

# Argentina Multi-Project Evaluations

*NOEMI, PAR, and OFFSIDE Projects*



## United States Department of Labor

**Bureau of International Labor Affairs**

Office of Child Labor, Forced Labor, and Human Trafficking

NOEMI Final Performance Evaluation Report

PAR and OFFSIDE Interim Performance Evaluation Report

July 2021



## **SUBMITTED TO**

United States Department of Labor  
Bureau of International Labor Affairs  
Office of Child Labor, Forced Labor, and Human Trafficking

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## **PROJECT**

Argentina Multi-Project Evaluation  
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## **TASK & DELIVERABLE**

Final Performance Evaluation of the NOEMI Project  
Interim Performance Evaluation of the PAR Project  
Interim Performance Evaluation of the OFFSIDE Project

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## **ACKNOWLEDGMENTS**

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This report presents the findings of the final evaluation of the NOEMI Project, and findings of the midterm evaluations of the PAR and OFFSIDE Projects. IMPAQ International, LLC, conducted remote fieldwork for this independent evaluation from May 3 to May 28, in collaboration with the project teams and stakeholders, and prepared the evaluation report according to the terms specified in its contract with the United States Department of Labor. IMPAQ would like to express sincere thanks to all the parties involved for their support and valuable contributions.

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## LIST OF ACRONYMS

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ABC	Argentine Blueberry Committee
CMEP	Comprehensive Monitoring and Evaluation Plan
COPRETI	Provincial Commission for the Prevention and Eradication of Child Labor
CSO	Civil Society Organization
CONAETI	National Commission for the Eradication of Child Labor
DyA	Desarrollo y Autogestión
EWBT	Educational workplace-based training
FAO	UN Food and Agriculture Organization
FOA	Funding opportunity announcement
FGD	Focus group discussion
GAN	Promoting Apprenticeships as a Path for Youth Employment in Argentina, Costa Rica and Kenya through Global Apprenticeships Network National Networks
ILAB	Bureau of International Labor Affairs
ILO	International Labour Organization
INTA	National Agricultural Technology Institute
KAP	Knowledge, attitudes, and practices
KII	Key informant interview
MAP-16	Measurement, Awareness-raising and Policy Engagement to Accelerate Action Against Child Labour and Forced Labour
NGO	Non-governmental organization
NOEMI	Project to Promote Workplace-Based Training for Vulnerable Youth in Argentina
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
OFFSIDE	Improving the Capacity of Labor and Agriculture Stakeholders to Address Child Labor in Agricultural Areas of Argentina
OTIA	Child and Adolescent Labor Observatory
PAR	Multi-stakeholder Strategy on Child Labor Elimination in Agriculture in Argentina
RENATEA	National Registry of Agricultural Workers and Employers
RENATRE	The National Registry of Rural Workers and Employers
SCS	Sector compliance system
SENASA	National Food Safety and Quality Service
UN	United Nations
USDOL	United States Department of Labor

## EXECUTIVE SUMMARY

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### Background

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within the Bureau of International Labor Affairs (ILAB), an agency of the U.S. Department of Labor (USDOL). ILAB's mission is to promote a fair global playing field for workers around the world by enforcing trade commitments; strengthening labor standards; and combating international child labor, forced labor, and human trafficking. OCFT works to combat child labor, forced labor, and human trafficking through international research, policy engagement, technical cooperation, and awareness-raising. Since OCFT's technical cooperation program began in 1995, the US Congress has appropriated funds annually to USDOL for efforts to combat exploitive child labor internationally. This funding has supported technical cooperation projects in more than 90 countries. These projects support sustained efforts that address the underlying causes of child labor and forced labor, including poverty and lack of access to education.

OCFT contracted with IMPAQ International, LLC, to conduct a multi-project performance evaluation of three projects in Argentina:

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

### Brief Project Descriptions

**NOEMI.** In 2016, ILAB awarded a \$3,000,000 cooperative agreement to DyA to implement NOEMI, a five-year (2016±2021) project designed to <sup>3</sup>to generate the necessary conditions to develop workplace-based training opportunities that allow adolescents and youth (including vulnerable youth) to finish their secondary school with more relevant training that is oriented toward the labor market.<sup>1</sup>

**PAR.** In 2018, ILAB awarded a \$2,500,000 cooperative agreement to DyA to implement PAR, a three-year (2019±2021) project designed <sup>3</sup>to increase action by labor and agriculture stakeholders to address child labor in agricultural areas in Argentina<sup>7</sup> by improving the tools and coordination among various stakeholders in Argentina.

**OFFSIDE.** In 2018, ILAB awarded a \$2,500,000 cooperative agreement to ILO to implement OFFSIDE, a 3.5-year (2019±2022) project designed to build capacity to better implement the National Action Plan for the Prevention and Eradication of Child Labor by improving coordination at all levels using current governmental organizational structures in Argentina.

The OFFSIDE and PAR projects share the same outcomes but have different strategies, outputs, and activities.<sup>2</sup>

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<sup>1</sup> [https://www.dol.gov/sites/dolgov/files/ILAB/Argentina-Apprenticeship\\_meval.pdf](https://www.dol.gov/sites/dolgov/files/ILAB/Argentina-Apprenticeship_meval.pdf)

<sup>2</sup> FOA-ILAB-18-05. <https://www.grants.gov/web/grants/view-opportunity.html?oppld=306975>



## Evaluation Objectives and Approach

This evaluation report includes a final performance evaluation of the NOEMI project and interim performance evaluations of the PAR and OFFSIDE projects. The evaluations aim to:

- Assess the relevance of the projects in the cultural, economic, and political context in Argentina, as well as the validity of each project's design and the extent to which it is suited to the priorities and policies of stakeholders
- Assess the effectiveness of the projects' strategies and the projects' strengths and weaknesses in implementation, and identify areas in need of improvement
- Assess the progress toward achieving project objectives and outcomes, identify challenges, and analyze the driving factors for these challenges
- Identify lessons learned and promising practices applicable to future projects
- Assess the sustainability of project initiatives at local and national levels and among implementing organizations, and identify steps to enhance their sustainability

In addition to evaluating each project, the multi-project evaluation assessed synergies among the three projects, identifying any duplication of effort in project implementation and any positive inter-grantee collaboration practices that could be applied in future ILAB-funded projects. To meet these objectives, USDOL, IMPAQ, DyA, and ILO agreed on 10 specific evaluation questions, listed in Section 2, Exhibit 2.

The evaluations' data collection methodology is primarily qualitative. The evaluation team conducted 59 key informant interviews and four focus group discussions<sup>2</sup> all remotely because of the COVID-19 pandemic. The team obtained quantitative data from project monitoring and evaluation records and project reports and then correlated quantitative and qualitative data to answer the evaluation questions.

## Evaluation Findings and Conclusions

The findings are based on the evaluation criteria. Further details are in Sections 3, 4, and 5.

### Relevance and Validity

The three projects are relevant with regard to their identification of needs; alignment of their theories of change with those needs; and selection of the target groups, jurisdictions, and product value chains. USDOL's funding opportunity announcements appropriately identified the needs and opportunities where the projects could make a valuable contribution to ongoing national processes. The grantees submitted robust proposals, including detailed analyses of the problems and comprehensive approaches, with relevant outputs and outcomes, to address the identified problems. Throughout implementation, the three projects have built on the country's existing capabilities and systems. They have the potential to develop models that add value to national processes around preventing and combating child labor in agriculture.

### Coherence

The goals of the three projects are clearly aligned with national child labor policies and regulatory frameworks. Each project contributes to the grantee's organizational strategic objectives and to UN Sustainable Development goals. The PAR and OFFSIDE projects complement each other, as they share a hierarchy of objectives and outcomes. The evaluation team did not identify any conflicts or overlaps in the two projects' geographic, thematic, or sectoral coverage. The team did see examples of joint analysis, division of tasks on common deliverables, and exchange of technical and informational materials. Similarly, NOEMI established collaborative relations with GAN, a USDOL-funded apprenticeship program. All three projects have shared information and resources to address the challenges of the COVID-19 pandemic.

## Effectiveness

The three projects are making progress toward their target outcomes. They have introduced child labor and decent work into the agendas of agricultural institutions; developed replicable work-based training and sector compliance models; conducted research to inform policy development; and trained and built the capacity of agricultural stakeholders including government, civil society, and private sector representatives. Stakeholders commented that the products and services of NOEMI, PAR, and OFFSIDE are likely to transform the policies and practices of institutions to better combat child labor.

## Efficiency

The three projects employ a developmental and flexible approach, building activities on the findings of research studies and on the expertise of stakeholders. A wide variety of national and sub-national authorities, civil society organizations, private sector entities, and unions are involved in project design and management. The three projects have successfully set up robust partnerships, and stakeholders show a high degree of commitment and mutual trust. Although the projects engaged representatives from the private sector, they need more time and effort to further leverage private stakeholders and promote sustainability. The challenge is to find incentives to engage the private sector.

Both grantees applied standardized mechanisms for efficient and transparent management of resources and demonstrated command of USDOL processes and procedures. Their comprehensive monitoring and evaluation plans (CMEPs) are embedded into organizational routines to assess progress and inform program adaptations. During the COVID-19 pandemic, the projects have adjusted strategies to continue implementing the work. Core activities are progressing, and stakeholders are confident that the projects can change the dynamics of agricultural institutions. Budget executions are low compared to the time elapsed and the percentage of the work plans completed. The budget savings are largely due to the shift to virtual implementation during the pandemic and to inflation and devaluation in the Argentine economy.

## Impact

Given the stages of implementation, evaluators could establish only immediate outcomes. The scope of all three projects is limited to generating models and informing policy development. Any other effects will depend on replication and expansion of project initiatives. However, the projects have potential to contribute to transforming policies and practices, expanding self-regulating and compliance systems, developing replicable local models, adopting innovative pedagogical approaches to work-based training, and raising awareness and changing perceptions of child labor in rural areas.

## Sustainability

The three projects are applying best practices for promoting sustainability: building on existing capabilities, involving partners and target groups in project governance, linking with national policies, building the capacity of local institutions, instituting developmental and flexible approaches, setting up local networks to share information, and collaborating with local stakeholders to push child labor policies forward. Furthermore, project activities are integrated into institutional routines, a factor that promotes long-term sustainability. The main challenges facing sustainability are the impact of the COVID-19 pandemic and the economic crisis, either of which could force national and sub-national governments to adjust political and budgetary priorities. Political turnover and changes in governments could also affect sustainability, but in general the evaluation found a high level of political will to move the processes forward.

## Assessment of Projects' Level of Achievement

The evaluation team established five criteria to assess the level of achievement and sustainability for each major project outcome. The criteria are as follows:

1. Adaptation strategies to address COVID-19
2. Participation of key stakeholders in implementation
3. Achievement of indicators
4. Stakeholder perception of results achieved
5. Coherence and viability of sustainability strategies.

Each criterion was rated on a four-point scale: low, moderate, above-moderate, and high and the scores were averaged to obtain an overall project rating. Based on the five criteria established the overall level of achievement for each project is as follows:

- NOEMI: **high**
- PAR: **high**
- OFFSIDE: **Above-moderate to high**

## Lessons Learned and Promising Practices

The evaluation team derived lessons learned and promising practices from the findings summarized above. See Section 6 for details.

### NOEMI

#### *Lessons Learned*

- The participatory approach enriched the project design and facilitated mutual trust among the parties.
- Socio-emotional and soft skills, especially communication and responsibility skills, are essential to supporting youth in the transition from school to the workforce.

