14/2022
23	Evidence to Action: Increasing the Impact of Research to Mobilize Efforts against Forced Labor	\$3,000,000	Argentina, Global, Mauritius	International Labor Organization (ILO)	12/15/2019	12/14/2022
24	Attaining Lasting Change (ATLAS)	\$8,800,000	Argentina, Bolivia, Global, Liberia, Paraguay, Thailand	Winrock International	1/1/2019	12/31/2022
25	Fair Fish: Fostering Accountability in Recruitment for Fishery Workers	\$4,000,000	Thailand	Plan International USA	1/1/2019	12/31/2022
26	Palma Futuro: Preventing and Reducing Child Labor and Forced Labor in Palm Oil Supply Chains	\$6,000,000	Colombia, Ecuador	Partners of the Americas	1/1/2019	12/31/2022
27	Project to Reduce Child Labor and Improve Working Conditions in Agriculture in the Dominican Republic	\$5,000,000	Dominican Republic	International Labor Organization (ILO)	12/8/2017	12/31/2022

	Title	Amount	Location	Grantee	Start	End
28	Malawi Social Cash Transfer Programme (SCTP) Impact Evaluation	\$1,730,500	Malawi	UNICEF	12/15/2014	12/31/2022
29	Cooperation On Fair, Free, Equitable Employment (COFFEE) Project	\$2,200,000	Brazil, Colombia, Global, Mexico	Verité	12/1/2017	6/30/2023
30	Futuros Brillantes: Project to Reduce Child Labor and Improve Labor Rights and Working Conditions in Honduras	\$11,609,235	Honduras	World Vision	9/30/2014	6/30/2023
31	Against Child Exploitation (ACE) Project	\$5,000,000	Philippines	World Vision	9/30/2019	9/29/2023
32	Campos de Esperanza (Fields of Hope)	\$11,000,000	Mexico	World Vision	11/11/2016	9/30/2023
33	Equal Access to Quality Jobs for Women and Girls in Agriculture (EQUAL) in Colombia (EQUAL Columbia/Vamos Tejiendo)	\$5,000,000	Colombia	PACT	12/1/2019	11/30/2023
34	Senderos: Sembrando Derechos, Cosechando Mejores Futuros	\$8,000,000	Mexico	Verité	12/4/2019	12/3/2023
35	EQUAL - Equal Access to Quality Jobs for Women and Girls in Mexico	\$5,000,000	Mexico	World Vision	12/15/2019	12/14/2023
36	MATE MASIE – Making Advances to Eliminate Child Labor in More Areas with Sustainable Integrated Efforts	\$4,000,000	Ghana	Winrock International	12/7/2020	12/6/2024
37	Supply Chains Tracing Project	\$4,000,000	Congo, Democratic Republic of the (DRC), Global, Pakistan	ELEVATE Limited	12/10/2020	12/9/2024
38	Improving Workers' Occupational Safety and Health in Selected Supply Chains in Mexico – A Vision Zero Fund	\$5,000,000	Mexico	International Labor Organization/Vision Zero Fund	1/1/2021	12/31/2024

	Title	Amount	Location	Grantee	Start	End
39	She Thrives: Reducing Child Labor in Ethiopia's Agricultural Sector using a Gender-Focused Approach	\$5,000,000	Ethiopia	Cooperative for Assistance and Relief Everywhere (CARE)	12/7/2020	2/6/2025
40	Eliminating Child Labor in Mica-Producing Communities and Promoting Responsible Mica Sourcing in Madagascar and Globally (MICA)	\$4,500,000	Madagascar	United Nations Development Programme (UNDP)	12/16/2020	6/9/2025
41	STREAMS – Supply Chain Tracing and Engagement Methodologies	\$4,000,000	Global, India	Verité	12/10/2020	6/9/2025
42	CACAO: Cooperatives Addressing Child Labor Accountability Outcomes	\$4,000,000	Côte d'Ivoire	Save the Children	12/10/2020	6/9/2025
43	Project to Promote Workplace-Based Training for Vulnerable Youth in Argentina (NOEMI)	\$3,300,000	Argentina	Desarrollo y Autogestion (DYA)	11/9/16	12/31/22
44	RICHES: Reducing Incidence of Child labor and Harmful Conditions of Work in Economic Strengthening Initiatives	\$1,872,000	El Salvador, Philippines	Grameen Foundation	12/1/17	2/28/22
45	Better Utilization of Skills for Youth (BUSY) through Quality Apprenticeships	\$3,000,000	Kenya	International Labour Organization (ILO)	9/30/16	12/30/21
46	Paraguay Okakuaa (Paraguay Progresses)	\$7,499,558	Paraguay	Partners of the Americas	11/3/15	9/30/21

OTLA Projects

	Title	Amount	Location	Grantee	Start	End
1	Better Work Bangladesh	\$10,000,000	Bangladesh	ILO	9/1/2014	12/31/2022
2	Better Work Ethiopia	\$1,477,095	Ethiopia	ILO	11/19/2020	12/31/2023
3	Better Work Haiti	\$10,000,000	Haiti	ILO	1/1/2009	12/31/2021 (to be extended to 2025)
4	Better Work Jordan	\$7,980,000	Jordan	ILO	9/1/2014	6/30/2022

	Title	Amount	Location	Grantee	Start	End
5	Better Work Vietnam	\$2,503,000	Vietnam	ILO	12/31/2010	12/31/2022
6	Better Factories Cambodia	\$4,360,000	Cambodia	ILO	12/08/2010	12/31/2022
7	Implementing a Culture of Labor Compliance in Costa Rica's Agricultural Export Sector	\$2,000,000	Costa Rica	FUNPADEM	12/1/2017	5/31/2022
8	Engaging Workers and Civil Society to Strengthen Labor Law Enforcement	\$8,050,000	Georgia, Mexico, Peru	Solidarity Center	9/21/2018	9/30/2022
9	Worker Rights Centers for the Greater Protection of Labor Rights in Colombia (Phase 3 Award)	\$5,747,766	Colombia	Escuela Nacional Sindical (ENS)	10/01/2019	10/01/2023
10	Strengthening Labor Law Enforcement (SGLLE)	\$28,750,000	Mexico, Honduras	IMPAQ	11/21/2018	03/31/2025
11	Improving Working Conditions in the Mexican Automotive Supply Chain project in Mexico (CALLE)	\$5,659,872	Mexico	IMPAQ	12/11/2019	12/14/2023
12	Mexico Auto Employers	\$3,000,000	Mexico	Pan American Development Foundation (PADF)	10/27/2020	10/31/2023
13	Helping Protect Armenians' Rights Together (HPART)	\$2,000,000	Armenia	ILO	11/12/2020	05/11/2024
14	Improving Workers' Rights in the Rural Sectors of the Indo Pacific with a Focus on Women	\$4,000,000	Philippines	ILO	12/1/2020	11/30/2024
15	Advancing Labor Compliance in Colombia's Port Sector	\$5,000,000	Colombia	Partners of the Americas (POA)	12/20/2020	12/20/2024
16	All Hands in Kenya: Advancing Labor Standards through Cooperative Action	\$3,000,000	Kenya	ILO	3/12/2020	2/12/2024
17	Strengthening Worker Ability to Exercise their Labor Rights in Mexico	\$10,000,000	Mexico	American Center for International Labor Solidarity (Solidarity Center)	12/31/2020	6/30/2025
18	Mexico Awareness Raising - POA	\$10,000,000	Mexico	Partners of the Americas (POA)	1/1/2021	6/30/2025