#### *Promising Practices*

- The firm commitment to build on existing knowledge and capabilities, establish partnerships, foster dialogue, and reach consensus in the development of the educational work-based training (EWBT) methodology garnered stakeholder buy-in and support.
- The use of tutors to support vulnerable students helped students maintain connections with school and facilitated EWBT activities during the pandemic.
- Involving academia in establishing the theoretical basis for the EWBT model enhanced the model's credibility among stakeholders.
- The developmental approach used to design and pilot the EWBT model provided contextual relevance and promoted stakeholder ownership.
- Leveraging every activity as a communications opportunity increased the project's visibility.

### PAR

#### *Lessons Learned*

- Effective implementation of plans and policies requires the development of the capacities of the structures that are closest to the problem.
- The creation of broad-based structures that include a diverse group of stakeholders can facilitate project success.
- A persuasive positive and propositional approach helps to raise awareness of child labor and engage stakeholders.

- A civil society organization with proven child labor expertise can generate stakeholder support for solutions to prevent and combat child labor.
- A collaborative approach to CMEP development resulted in a well-balanced product that is synchronized with the work plan and project structure.

#### *Promising Practices*

- Consistent commitment to promoting internal and external dialogue resulted in strong collaboration and joint problem solving.
- Constructing processes from existing local resources promotes both alignment with local contexts and sustainability.
- Empowering local civil society organizations to influence policy enhances interaction between public institutions and non-state actors.
- Establishing digital service points to connect youth to school during the COVID-19 pandemic facilitated young people's engagement with both school and the program.

### OFFSIDE

#### *Lessons Learned*

- Effective implementation of national plans and policies requires the development of the capacities of the organizations closest to the problem.
- Participatory management structures, such as the monitoring committee, provided management and performance benefits.
- The current public health crisis and economic situation have affected the capacity of stakeholders, particularly at the provincial level, to push forward child labor issues.

#### *Promising Practices*

- The developmental and flexible approach to project design and implementation has enabled the project to respond to changing needs on the ground.
- The project has benefited from synergies and complementarities with other UN system actors.
- Partnering with institutions with established networks has increased the project's coverage, with large multiplier potential.

### Recommendations

The evaluation team's recommendations are based on stakeholder feedback. See Section 8.

### NOEMI

- Refine the EWBT model to incorporate various forms of vulnerability, gender equality approaches, and a module on vocational orientation and access to the labor market.
- Follow up on the implementation of the EWBT model in the pilot municipalities to further assess its applicability and scalability and to refine the model.
- Revisit the strategy to engage the private sector in expanding EWBT.
- Develop a comprehensive EWBT dissemination and expansion strategy.
- Complete the analysis of impact of the EWBT experience with semi-experimental observations a review of experiences based on gender.

### PAR

- Expand the sector compliance system developed for the blueberry value chain to other product value chains.
- Explore linking the blueberry compliance system with national certification schemes to promote compliance as a valid way to combat child labor in agriculture.
- Systematize the experience of developing a municipal plan in Jardín América and design an expansion strategy.
- Continue exploring approaches to protecting adolescent workers in rural areas.
- Enhance the participation of unions in project activities.
- Set up a formal project advisory committee.

## OFFSIDE

- Reassess the limitations faced in Mendoza province and design an alternative plan to boost engagement.
- Find ways to optimize the ability of partner institutions to replicate the process through their networks.
- Promote compliance systems as a way to engage agricultural producers in preventing child labor.
- Communicate the legal conditions of protected adolescent work.

## USDOL

- Reassess priorities in light of the COVID-19 pandemic, and consider extending the projects' period of performance and allocating additional funding.
- Support the expansion of models generated by the projects.
- Consider protected adolescent work in future programming outside these three projects.

## Argentine Government Entities

- Explore options for expanding the EWBT model to additional municipalities and provinces.
- Support implementation, validation, and expansion of the compliance system developed for the blueberry value chain.
- Explore ways to validate and expand the municipal planning and action model developed in Jardín América.
- Adopt measures to operationalize the findings of OFFSIDE's diagnostic studies.
- Improve the regulatory framework, procedures, and mechanisms governing protected adolescent work.

## 1. ARGENTINA COUNTRY CONTEXT AND PROJECT BACKGROUNDS

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The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within the Bureau of International Labor Affairs (ILAB), an agency of the US Department of Labor (USDOL). ILAB's mission is to promote a fair global playing field for workers in the United States and around the world by enforcing trade commitments; strengthening labor standards; and combating international child labor, forced labor, and human trafficking. OCFT 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 US Congress has appropriated funds annually to USDOL for efforts to combat exploitive child labor internationally. This funding has supported technical cooperation projects in more than 90 countries around the world. Technical cooperation projects funded by USDOL support sustained efforts that address the underlying causes of child labor and forced labor, including poverty and lack of access to education.

OCFT contracted with IMPAQ International, LLC (IMPAQ) to conduct a multi-project performance evaluation of three projects in Argentina:

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

### 1.1 Project Context

Though Argentina has made significant strides in recent years, child labor is still prevalent. An estimated 9.4 percent of children aged 5 to 15 and 21.9 percent of youth aged 16 and 17 engage in some form of child labor in Argentina. Among these children, 12.9 percent work in the agricultural sector, harvesting crops such as blueberries, cotton, yerba mate (stimulant plant), and tobacco.<sup>3</sup> This work regularly exposes them to hazardous conditions.<sup>4</sup> Additionally, Argentina has widespread youth unemployment across the country. Because schooling is mandatory until age 18, many children who drop out of school prior to that age are not eligible for existing workplace training programs, such as internships or apprenticeships.<sup>5</sup> Those most likely to leave school before 18 years of age are vulnerable youth, who become further marginalized as they are unable to access employment programs and are at risk of engaging in hazardous work. To address these challenges, ILAB awarded multiple cooperative agreements to mitigate child labor and improve opportunities for vulnerable youth in Argentina, including the three in this multi-project evaluation.

### 1.2 Project Descriptions

#### 1.2.1 NOEMI Project

In 2016, ILAB awarded a \$3,000,000 cooperative agreement to DyA to implement NOEMI, a five-year (2016±2021) project designed to <sup>3</sup>to generate the necessary conditions to develop workplace-based training opportunities that allow adolescents and youth, including vulnerable

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<sup>3</sup> [https://www.dol.gov/sites/dolgov/files/ILAB/child\\_labor\\_reports/tda2012/argentina.pdf](https://www.dol.gov/sites/dolgov/files/ILAB/child_labor_reports/tda2012/argentina.pdf)

<sup>4</sup> [https://www.dol.gov/sites/dolgov/files/ILAB/child\\_labor\\_reports/tda2018/Argentina.pdf](https://www.dol.gov/sites/dolgov/files/ILAB/child_labor_reports/tda2018/Argentina.pdf)

youth, to finish their secondary school with more relevant training that is oriented toward the labor market.<sup>5</sup> The project is intended to achieve this goal by accomplishing the following expected outcomes:<sup>6</sup>

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

Specifically, NOEMI helps identify improvements key stakeholders can make to laws and policies that would help businesses launch quality work training programs. It also provides tools and technical knowledge to employers and to workers' organizations to help them implement work-based training programs and helps existing job training programs reach young people who are at high risk of becoming engaged in hazardous activities. Finally, NOEMI is building the capacity of national-level stakeholders and of local organizations currently implementing promising youth training models. Through these multi-stakeholder models, local stakeholders coordinate to provide services to enable vulnerable youth to attend and finish school, develop soft skills for future work, and gain real workplace experience to learn and grow. The project is implementing activities in the provinces of Buenos Aires, Tucumán, and Santa Fe to increase the effectiveness of youth training programs. The three main implementing partners for the project are DyA (leading partner), Fundación La Salle, and Fundación SES. The core team is supported by four organizations that work in the provinces: Crecer Juntos, Jóvenes Solidarios, Fundación Armstrong, and Fundación Develar.

### 1.2.2 PAR Project

In 2018, ILAB awarded a \$2,500,000 cooperative agreement to DyA to implement PAR, a three-year (2019±2021) project designed to increase action by labor and agriculture stakeholders to address child labor in agricultural areas in Argentina by improving tools and coordination among various stakeholders. To achieve this goal, the project focuses on two outcomes:

1. Increased common understanding of the challenges and opportunities for addressing child labor in agriculture
2. Increased capacity of labor and agriculture stakeholders to address child labor in agriculture<sup>7</sup>

Specifically, PAR seeks to improve the capacities of labor and agricultural stakeholders to address child labor in agriculture; build government tools to address rural child labor, including mechanisms for policy advocacy, risk prevention methodologies, educational strategies, youth employment programs, and inspection procedures; and improve private sector coordination by establishing a sector compliance system so that companies can gather and share experiences in the prevention and elimination of child labor. PAR is implementing activities at the provincial level

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<sup>5</sup> [https://www.dol.gov/sites/dolgov/files/ILAB/Argentina-Apprenticeship\\_meval.pdf](https://www.dol.gov/sites/dolgov/files/ILAB/Argentina-Apprenticeship_meval.pdf)

<sup>6</sup> Ibid.

<sup>7</sup> FOA-ILAB-18-05. <https://www.grants.gov/web/grants/view-opportunity.html?oppld=306975>

in Tucumán and Misiones. At the national level, it is (1) leveraging organizational expertise in the use of child labor to harvest crops and in agricultural certifications; (2) developing a civil service course on child labor and related policies; (3) developing joint protocols for national and provincial commissions; and (4) assisting the private sector to develop compliance systems and the government in further defining the specifics of adolescent protected work. PAR focuses on research to provide information to public and private officers and to raise awareness of child labor in the agriculture sector in Argentina. The leading implementing partner is DyA, with support for specific components from the Argentine Blueberry Committee (ABC) and the civil society organization (CSO) Sueño para Misiones.

### 1.2.3 OFFSIDE Project

In 2018, ILAB awarded a \$2,500,000 cooperative agreement to ILO to implement OFFSIDE, a 3.5-year project (2019±2022) designed to build capacity to better implement the National Action Plan for the Prevention and Eradication of Child Labor by improving coordination at all levels using current governmental organizational structures in Argentina. The OFFSIDE project and PAR share the same outcomes but have different strategies, outputs, and activities.<sup>8</sup> Specifically, the OFFSIDE project is intended to make progress toward its goal by (1) generating knowledge and information on child labor and adolescent work in agriculture; (2) raising awareness of and advocating for a solution to the problem; (3) helping labor and agricultural stakeholders build their capacities to address child labor; and (4) designing local-level models, methodologies, tools, good practices, and lessons learned. The project is implementing activities focused on the wine grape, tomato, garlic, and cotton value chains in the provinces of Mendoza, Santa Fe, and Buenos Aires. These activities are used to inform the Ministry of Labor, Employment, and Social Security and the Ministry of Agriculture, Livestock, and Fisheries on national-level policies relating to child labor in Argentina.

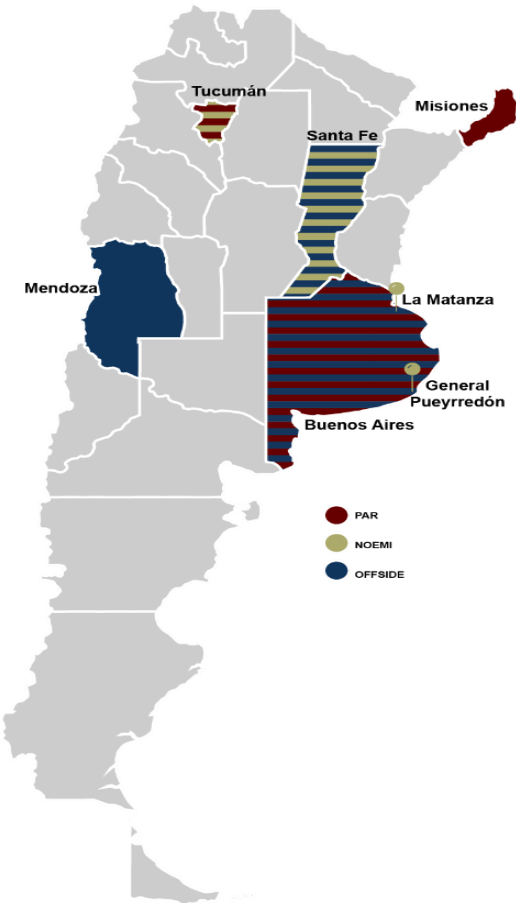
Exhibit 1 maps the jurisdictions in which the three projects are implementing activities.

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<sup>8</sup> FOA-ILAB-18-05. <https://www.grants.gov/web/grants/view-opportunity.html?oppld=306975>



**Exhibit 1. Intervention Areas**



## **2. EVALUATION OBJECTIVES AND METHODOLOGY**

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### **2.1 Evaluation Objectives**

The objectives of the final performance evaluation of the NOEMI project are to:

1. Assess to what extent recommendations and lessons learned from previous experiences were considered in the design and implementation of the project
2. Assess the progress of the project in achieving its objectives and outcomes, identifying the challenges encountered in doing so, and analyzing the driving factors for these challenges
3. Assess the intended and unintended effects of the project
4. Assess lessons learned, experiences, and emerging practices from the project (e.g., strategies and models of intervention) that can be applied to the extension of the project or to other contexts
5. Assess which outcomes or outputs can be deemed sustainable

The purposes of the interim performance evaluations of the PAR and OFFSIDE projects are to:

1. Assess the relevance of the projects in the cultural, economic, and political context in Argentina, as well as the validity of each project's design and the extent to which it is suited to the priorities and policies of the host government and other national stakeholders
2. Determine whether the projects are on track to meet their objectives and outcomes, identify the challenges and opportunities encountered in doing so, and analyze the driving factors for these challenges and opportunities
3. Assess the effectiveness of the projects' strategies and the projects' strengths and weaknesses in project implementation and in identification of areas in need of improvement
4. Provide conclusions, lessons learned, and recommendations
5. Assess the projects' plans for sustainability at local and national levels and among implementing organizations and identify steps to enhance their sustainability

The evaluations provide evidence to inform decision-making, lessons learned and promising practices, and recommendations for future projects. Finally, in addition to evaluating each of the projects under this contract, the multi-project evaluation assesses synergies among the three projects, identifying any duplication of effort in project implementation and any positive inter-grantee collaboration practices that could be applied in future ILAB-funded projects.

### **2.2 Methodology**

The evaluation team from IMPAQ used a mixed-methods approach to answer these evaluation questions. Mixed-methods evaluations integrate quantitative and qualitative approaches to data collection, analysis, and interpretation. To address the performance evaluation objectives in the terms of reference, the IMPAQ team conducted the following data collection activities: (1) a targeted, in-depth desk review of all relevant documents; (2) remote key informant interviews (KIIs) with project stakeholders; (3) remote focus group discussions (FGDs) with project stakeholders; and (4) rigorous analysis of monitoring data on key performance indicators.

This section describes the evaluation questions and data sources, evaluation schedule, site sampling and data collection methods, data analysis, and study limitations.

## 2.2.1 Evaluation Questions and Data Sources

Following discussions with ILAB, DyA, and ILO, the evaluation team developed key questions for this evaluation in accordance with the Organisation for Economic Co-operation and Development's Development Assistance Committee criteria: relevance and validity, coherence, effectiveness, efficiency, impact, and sustainability.<sup>9</sup> This multi-project evaluation assesses each project's performance and achievements in meeting its objectives, the relevance of project services to target groups' and stakeholders' needs, the extent of coordination with other interventions, project efficiency and effectiveness, the impact on project objectives, and the potential for sustainability. It captures good practices, lessons learned, and emerging trends. The evaluation team also assessed the effect of COVID-19 on the expected outcomes. Exhibit 2 lists the evaluation questions.

### Exhibit 2. Evaluation Questions

<b>Relevance and Validity</b>	
1	To what extent were the projects' theories of change valid given the implementing environment? Were the project strategies relevant to the current priorities and needs of target groups and local stakeholders?
<b>Coherence</b>	
2	To what extent are the projects compatible with each other and with other related interventions in the country? To what extent have the projects coordinated with each other and established links with other donor-funded projects or other interventions led by national stakeholders?
<b>Efficiency</b>	
3	To what extent have the projects been able to deliver the planned outputs in an efficient and timely manner? What effects has the COVID-19 pandemic had on project implementation, and how successful were the projects in adapting to this situation?
<b>Effectiveness</b>	
4	To what extent have the projects achieved or made progress toward achieving their objectives? What were the key internal or external factors that limited or facilitated the achievement or progress toward achieving the projects' outcomes?
<b>Impact</b>	
5	Did the projects cause unintended effects? If so, what were they?
<b>Sustainability</b>	
6	What is the likelihood that the benefits of the projects' activities will continue, absent ILAB or other external resources? Are there any factors that limit or facilitate sustainability of the projects' outputs or outcomes?
<b>Lessons Learned and Promising Practices</b>	
7	What are the lessons learned and promising practices from the projects? What interventions appear particularly promising for achieving outcomes?
<b>For NOEMI Only</b>	
8	To what extent were interim evaluation recommendations implemented, and what were the results of implementing those recommendations?

<sup>9</sup> These criteria were revised in December 2019. <https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

## 2.2.2 Evaluation Schedule

In collaboration with DyA and ILO, the evaluation team developed the site sampling, confirmed the list of stakeholders to be included, and scheduled the KIIs and FGDs, which were conducted between May 3 and May 28, 2021. The team held stakeholder workshops on May 28 and June 1, 2021, and conducted data analysis and report writing from May 24 to June 29, 2021.

## 2.2.3 Data Collection Methods

**Data sources.** The evaluation team collected data from four sources: KIIs, FGDs, document reviews, and secondary project data. The team used the data from these sources to answer the evaluation questions proposed for each analytic evaluation area. The KIIs and FGDs gathered information on stakeholders' perspectives on project implementation and effectiveness. In view of the prevailing COVID-19 pandemic, after full consideration of the risks associated with in-person meetings and in consultation with the project teams and USDOL, IMPAQ and the evaluation team decided to conduct all interviews in Argentina remotely.

KIIs and FGDs were conducted using a variety of remote platforms according to the preference of respondents<sup>2</sup> Zoom, Skype, Microsoft teams, WhatsApp, and telephone. The team conducted 60 KIIs and five FGDs, as outlined in Exhibit 3.

**Exhibit 3. Participants in Key Informant Interviews and Focus Group Discussions**

Stakeholder Group	Project	No. of KII and FGDs	No. of People Interviewed
US government	Cross-Project	2 KIIs	5
Grantee and implementing partners	NOEMI	8 KIIs	12
	PAR	2 KIIs	6
	OFFSIDE	2 KIIs	2
Argentine government	NOEMI	4 KIIs	4
	PAR	9 KIIs	14
	OFFSIDE	8 KIIs	9
	Cross-Project	2 KIIs	3
Private sector, unions and civil society stakeholders	NOEMI	4 KIIs	4
	PAR	3 KIIs 1 FGDs	8
	OFFSIDE	4 KIIs	4
	Cross-Project	4 KIIs	5
Project participants	NOEMI	7 KIIs 2 FGDs	12
	PAR	1 KIIs 2 FGDs	8
	OFFSIDE	0	0
<b>Total</b>		<b>65 (60 KIIs and 5 FGDs)</b>	<b>96</b>

**Stakeholder workshop.** In the online partner workshops, held on May 28 and June 1, 2021, the evaluators presented the preliminary findings and received questions and comments from the

project staff and external project stakeholders, including implementing partners, private sector stakeholders, CSO members, Argentine government representatives, and USDOL representatives. In addition to the partner workshops, the evaluation team also held a debrief with ILAB on June 9, 2021, to review the preliminary findings and recommendations across all three projects and solicit initial feedback and questions.

**Document review.** The evaluation team reviewed and referenced numerous project documents, including the funding opportunity announcement (FOA), project documents, the Comprehensive Monitoring and Evaluation Plan (CMEP), technical progress reports, and other support project materials obtained during fieldwork. Annex B has a full list of the documents reviewed.

#### 2.2.4 Data Analysis

Quantitative data collected in accordance with each project's performance monitoring plan provided the basis for assessing progress toward achievement of each project's outputs, outcomes, and goals. Qualitative data, collected through document review, stakeholder KIIs, and FGDs were categorized, synthesized, and summarized for analysis driven by the evaluation questions. The evaluation team drew out findings based on their prevalence within and across different stakeholder groups. The team used qualitative data to complement and provide context to quantitative findings.

#### 2.2.5 Limitations

The findings in this evaluation are based on information collected from project reports and background documents, KIIs with project staff and key stakeholders, and FGDs with project participants. Due to the COVID-19 pandemic, there were no site visits; the evaluation team conducted all KIIs and FGDs remotely via telephone or video conferencing platforms. Project staff selected respondents based in part on the selected individuals' ability to connect with the evaluators online or by telephone. The evaluation team made every effort to include a diverse sample of project stakeholders but could conduct only four FGDs due to COVID-19 gathering restrictions.

This evaluation relied on secondary performance information in semi-annual reports and in available monitoring databases. The evaluation team did not have time or resources to confirm the validity and reliability of performance data. The team correlated stakeholder responses with quantitative data to the extent possible to strengthen the accuracy and reliability of the evaluation.

This evaluation does not constitute a formal impact assessment. The accuracy of the results depends on the integrity of the information collected from background documents, the KIIs and FGDs, and project monitoring data.

### 3. NOEMI FINDINGS

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The NOEMI project has made significant strides toward achieving the intended objectives of the project over the four years of implementation. The educational workplace-based training (EWBT) model developed under the project represents an innovative approach to addressing the complex problem of school dropout and adolescents' transition into the labor market. Although adjustments are needed to ensure scalability, the model, if adapted, has the potential to become a key instrument to enhance learning at schools and expand opportunities for students, specifically those from disadvantaged and vulnerable populations. The project has successfully built local coordination structures to test and refine the EWBT model to ensure its appropriateness and relevance to the Argentine context. Through active engagement and collaboration with stakeholders, including representatives from both the public and private sectors, the project has garnered support for this initiative while also changing perceptions around child labor and adolescent participation in the workplace. Most notably, the project has generated political will in Tucumán, La Matanza, and General Pueyrredón to integrate the EWBT into local and provincial public policy. The project has successfully adapted programming to continue implementation despite restrictions associated with the COVID-19 pandemic.

This chapter presents the key findings for each evaluation category: relevance and validity, coherence, effectiveness and efficiency, impact, and sustainability. Under each category, results are presented by evaluation question. A final section deals with one final evaluation question.

#### 3.1 Relevance and Validity

This section presents findings related to two relevance and validity questions.

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

According to the problem tree presented in the project document, the Argentine educational system is **not sufficiently prepared to develop educational inclusion and completion systems that include EWBT**. Specifically, there are few or no linkages between the educational system and the labor market, particularly in sectors in which vulnerable adolescents and youth work. Furthermore, labor market stakeholders are not predisposed and prepared to participate in social inclusion and educational completion systems. As a result, young people, particularly those in situations of social vulnerability, see few options for social and labor inclusion.

The evaluation team found consensus among stakeholders that **the problem diagnosis carried out by NOEMI was accurate and consistent with the needs** of the sectors in which socially vulnerable youth study and work. The project correctly identified the target groups and end beneficiaries at the local level, not only those operating in the education sector, but also other social and economic actors. Several stakeholders from the education community, including teachers, principals, and provincial authorities, reiterated the severity of the school dropout problem and the limited capacity of the system to retain or reintegrate students who drop out.

In addition to correctly identifying the key challenges, stakeholders, and beneficiaries, the project also identified and **provided continuity to past policies and programs promoted by Argentine institutions**. Since the approval of the Vocational and Technical Education Law (n° 26058) in September 2005 and the National Education Law (n° 26206) in December 2006, the national and sub-national governments have undertaken several initiatives to address school dropout, facilitate the reintegration of dropout students into the educational and vocational training systems, and create entryways into the labor market for this target group. However, these

initiatives are typically fragmented and dispersed,<sup>10</sup> and they only partially fulfill their objectives. NOEMI built on these initiatives, addressing the gaps and deficiencies.

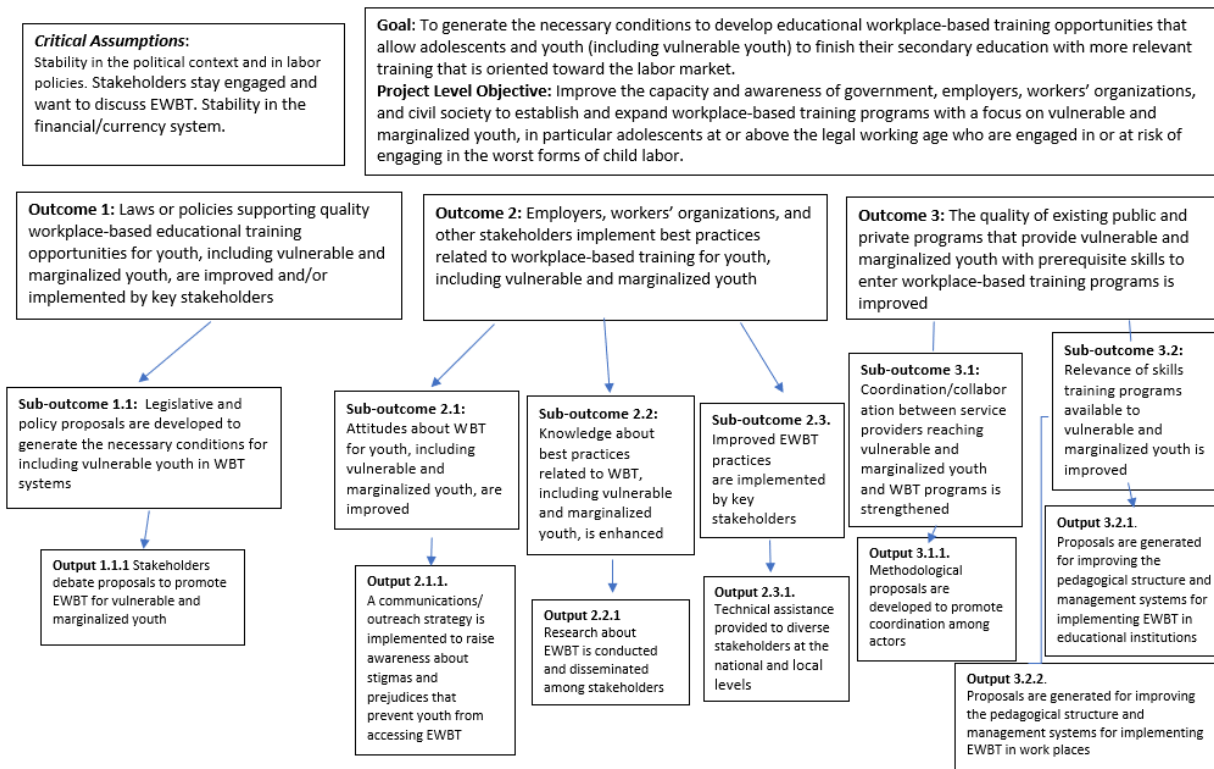
The elements outlined in the **results framework clearly correspond with the analysis of problems presented** in the project document and further developed in the CMEP. The project's theory of change, documented through the results framework, outlines how the project intended to address the key challenges facing the education and training system to achieve the project goals. NOEMI does not attempt to cover the whole range of problems presented in the problem analysis, but rather focuses on designing models that the education system can use to enhance student retention. This strategy is realistic and achievable given the time and resources allocated for the project.

**The vertical logic of the results framework (outputs to outcomes) clearly reflects the cumulative character of the intervention**, where outputs represent the products and services delivered by the project and outcomes reflect the changes and/or improvements experienced by the target groups. In some cases, indicators used to track output and outcomes are similar (e.g., 'proposals submitted' and 'proposals agreed'), leading to repetition at the time of reporting, because some of these indicators reflect the process and others reflect the final product. These were built and reviewed collectively with DOL. However, indicators are clearly defined and measurable, and the sources of data are generally available. The NOEMI project team made minor adjustments to the results framework and the CMEP in 2020 to reflect the decision to pilot the EWBT before scale-up, as suggested by the midterm evaluation. Exhibit 4 presents the NOEMI results framework.

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<sup>10</sup> The document review identified several examples of programs promoted by both the Ministry of Education and the Ministry of Labor: the More and Better Work Program, the Formar Program, the Progresar Program, and a program for the graduation of young people without parental care, among others. Many of these initiatives focus on a higher age range, starting at 18 years of age. NOEMI focuses on a lower age range and places greater emphasis on education.

## Exhibit 4. NOEMI Results Framework



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

**The dimension and magnitude of the problem at the national level exceeds the possibilities of a \$3 million intervention led by a consortium of CSOs.** Argentina is a federal state with a very decentralized structure; the provincial jurisdictions enjoy sovereignty in the design and delivery of services. The political structure, along with the Argentine social, cultural, and economic context, has led to an asymmetric and fragmented system. Given this context, stakeholders **validated and endorsed NOEMI's strategy to promote a bottom-up, local grassroots-level approach that could** eventually inform the revision of policies at a national scale. The project does not invest resources in revisiting the national policy framework with the purpose of cascading reforms from the national level to the provinces, but rather focuses on changing policies at the local level. This strategy is appropriate given both the decentralized nature of the context as well as the capacities of the institutions and partners involved.

The project has clear goals and has adopted a **flexible, adaptive, and developmental approach** to attain them. The main elements of the theory of change have not changed, but the strategy has undergone consistent trial and development. One KII respondent described NOEMI as a 'learning through practice experience,' a collective effort of action-reflection-action to implement a pedagogic approach. The developmental approach has enabled stakeholders to actively participate and provide input into the design process. Interviewees viewed the development of the EWBT model, in particular, as a participative process involving a variety of stakeholders including project implementing partners, school authorities, employers, and CSOs.



**Applying a multi-stakeholder approach across the different levels of management and implementation was an effective approach to ensuring local relevance and buy-in for the EWBT model.** The project had three main partners steering the project at the national level; four partners in charge of coordinating implementation at the provincial level; and a wide array of local stakeholders including employers, municipal offices, provincial secretariats, schools, and research institutions involved in local roundtables and other coordination structures. Through this approach, the project established cooperative relations with 51 organizations. This partnership model provided an opportunity to bring together a wide array of capabilities and expertise and incorporated existing local capabilities, such as institutional knowledge and networks, into the project's pool of resources. From a managerial point of view, this approach presented the challenge of needing to harmonize different institutional styles, cultures, and approaches, but KII respondents believed the project managed this complexity appropriately. Section 3.4 discusses management of the multi-stakeholder approach in more detail.

**Provincial and local institutions showed a high degree of ownership of and commitment to the project.** Local alliances proved to be an appropriate mechanism for introducing EWBT at the municipal level. Interviewees unanimously agreed that building consensus through local alliances and partnerships was key to NOEMI's creation of an environment in which the EWBT could succeed and be integrated into institutional routines.

NOEMI developed **appropriate strategies for identifying and supporting vulnerable adolescents and youth** through the EWBT model. Some stakeholders stressed the potential of EWBT to generate inputs for the improvement of secondary education as a whole. However, the underlying philosophy and main justification of NOEMI was to retain and reintegrate vulnerable adolescents and youth in the education or vocational training system and to offer young people opportunities to progress on a personal and professional level. The selection of both the geographic locations for implementation and local implementing partners facilitated the project's focus on addressing the needs of vulnerable populations. NOEMI targeted and supported vulnerable adolescents and youth by focusing, during both the laboratory and pilot phases, on underprivileged areas. The project targeted sectors and neighborhoods characterized by low rent levels, high unemployment, and low school attainment, among other social problems. The participation of community-based organizations, such as Crecer Juntos, also helped, because these organizations operate in complex environments and target socially vulnerable populations. Furthermore, the appointment of tutors during the COVID-19 pandemic, with the specific purpose of supporting students struggling to keep up with school, is another way NOEMI targeted the most vulnerable populations. The EWTB methodology directly reflects the priority it places on vulnerable groups, as it emphasizes inclusiveness and attention to vulnerability.

However, from a methodological standpoint, **the concept of vulnerability deserves further analysis and disaggregation** in the EWBT method. The EWBT model determines vulnerability through a *prima facie* approach: It focuses on underprivileged locations where most families fall within specific parameters indicating social and economic vulnerability. Issues such as disability are addressed during the implementation of the EWBT, but the model would benefit from more in-depth analysis and explicit guidelines about how to address the needs of other vulnerable groups such as youth with special needs or learning difficulties and members of ethnic, sexual, or other minority groups.

**NOEMI's strategy of addressing the issue of completing basic education through a rights-based approach was integrated throughout the selection of target areas and the development of communication campaigns.** The project adhered to the basic principles of the rights-based approach; interviewees frequently invoked the fulfillment of rights. However, some aspects of the rights-based approach could be more explicit in the documentation and in implementation. Identification of the specific rights being violated, explanation of the legal

frameworks at the national and international levels that protect the right to education, and identification of who is responsible for protecting those rights would greatly improve the rationale and justification of the project's approach and methodology.

**There was no explicit strategy for gender equality in the project design.** The project document does not contain a section specifically about incorporating gender equality into the EWBT methodology, but the project conducted a gender assessment that was used as a basis for the extension phase design. Project leaders identified criteria for gender equality during implementation of activities and delivery of outputs.

## 3.2 Coherence

This section presents findings related to two coherence questions.

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

From a thematic point of view, **there are no clear links or connections between the NOEMI project and the PAR and OFFSIDE projects.** NOEMI focuses on providing models for addressing WBT programs, while PAR and OFFSIDE focus on generating information and building the capacity of local stakeholders to implement child labor reforms in the agricultural sector.

NOEMI did identify **common areas of interest with the ILAB-funded Promoting Apprenticeships as a Path for Youth Employment in Argentina, Costa Rica, and Kenya through Global Apprenticeships Network (GAN) National Networks project**, including linkages for internships. Specifically, NOEMI and GAN both identified a need to improve the process and conditions for promoting linkages to employers for youth internships in order to promote WBT opportunities.

GAN is a four-year (2017±2021) multi-country project that works directly with employers, workers' organizations, and governments to increase the number of apprenticeship opportunities for vulnerable youth in Argentina, Costa Rica, and Kenya. In Argentina, the project is being implemented by the Argentine Industrial Union.

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

Although NOEMI did not share any common programmatic approaches with PAR and OFFSIDE, **the three projects did coordinate to share updates on project implementation and discuss the impacts of the COVID-19 pandemic on implementation.** On March 29, 2021, representatives of NOEMI, PAR, OFFSIDE, GAN, MAP-16,<sup>11</sup> and ATLAS<sup>12</sup> participated in the USDOL Argentina grantee meeting. The objectives were to (1) understand each project's unique contributions to address child labor, forced labor, and protected adolescent work in Argentina; (2) identify potential areas of collaboration and synergies among the OCFT-supported projects to attain common goals, for instance, mobilization around the International Year of Child Labor Elimination; and (3) reflect on the impact of COVID-19.

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<sup>11</sup> Measurement, Awareness-raising and Policy Engagement to Accelerate Action Against Child Labour and Forced Labour (MAP-16) is a development cooperation project managed by the ILO and funded by USDOL in Argentina, Brazil, Chile, Colombia, Mexico, Panama, Burma, Fiji, the Philippines, Congo (DCR), Mauritania, Niger, Nigeria, South Sudan, India, Sri Lanka, Timor Leste, Morocco, Jordan, Kosovo, Montenegro, and Serbia.

<sup>12</sup> Attaining Lasting Change (ATLAS) is a project implemented by Winrock International in Argentina, Bolivia, Paraguay, Liberia, Thailand, and around the world.

**NOEMI and GAN collaborated and conducted joint activities to promote improved internship opportunities for youth.** Specifically, NOEMI and GAN developed and deployed joint communication campaigns and information dissemination events. GAN staff provided technical expertise and input into the validation of the EWBT model and methodology, and GAN facilitated linkages between NOEMI and employers' federations. Despite GAN's facilitation and coordination between the two projects, NOEMI had limited success in connecting with companies and employers' federations. The difficulty had more to do with COVID-19 restrictions than with NOEMI or GAN efforts.

**Linkages and coordination with initiatives funded by other donors was limited,** as USDOL is the most prominent and active donor working on child labor issues in Argentina. Where coordination with other donors is possible, it is channeled through the corresponding Argentine ministries. As necessary, US Embassy representatives have provided follow-up and support to the project by providing contacts and facilitating access to events run by other international donors. Respondents did not report on involvement of NOEMI staff in discussions led by the US Embassy on labor topics. Interactions with the US Embassy were limited by the pandemic and by embassy staff rotation.

### **3.3 Efficiency**

This section presents findings related to two efficiency questions.

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

**NOEMI's multi-stakeholder and participatory approach successfully enabled the development of productive partnerships with CSOs, local authorities, and the private sector to push forward the development and implementation of the EWBT model.** Using the partnership approach, NOEMI was able to access a wide variety of resources and expertise including local knowledge about the problem, different methodologies to tackle it, and networks and contacts to engage. At the same time, this approach provided the opportunity and space for constructive dialogue with partners and stakeholders around key issues such as identifying alternative approaches to promoting inclusive education, developing proposals for testing innovative approaches, and leveraging stakeholders' networks to raise the visibility of the issues tackled by the project. The partnership approach was organized through several layers of committees of the main partners, location-specific roundtables to integrate local stakeholder perspectives, and co-management agreements signed with local authorities.

Although the partnership model was successful, it required integration of different concepts, models, institutional cultures, and styles. The coexistence of two layers of partners and the incorporation of local bodies and structures into the project served as an opportunity to use existing capabilities and resources while simultaneously developing them. However, this opportunity also complicated coordination and implementation of specific activities and tasks, such as monitoring and evaluation. For example, some civil service respondents noted that applying the tools outlined in the performance monitoring plan was challenging and a bit strenuous, requiring extra time to collect and process information for the project.

Overall, **the project successfully navigated this complexity and managed to leverage the partnership approach to deliver the project outputs in an efficient and timely manner.** Despite differences among the partners, the common denominator was their commitment to and interest in the issues the project addressed. Methodological and technical disagreements did arise, but the partners shared a great deal of affinity and common understanding about the goals they were pursuing. In addition to this common ground, the partners' determination to find solutions and their readiness to discuss all topics in an open and transparent manner can be

highlighted as another strength of the partnership. This sense of mutual trust among the parties facilitated efficient project implementation.

The project’s governance structure was adequate to deal with the multi-stakeholder nature of the intervention and enabled the project to deliver products and services. Exhibit 5 shows the three layers of management of the NOEMI project.

### Exhibit 5. NOEMI Project Management

Management Stakeholder	Role in the Project
Executive council	<ul style="list-style-type: none"> <li>Deals with strategic issues and the settlement of project disagreements</li> </ul>
Advisory committee	<ul style="list-style-type: none"> <li>Includes three main partners that met every 15 days and a larger group of seven partners that met every three months</li> <li>Distributes tasks among the partners in accordance with their technical areas of expertise</li> </ul>
Methodological committee	<ul style="list-style-type: none"> <li>Set up specifically to develop the EWBT methodology</li> </ul>

The evaluation team’s analysis of the quality of the products delivered shows that the three primary implementing partners<sup>2</sup> DyA, Foundation La Salle, and Foundation SES<sup>2</sup> are competent and knowledgeable in the subjects covered by the project, such as psychology, pedagogy, and social protection, among others. Internal procedures were highly digitalized. A strong team dynamic and leadership style favored participation and collective decision-making. The reputation and good name of the partners were an enabling factor to help establish institutional relations and partnerships with other stakeholders. In the same vein, the quality of the documentation was high, and the information was generally available and well presented.

**Interaction with local institutions was constant; the project pursued a consensus-building and co-management approach.** NOEMI reached agreements with 22 institutions, including schools, CSOs, chambers of commerce, universities, and public entities, including, most notably, the State Secretary of Public Management and Planning in Tucumán. NOEMI also engaged the District Education Office of Buenos Aires province to authorize virtual EWBT apprenticeships at the Center of Technological Education for Educational Projects in La Matanza. These agreements were essential to continuing to promote and provide EWBT opportunities for youth even during the COVID-19 pandemic.

The project experienced **no major delays except those caused by the COVID-19 pandemic.** However, an extension of the implementation period was approved in October 2019 to allow NOEMI to implement recommendations from the midterm evaluation. The availability of resources due to inflation made this extension possible without the allocation of additional resources.

At the end of March 2021, **the budget execution was at 87 percent and was on schedule to reach 100 percent** by the end of the implementation period on July 31, 2021. Resources for the implementation of activities were available to support all partners. DyA demonstrated a good understanding of and familiarity with USDOL procedures around financial compliance. Resources were managed in an efficient and transparent manner in accordance with DyA’s standards manual. DyA had mechanisms in place to monitor inputs and control expenses, such as requiring at least three quotations for procurements. DyA carried out a very thorough review of expenses, including monthly checks of the allowability of costs. DyA finances and accountancy procedures are subject to annual audit.

**The CMEP was a demanding but useful instrument**, as it required the collection and processing of data from many different sources. The midterm evaluation was a key moment to introduce adaptations or changes to the implementation strategy. The most important change was the decision to implement a pilot phase. Implementation has been linked to ongoing analysis and regular reviews. The methodological committee set up for the purpose of developing the EWBT methodology, for instance, was described in interviews as a ‘community of learning’ in that it processed inputs from various stakeholders to fine-tune the EWBT approach.

### 3.3.2 What effect has the COVID-19 pandemic had on project implementation, and how successful were the projects in adapting to this situation?

The project swiftly adapted implementation strategies and approaches to respond to the conditions and restrictions imposed by the COVID-19 pandemic. Exhibit 6 provides details.

**Exhibit 6. NOEMI COVID-19 Adaptations**

Activity	Adjustment	Stakeholders Impacted
Teaching interventions	<ul style="list-style-type: none"> <li>Developed videos, podcasts, and virtual classrooms to keep students engaged remotely during school closures</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, students</li> </ul>
Internships	<ul style="list-style-type: none"> <li>Adapted to virtual rather than in-person internships</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> </ul>
Student capacity building	<ul style="list-style-type: none"> <li>Produced a radio program</li> <li>Developed a virtual classroom to work on strengthening soft skills</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> </ul>
Preventing school dropout	<ul style="list-style-type: none"> <li>Supported schools in remote outreach to students</li> </ul>	<ul style="list-style-type: none"> <li>School administration, teachers, students</li> </ul>
Tutoring	<ul style="list-style-type: none"> <li>Appointed tutors to connect with students and their families one-on-one and encourage them to participate in remote learning</li> </ul>	<ul style="list-style-type: none"> <li>Students, families, teachers</li> </ul>

## 3.4 Effectiveness

This section presents findings related to two effectiveness questions.

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

As of April 2021, the project had **achieved or surpassed 18 of its 18<sup>13</sup> indicator target values, or 100 percent**. The project’s CMEP identified 18 indicators: three outcome-level indicators, eight sub-outcomes, and seven output-level indicators. Each indicator was assigned a baseline value and an end-of-project target. Regarding the output-level indicators, the project developed a number of information products, including communications campaigns, research studies, and a proposal. KII respondents perceived all of these to be of high quality. The project also trained a variety of stakeholders including civil servants, teachers, principals, employers, and CSOs. It

<sup>13</sup> Based on the information contained on the latest TPR of April 2021. Information provided orally by NOEMI M&E team is not counted in this section, but included in the annex section.

hosted coordination opportunities for those stakeholders to collaborate on initiatives. Respondents similarly perceived these trainings and coordination efforts to be of high quality.

The degree of overachievement in several targets suggests that **some targets were estimated conservatively**. For example, the target for the OPT 1.1.1 was 674% achieved and the target for OTP 2.3.1 was 1760% achieved. In some cases, the degree of overachievement can be explained by the shift to the virtual mode due to the pandemic. Paradoxically, this shift allowed for more people to participate in the activities. Whether the targets were set conservatively or not, the evidence shows that the project has mobilized a wide range of stakeholders around EWBT and has provided them with valuable inputs to take the initiative forward. Despite the impact of the COVID-19 pandemic on project activities, NOEMI's performance to date is impressive. New outcome-level initiatives have been undertaken concerning the regulatory framework. New dynamics have emerged regarding the practices and decisions of the key stakeholders including government entities, educational institutions, and employers. Some stakeholders have officially endorsed the decision to incorporate EWBT into their programs. This endorsement could reasonably represent a breakthrough in the application of this methodology by some local and provincial governments in Argentina.

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

The following sections highlight key achievements based on project objectives and the internal and external factors that facilitated this progress.

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

Exhibit 7 outlines progress toward Outcome 1 targets. Annex A provides additional information for each indicator.

**Exhibit 7. NOEMI Progress Toward Outcome 1 End-of-Project Targets**

Outcome (OTC) and Output (OTP) Indicator	End-of-Project Target	Actual	Progress (%)
<b>OTC1</b> # of laws amended or policies improved by key stakeholders	1	3	300%
<b>S-OTC1.1</b> # of draft laws and/or policy proposals developed by key stakeholders to generate the necessary conditions for the inclusion of vulnerable youth in EWBT systems	4	15	375%
<b>OTP1.1.1</b> # of stakeholders engaged in discussion around WBT proposals	50	337	674%

**The project has made significant progress toward improving the local regulatory environment for supporting WBT opportunities.** In the three jurisdictions where the pilot phase was implemented, the province of Tucumán and the municipalities of General Pueyrredón and La Matanza in Buenos Aires province, NOEMI has signed co-management agreements with government authorities to integrate and operationalize the EWBT model into their existing policies

and procedures.<sup>14</sup> In Tucumán, a resolution, drafted and proposed by NOEMI, was enacted to provide guidance to schools on how to organize virtual EWBT placements. Additionally, in Tucumán, NOEMI is in conversations with the Secretary of Small and Medium Enterprises and Employment to establish an agreement to integrate employment counseling and placement services through municipal employment offices. In La Matanza, a <sup>3</sup>disposition of training experience in socio-productive areas’ initiative has been passed by the provincial Commission for Education and Labor for the implementation and co-management of the EWBT model.

Beyond their formal value, **these regulatory developments and commitments illustrate the interest and ownership local authorities have in implementing the EWBT model.** Interviewees consistently cited the EWBT model as a key step in the process of improving education and vocational training for youth. Representatives from local authorities in the three pilot areas demonstrated a high degree of commitment and desire to take the initiative forward. Most notably, in the city of Gonzalez Catán in La Matanza, representatives lobbied higher authorities to get the EWBT model embedded into the current secondary school curriculum.

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*“Our goal is to include EWBT as part of the citizenship and work discipline.”*

*– Educational local authority*

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**3.4.2.2 Outcome 2: Employers, workers’ organizations, and other stakeholders implement good practices related to educational work-based training for youth, including vulnerable and marginalized youth.**

The project supported 51 stakeholders, including educational institutions, employers, government entities, grassroot organizations, and CSOs, to improve their practices around WBT for youth. These improvements emerged from a variety of factors, shown as outcomes and outputs in Exhibit 8.

**Exhibit 8. NOEMI Progress Toward Outcome 2 End-of-Project Targets**

<b>Outcome (OTC) and Output (OTP) Indicator</b>	<b>End-of-Project Target</b>	<b>Actual</b>	<b>Progress (%)</b>
<b>OTC2</b> # of stakeholders reporting to be using good practices related to WBT for youth	20	51	255%
<b>S-OTC2.1</b> % of stakeholders with changed attitudes about EWBT for youth, including vulnerable and marginalized youth	25%	42%	168%
<b>S-OTC2.2</b> % of stakeholders with increased knowledge about WBT for youth, including vulnerable and marginalized youth	25%	59.6%	238%
<b>S-OTC2.3a</b> # of stakeholders that implement monitoring system on EWBT	4	6	150%
<b>S-OTC2.3b</b> # of common work plans implemented between stakeholders	10	19	190%
<b>OTP2.1.1</b> # of communication campaigns implemented	6	17	283%
<b>OTP2.2.1</b> # of research studies disseminated	4	4	100%

<sup>14</sup> In Tucumán, with the Provincial Ministry of Education, Technical Education Secretariat; in General Pueyrredón, with the Municipal Secretariat of Education (Mar del Plata); in La Matanza, with the Secretariat of Science, Technology, and Education and the Secretariat of Youth, both of the municipality, and with the Regional Bureau of the Ministry of Education of the province of Buenos Aires.

OTP2.3.1 # of people trained on EWBT systems	40	705	1,763%
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The project conducted several **research studies<sup>15</sup> that contribute to the knowledge base on best practices for WBT programs and informed the design of the EWBT model.** Respondents, particularly those representing public institutions, confirmed that the studies informed their decision making. Some of the studies, such as the knowledge, attitudes, and practices (KAP) study, will need routine updating to facilitate stakeholders’

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*“NOEMI has represented a good opportunity to research innovative pedagogical models at the local level.”*

*– Education researcher*

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continued understanding of the issues and perceptions of WBT approaches. However, NOEMI laid a solid analytical and factual foundation for the roll-out of the EWBT model.

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*“At the school level, NOEMI has left a very robust balance in terms of capacities. Many members of the staff have been trained in how to develop soft skills.”*

*– School principal*

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**Extensive training on the EWBT model and capacity building of stakeholders helped change perceptions of the benefits of WBT for youth.** Through workshops, seminars, and conferences, the project trained more than 700 teachers, tutors, representatives of non-governmental organizations (NGOs), and technical personnel from government offices on the EWBT model. Representatives from the education sector, both administrators and teachers, highlighted the importance of these capacity-building efforts to improve conditions at

the school level. The Ministry of Education in the province of Tucumán similarly agreed that the EWBT could add value to students and promoted the integration of the module into the province’s regular teacher training program, Formar.

**Consistent and targeted communication campaigns helped amplify the project’s message and promote positive perceptions of WBT programs.** The project leveraged its collaboration with GAN Global and GAN Argentina to develop and deploy joint communication campaigns, in particular when targeting the private sector. This collaboration allowed the project to reach a broad audience of stakeholders. In total, 17 campaigns, delivered through a variety of communication channels, including websites and social media, were developed to promote WBT programs such as internships. The project used every opportunity to strengthen communication and heighten the visibility of WBT programs.

**NOEMI had a well-organized and persistent approach to engaging stakeholders, which resulted in concrete steps to move initiatives forward.** Several respondents described this approach as the ‘invisible glue’ that held NOEMI components and partners together. The approach was particularly successful in facilitating agreements with local educational authorities. Specifically, NOEMI established working relationships with seven public entities and developed co-management agreements with three of them. The evaluation team contacted representatives from the latter group, all of whom showed a high degree of commitment and enthusiasm toward NOEMI’s proposals. A number of interviewees noted that the NOEMI project came at the right time, as they were looking to find more innovative ways of working. NOEMI’s approach to using

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<sup>15</sup> (1) The pre-situational analysis; (2) study of perceptions regarding workplace-based practices, with partial funding from INET; (3) the KAP study, whose findings were disseminated through online media and in the year-end events; (4) guidelines for the implementation of EWBT in secondary schools; (5) study on the costs of policies to assist youth who are not in school; (6) *Adolescents who work and the protected adolescent employment system in Argentina: The case of Tucumán and Misiones*; and (7) study on the estimated costs of the EWBT methodology.



pedagogic tools and integrating socio-emotional skills into the school curriculum enabled stakeholders to move their agendas forward. The project has been instrumental in bringing together and mobilizing stakeholders to develop a methodological approach for EWBT. Some respondents suggested there was room to reach higher levels of the educational hierarchy.

NOEMI carried out an intense effort to **involve institutions and private companies willing to offer internship placements and get involved in the EWBT model**. This effort reached public offices, community organizations such as radios stations, and private companies. Following the advice of the midterm evaluation, NOEMI executed an extensive outreach effort to engage with the private sector. However, this effort was severely affected by the COVID-19 pandemic, which suspended in-person work. Nevertheless, the project managed to build a mixed portfolio of partners willing to pilot the EWBT model. In general, employers<sup>2</sup> whether public, private, or nonprofit<sup>2</sup> were positive and encouraging about their experience with the EWBT model. All five key informants from the private sector and civil society unanimously described the experience as very positive for the interns, schools, and employers themselves. Furthermore, they reported that the EWBT experience improved the internal dynamics within the workplace despite the additional time and resources required to implement the model.<sup>16</sup> These respondents indicated that, once the company is on board, the experience usually pays off, but the decision to get involved can be hampered by fears and reservations about the possible implications in terms of responsibilities, time, and consumption of resources. In most cases, managerial motivations moved companies to engage in EWBT. For example, Accenture wanted to focus on inclusiveness and diversity in its new office in Mar del Plata. The EWBT model gave the company a concrete way to move that internal initiative forward.

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*“Having interns in the office requires time and effort from the team, but the experience was so rewarding that many people volunteer to participate in the program.”*

*– Employer*

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Despite the positive feedback, employer involvement is likely to be a challenge in the scale-up of the EWBT model. So far, the companies that participated in the design and pilot phases were particularly motivated to engage with the project due to their existing corporate policies and initiatives focused on improving inclusivity within their workplace. However, companies without existing strategies may not be as motivated or interested in pursuing this type of training program.

**The EWBT model includes a manual and toolbox with 10 tools that offer guidance on the steps of implementation.** This manual and toolbox came out of the trial process NOEMI conducted with input from a wide array of stakeholders including educational authorities, school staff, students, employer representatives, and academic professionals. Interviewees stressed the importance of these products in defining the principles of the method, outlining a structure and process, and providing clear guidance to the parties who want to implement EWBT. The COVID-19 pandemic disrupted the testing and validation of the model, as in-person internships were suspended in 2020. However, NOEMI adjusted to the changing context, shifting to virtual internships as a way to continue activities and testing of the EWBT model.

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<sup>16</sup> The cost analysis conducted by NOEMI has estimated that any company that offers placements for interns needs to devote approximately six hours a week to organizing the activity and following up with the interns.

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*“The EWBT has been able to provide evidence on the importance of developing socio-emotional skills during school age.”*

*– Teacher*

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Despite the virtual context, the method received positive appraisals. **Of the three components—educative inclusion, socio-emotional skills, and work experience—socio-emotional skills training received the most praise from stakeholders.** According to teachers and principals, this component plays a crucial role in the outcome of the EWBT experience, because many students from vulnerable backgrounds struggle to master workplace soft skills. Interviewees cited the

acquisition of socio-emotional and soft skills as the key asset of the EWBT model<sup>2</sup> ahead of technical skills. When asked what they liked most about their EWBT experience, students in FGDs frequently referred to the development of communication abilities and self-confidence. This finding supports NOEMI’s analysis that these skills are critical to WBT programming.

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*“We all have learned to better express ourselves and have more confidence in our communication skills. Before we were afraid of talking to an adult apart from our teacher.”*

*– Student from Tucumán*

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**The EWBT model and its related tools, despite being demanding and time-consuming, were described as useful by all KII participants, including employers.**

Respondents said that the EWBT model translates a number of pedagogical principles into a step-by-step method local actors can readily apply and that it is well organized and well presented. Some issues emerged, however, about its scalability, particularly in its ability to gain buy-in from employers. Some respondents described the method as so thorough, exhaustive, and detailed that it might seem slightly too prescriptive and rigid to some potential users. Generally, stakeholders expressed confidence in the model’s applicability, but some warned that the pandemic has not allowed for proper testing of the toolbox. The companies offering placements so far showed particular motivation and commitment from managers. Other companies may find application of the method more challenging. Further adjustments may be required to hone the method down to its core elements in order to ease its application by employees with a lower degree of interest and commitment.

The NOEMI team is considering adding a new phase to the EWBT model sequence. This new phase is meant orient young people to the labor market and facilitate their entry. This judicious addition to NOEMI’s logic of intervention would nicely complete the cycle of services to vulnerable young people. Adding this phase may entail adjustments to the previous stages if necessary.

3.4.2.3 *Outcome 3: The quality of existing public and private programs that provide vulnerable and marginalized youth with prerequisite skills to enter workplace-based training programs improved*

Exhibit 9 shows the status of NOEMI’s Outcome 3 indicators.

**Exhibit 9. NOEMI Progress Toward Outcome 3 End-of Project Targets**

Outcome (OTC) and Output (OTP) Indicator	End-of-Project Target	Actual	Progress (%)
<b>OTC3</b> # of educational institutions and/or social-educational organizations and/or workplace programs applying methodological proposals on WBT	8	23	288%
<b>S-OTC3.1</b> # of agreements reached between multiple stakeholders	9	22	244%

<b>S-OTC3.2a</b> # of public and/or private educational programs applying improved methodologies to address vulnerable and marginalized youth	4	1	25%
<b>S-OTC3.2b</b> # of people in workplaces applying methodologies on EWBT	20	38	190%
<b>OTP3.1.1</b> # of methodological proposals developed to promote coordination among actors	4	5	125%
<b>OTP3.2.1</b> # of proposals for improving the pedagogical structure and management systems for implementing EWBT in educational institutions	4	23	575%
<b>OTP3.2.2</b> # of proposals for improving the pedagogical structure and management systems for implementing EWBT in workplaces	4	17	425%

NOEMI has worked with organizations to **effectively integrate EWBT into existing programs in each of the three jurisdictions** where the pilot phase was implemented. As previously mentioned, the establishment of local alliances and partnerships and the co-management schemes applied during the pilot phase paved the way for the Municipal Education Secretary in Buenos Aires and the Directorate of Technical Education and Professional Development in Tucumán to incorporate the EWBT model into their programs.

**In Tucumán, the EWBT model was incorporated into the technical and professional curriculum.** So far, five schools have initiated the program. The provincial directorate expressed the desire to expand the program to 37 technical and vocation training centers throughout the province: 14 offering agricultural training and 23 offering other types of technical studies and training. This expansion would allow the program to reach approximately 19,496 students, according to the provincial directorate’s figures.

In La Matanza, three centers have participated in the program to date. The Municipal Secretary of Science, Technology, and Educational Policies intends to expand the model to two more schools in June 2021. EWBT is being incorporated into the regular secondary education network, which includes 196 centers in La Matanza. La Matanza is one of the biggest municipalities in Argentina, with a census of more than 2 million people, so scale up of the program there has the potential to reach a large population of students.

Technical schools in La Matanza already have a system in place for WBT. Understanding that these programs were already working reasonably well, the municipal secretary made the decision to direct the EWBT to ordinary secondary schools and not to technical schools. The secretary said that his long-term goal is to reach the 196 centers of regular secondary education, but that the organizational and budgetary decisions necessary to achieve that goal are out of reach for the time being. In the medium term, the secretary expected to consolidate EWBT into 20 centers and build the EWBT case to lobby with provincial government agencies and scale up the experience to a larger number of schools. The secretary said that the ideal scenario would be to embed EWBT in the curriculum as part of the discipline *labor and citizenship*, an option that would require decisions at the provincial level. The secretary and others have already done some informal lobbying with provincial education authorities, but the decision will require endorsement from upper levels of the hierarchy.

In the city of Mar del Plata, in General Pueyrredón district, five centers out of the 17 managed by the municipality have taken part in the pilot phase. The expectation is to progressively reach the 17 schools under the responsibility of the municipal secretary.

The evaluation team cannot fully assess whether the three jurisdictions are likely to achieve their goals of consolidating and expanding EWBT (refer to Section 3.6, Sustainability, for details). However, respondents seemed to be motivated to push the model forward. NOEMI staff and partners adapted to work around the COVID-19 restrictions; for example, they appointed tutors to support the most vulnerable students in maintaining links with their schools. Despite this effort, disruptions have been unavoidable, so that the pilot phase could not operate as it would have under normal circumstances. Moreover, the full extent of the COVID-19 pandemic and its impact on public services is still unknown. There will likely be a need to update the context assessment to identify and prioritize needs and invest time and resources in getting students back to school.

### 3.5 Impact

This section presents findings related to one impact question.

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

NOEMI fulfilled its main objective of engaging key stakeholders and institutions in the development and application of the EWBT model. Beyond this objective, the project also has contributed to changes at the individual, school, and employer levels.

At the individual level, **students suggested that the EWBT experience brought positive changes into their lives.** The changes they typically noted in FGDs were increased self-confidence, better communication skills, greater understanding of and information about the labor market, and more motivation to pursue a career in a domain they discovered to be attractive and suitable for their lives. Students who participated in WBT by, for example, conducting a radio program described the experience as very rewarding and reassuring.

Similarly, **teachers, employers, and education authorities discovered new ways of teaching and learning through NOEMI.** Teachers referred to the EWBT as an opportunity to introduce changes in the ways that schools engage with students and teach skills, noting that the current format is rigid and out of touch with reality.

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*“Our students are not getting from the school the competences and abilities that they need to navigate through the challenges of the current world.”*

*– School principal*

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Employers highlighted that **engaging in the EWBT process changed not only their views about the value of EWBT experiences, but also, in some cases, led**

**employees to be more open and committed to the company’s goals.** The extent of this impact seemed to be proportional to the degree of involvement of the employer. Accenture in Mar del Plata, a large, multinational, Irish-based company that provides consulting and professional services, for example, had an existing corporate plan to increase inclusivity. Because of this corporate priority, Accenture devoted time and resources to support the implementation of the EWBT. The KAP study revealed some insights into changes in employers’ attitudes around the benefits of EWBT experience, but not enough to characterize the impact of participating in a WBT experience using the EWBT model.

In addition to the observed effects, **the EWBT model has the potential to support longer-term changes,** though at this stage the evaluators cannot say whether those efforts will come to fruition. Specifically, the EWBT has the potential to improve teaching and learning experiences for both secondary modalities (technical and oriented) and the permanent education of young adults, another modality that targets students over age 18. However, the extent to which the EWBT can be mainstreamed into these modalities is difficult to establish at this stage.

**NOEMI developed the EWBT model through a bottom-up approach.** Starting at the school level, EWBT became, through a trial-and-error process, a pedagogic proposal that has attracted the attention of some municipal and provincial governments. Some respondent suggested that the EWBT could become public policy in the three jurisdictions where it was piloted. However, the demands of scaling the model and the capacities of the provincial and municipal governments to meet those demands are still to be seen.

The evaluation detected **different visions and expectations among the stakeholders about the potential and prospects of the model.** For some respondents, particularly those most closely related to teaching practice and pedagogic research, the EWBT represents an opportunity to revisit the whole secondary education system from a new pedagogical perspective. Becoming a valuable input for the reform of secondary education would certainly be an extraordinary achievement for a project of this nature, but this goal is perhaps beyond the scope and mandate of the project. The potential impact of the EWBT rests mostly in growing at the local level, consolidating the model as a robust mechanism to make the education system more inclusive and adaptive to the needs of vulnerable groups. From there, the project can gather support to spread across to different provinces using strategies tailor-made for each jurisdiction.

### **3.6 Sustainability**

This section presents findings related to two sustainability questions.

#### **3.6.1 What is the likelihood that the benefits of the projects' activities will continue, absent ILAB or other external resources?**

Opportunities to continue and even scale up the EWBT model exist, but the main implementing partners face time and resource constraints. NOEMI teams have carried out intense mobilization efforts in the three pilot jurisdictions. This support will continue to be available in Tucumán, but it has already been discontinued in La Matanza and in General Pueyrredón.

The main actors involved in the implementation of the EWBT model have shown **a high degree of ownership of and commitment to future EWBT action.** For example, local authorities have approved new regulations and shown their commitment to implementing and expanding the model, including exploration of options to embed the EWBT into existing curricula. Local authorities have also expressed their desire to provide political, financial, and technical support to move the process forward. Having a product as structured and systematic as EWBT facilitates the institutional buy-in that is necessary for sustainability. The co-management agreements signed with different jurisdictions also serve as an example of this ownership and commitment.

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

In addition to the concrete actions taken by local authorities to continue implementing and expanding the EWBT model, many of the dynamics triggered by the project, particularly those involving changing attitudes about the importance of EWBT programs, could facilitate the sustainability of these efforts. Below we outline some examples.

**Increased stakeholder capacity and knowledge, along with improved attitudes toward WBT programs, can facilitate future implementation and support of the EWBT model.** Through NOEMI training, several institutions have developed their capacities and adopted project messages to the extent that they should be able to apply these capacities in their institutional practices and routines. Specifically, 42 percent of stakeholders have changed their attitudes or perceptions toward EWBT and 59.6 percent have increased their knowledge on the topic. This

change in attitudes and knowledge is demonstrated by the 19 stakeholders who are now implementing a work plan regarding EWBT.

The project did commission research to quantify the cost efficiency and benefits of the EWBT in an effort to promote its sustainability. The resulting report *“Research on Activities, Times and Costs of the PELT System 2017-2018”* has the potential to promote the sustainability of the model moving forward.

**The project built on existing capabilities and networks that can be mobilized to push forward the EWBT model.** NOEMI mobilized and optimized existing capabilities by strengthening inter-institutional coordination networks. These local networks, despite the pandemic, are in place, indicating that the communication and cooperation dynamic among diverse organizations has improved.

Some KII respondents noted their support for and interest in sustaining the model. However, they also noted potential challenges that would need to be overcome to achieve sustainability. Teachers and principals expressed very positive opinions about the EWBT method and support for continuing its implementation. The benefits they noted include new experiences and opportunities for students, new methods for teachers, and more interaction with the environment around the school. Respondents from schools, however, pointed out that sustainability would require more school resources, mainly human resources. School authorities shared that they were usually able to organize time for teachers to participate in training but could not always provide them with all the resources required for full EWBT implementation.

**Representatives from the private sector who participated in the EWBT process also conveyed their desire to stay engaged in the initiative.** However, like the school stakeholders, employers noted that scale-up of the model could be problematic because employers who were not involved in the development of the EWBT model may not see the value of the model or feel it is worth the time and resources required. Companies that have a corporate social responsibility strategy and understand that devoting resources to this purpose is in the best interest of the company might be willing to implement the EWBT model; however, in general, the involvement of the private sector remains one of the main challenges to scalability and sustainability. Identifying new private sector partners and enlisting them to implement the EWBT model will require time and energy that the main actors might find difficult to devote once NOEMI ends.

### 3.7 Final Evaluation Question

This section presents findings related to one final evaluation question.

#### 3.7.1 To what extent were interim evaluation recommendations implemented and what were the results of implementing those recommendations?

The midterm evaluation, conducted in December 2018, **provided useful analysis and actionable recommendations** that contributed to the refinement of project components and overall implementation strategy. The most significant recommendation included in the midterm evaluation was to implement a pilot phase of the EWBT model. This recommendation led to a 16-month no-cost extension of the project, which ILAB approved in March 2020. The pilot phase allowed the project to test and refine the EWBT model, identifying successful components as well as areas where the model needs to be adjusted to facilitate scale-up.

The project developed and implemented a tracking matrix, updated every six months as part of the technical progress report, to monitor the implementation of the recommendations. The matrix includes detailed information on the measures implemented in response to each of the recommendations as well as the outcomes of those actions. In general, **all recommendations**

from the midterm evaluation were implemented, with minor adaptations or adjustments as needed. The no-cost extension of the project provided the opportunity to address all recommendations.

### 3.8 Overall Assessment of Project’s Level of Achievement

The evaluation team established five criteria to assess the level of achievement and sustainability for each major project outcome. The criteria are as follows:

1. Adaptation strategies to address COVID-19
2. Participation of key stakeholders in implementation
3. Achievement of indicators
4. Stakeholder perception of results achieved
5. Coherence and viability of sustainability strategies.

Each criterion was rated on a four-point scale: low, moderate, above-moderate, and high and the scores were averaged to obtain an overall project rating. Based on the five criteria established the **overall level of achievement for NOEMI is high**. Refer to Exhibit 10 for details on the assessment of project achievement by each of the five criteria.

**Exhibit 10. NOEMI Overall Assessment of Project Achievement by Criteria**

Outcomes	Assessment Based on Criteria	Score for Each Criteria
<p><b>Outcome 1:</b> Laws or policies supporting quality workplace-based educational training opportunities for youth, including vulnerable and marginalized youth, are improved and/or implemented by key stakeholders.</p> <p><b>Outcome 2:</b> Employers, workers’ organizations, and other stakeholders implement good practices related to educational workplace-based training for youth, including vulnerable and marginalized youth.</p> <p><b>Outcome 3:</b> The quality of existing public and private programs that provide vulnerable and marginalized youth with prerequisite skills to enter workplace-based training programs is improved.</p>	<p><b>1. Adaptation of strategies to address COVID</b></p> <p>The project swiftly adapted its implementation strategies and approaches to respond to the conditions and restrictions imposed by the COVID-19 pandemic: The project developed tools to keep students engaged remotely during school closures, including videos, radio programs, etc., adapted to virtual rather than in-person internships, and supported schools to engage in outreach to students through hiring tutors. Refer to details in Exhibit 6.</p>	High
	<p><b>2. Participation of key stakeholders</b></p> <p>The project made a very good selection of partners and target groups and project strategies have prioritized their participation. Interaction with local institutions was constant and the project pursued a consensus-building and co-management approach. The project’s governance structure was adequate to deal with the multi-stakeholder nature of the intervention.</p>	High
	<p><b>3. Achievement of indicators</b></p> <p>The project had very good performance in its delivery of outputs and fulfillment of outcomes as reflected in the Project Monitoring Plan. As of April 2021, the project had achieved or surpassed 18 of its 18 indicator target values. New outcome-level</p>	High

	<p>initiatives have been undertaken concerning the regulatory framework by the local bodies. New dynamics have emerged regarding the practices and decisions of the key stakeholders including government entities, educational institutions, and employers. Refer to details in Exhibits 7, 8 and 9.</p>	
	<p><b>4. Stakeholders' perception of results achieved</b></p> <p>Stakeholders conveyed very positive views and opinions about the project's achievements. Of the three components<sup>2</sup> educative inclusion, socio-emotional skills, and work experience, socio-emotional skills training received the most praise from stakeholders. Some local governments have officially endorsed the decision to incorporate EWBT into their programs. This endorsement could represent a breakthrough in the application of this methodology by some local and provincial governments in Argentina. Some stakeholders have also pointed out that the EWBT model has the potential to support longer-term changes, though at this stage the evaluators cannot say whether those efforts will come to fruition.</p>	<p>High</p>
	<p><b>5. Coherence and viability of sustainability strategies</b></p> <p>Co-management agreements between NOEMI and local stakeholders have paved the way for the continuation of the project achievements. The main actors involved in the implementation of the EWBT model have shown a high degree of ownership of and commitment to future EWBT action. Opportunities to continue and even scale up the EWBT model exist, but the main implementing partners face time and resource constraints in doing so. COVID-19 has affected the pilot phase and the EWBT may need to be adjusted.</p>	<p>Above-moderate</p>



## 4. PAR FINDINGS

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The PAR project is an innovative initiative that builds on previous efforts led by the government of Argentina to combat and prevent child labor in rural environments. Focusing specifically on the blueberry and yerba mate value chains, PAR collaborates with a wide variety of stakeholders at the national, provincial, and municipal levels to increase awareness about the challenges of child labor in these value chains and build the capacity of local bodies and sectors to tackle this issue. Through a participatory design and implementation process, the project draws on localized knowledge, resources, and networks to promote change. Despite the impact of the COVID-19 pandemic, the project has managed to raise awareness of child labor in the blueberry and yerba mate value chains in Argentina by implementing communication campaigns, providing training materials, and conducting research studies to contribute to evidence-based policy making.

This chapter presents the key findings for each evaluation question category: relevance and validity, coherence, effectiveness, efficiency, perceived impact, and sustainability. Under each category, we present results by evaluation question.

### 4.1 Relevance and Validity

This section presents findings related to two relevance and validity questions.

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

**Child labor is still a problem with low public awareness in rural Argentina, and the instruments to address it are still very limited in their scope.** Despite the progress that the Argentine state has made in terms of policy and regulatory development, including installing information systems and strengthening labor inspection procedures, there is still a lack of tools and methodologies to effectively address the prevention and eradication of child labor, particularly in rural areas. The tools for inspection, law enforcement, monitoring, registration, and care of working children and adolescents in rural areas are at a very early stage of development, and their application represents isolated efforts.

**The project objectives clearly address the issues and gaps identified in the problem analysis.** Specifically, to address this situation and contribute to the improvement of public policies to address child labor, the project focuses on (1) the generation of knowledge on the challenges and opportunities for addressing child labor in the agricultural sector and (2) capacity building of labor and agricultural stakeholders to address the problem. Two projects, both covered under this evaluation, were approved as a result of this FOA: PAR, implemented by DyA, and OFFSIDE, implemented by the ILO. The PAR project addresses two of the eleven products that USDOL identified as most affected by child labor in Argentina in 2019: blueberries and yerba mate.

The project design is based on an accurate analysis of the problems:

- **Bad practices resulted in poverty and poor labor conditions in agriculture.** Common practices among agricultural producers include outsourcing harvesting and shipping, which result in poor working conditions for many rural workers, who receive irregular payments for the work. These irregular payments force many children to leave school to work to support their families.

- **Cultural acceptance of child labor.** Combating child labor in Argentine agriculture is particularly difficult due to its cultural acceptance in rural areas. In Argentina, child labor is often propelled by the idea that working from an early age has an educational purpose, builds character, and helps to strengthen family ties. The Argentine institutions with a presence in rural areas demonstrate little capacity and willingness to correct this way of thinking.
- **Lack of clarity and definition on what adolescents are permitted to do.** Argentine law permits adolescents to work at the age of 16 under certain circumstances. There is a list of hazardous works for adolescents that offers an important, but not sufficient, reference to guide producers, inspectors, and families on the tasks that adolescents can perform in certain productive activities. This lack of clarity makes it difficult for adolescents to work in a formal and protected way which leads them to work in the informal sector.
- **Minimal capacity of local stakeholders, including governments and CSOs, to prevent CL and protect children affected this situation.** There is an absence of plans and methodological tools, limited enforcement mechanisms and poor coordination between stakeholders

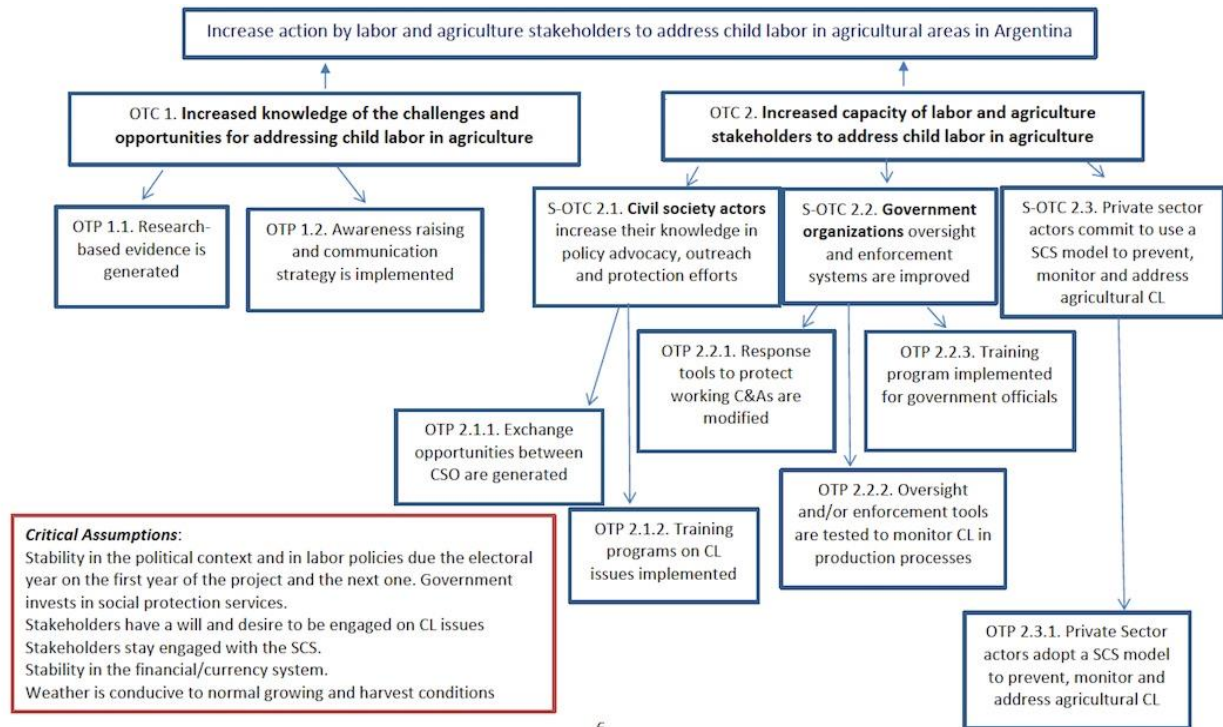
The main goal of the PAR project is "to increase action by labor and agriculture stakeholders to address child labor in agricultural areas in Argentina" by increasing knowledge of the challenges of addressing child labor and building the capacity of local agricultural stakeholders to tackle these challenges. The project document, CMEP, and pre-situational analysis identified the needs of key actors in the struggle against child labor in agriculture, with a focus on the needs of the provincial governments, producers in the blueberry and yerba mate value chains, and CSOs. The project results framework (refer to Exhibit 11) presents a clear, cumulative logic that remains valid today, though the impact of the COVID-19 pandemic requires minor adjustments to timing and/or targets.

PAR's strategy centers around four lines of action.

1. Generate knowledge and information for decision-making: research, communication, and awareness raising
2. Strengthen the capacity of CSOs through the delivery of trainings and the exchange of good practices among grassroots organizations and other stakeholders engaged in education, health, and children's rights initiatives
3. Strengthen the capacity of public authorities and provide them with methods and tools to develop and implement policies to address child labor in the agricultural sector
4. Design and pilot a sector compliance system (SCS) in the blueberry and yerba mate value chains

Stakeholders felt that these actions represent a comprehensive approach to strengthen the capacities of local actors and generate durable solutions.

## Exhibit 11. PAR Results Framework



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

**The project design is adapted to the decentralized national and provincial context.** Argentina is a federal state with a very decentralized structure, and the provincial jurisdictions enjoy sovereignty in the design and delivery of services. This condition, together with the numerous social, cultural, and economic contexts found across the country, have created an asymmetric and fragmented system.

**PAR lends continuity to the existing interventions to address child labor issues in the country.** Since the approval of the Prohibition of Child Labor and Protection (Law 26.390) in 2008 and Title IX of the Agrarian Labor Framework (Law 26.797) in 2011, Argentina has made continuous efforts to prevent child labor and protect adolescent laborers at both the national and sub-national levels. The National Registry of Rural Workers and Employers (RENATRE), working together with the Ministry of Labor, Employment, and Social Security and its National Overseer of Child Labor, the National Institute of Statistics and Censuses, the National Commission for the Eradication of Child Labor (CONAETI), and the provincial Commissions for the Prevention and Eradication of Child Labor (COPRETI), works to identify and prevent child labor. Argentina ratified ILO Convention 182 on the prohibition of the worst forms of child labor and took immediate action to eliminate the worst

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*“These three years with PAR gave us the possibility to get rid of the fear of dealing with [child labor] to consider that it can be a reality and we have to face it through professional designs.”*

– Agriculture producer

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practices. Argentine policies in other spheres, such as education, also address child labor.<sup>17</sup>

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*“The empowerment of the local structures is very important. We are trying to institutionalize child labor programs in our routines, but we need support to develop tools, protocols, train our staff...”*

*–Provincial minister*

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capacities and act more strategically to address child labor. The project’s work with the blueberry and yerba mate value chains enabled the project to develop one of its key products: the SCS. Several stakeholders validated the approach to build the system jointly with producers and other operators in the value chain, such as contractors, work site managers, and schools.

**The project design responds to the needs of stakeholders and target groups.**

Interviewees endorsed and approved the project’s goals, results, and activities, saying that the project responded to their needs. Operators across the value chains, including producers, cooperatives, and service providers, as well as representatives from provincial and local governments, noted that, before the project, many producers did not recognize child labor as a problem, and those who did were not sure how to tackle it. CSO representatives in particular shared that had been working to address child labor but did not have the proper tools to do so. However, they added that

PAR has given them the opportunity to grow their

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*“Designing and working on a prevention system through a social compliance system was very positive, because it allowed us to learn about this issue, from legal issues to social and cultural issues.”*

*– Agriculture producer*

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**PAR conducted a realistic assessment of existing capacities of local institutions and partners.**

The project conducts a regular mapping exercise of national and provincial stakeholders in Tucumán and Misiones, which allows the project to better understand the characteristics and potential of the stakeholders. This exercise identified 56 organizations working against child labor. PAR’s assessment reveals that many of these programs face management problems. PAR has since been working with stakeholders to improve program management and cross-program collaboration.

**The PAR team utilizes a flexible, adaptive, and developmental approach.**

The project’s overarching goal has remained constant throughout implementation, but PAR has regularly adapted the strategy to achieve that goal based on interaction with

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*“With PAR we realized that we cannot work alone. We worked very hard, but we were amateurs. Now we have a more professional approach.”*

*–CSO representative*

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*“For several years we have been working with the subject through inter-institutional table so that we can share experiences ... [with] education, work, social development, health agents. From there, DyA began to plan a protocol for companies to know who to contact in case of a child labor situation.”*

*– Sub-national government stakeholder*

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project stakeholders. This approach has enabled stakeholders to be active in bringing a wide range of inputs into the design process. The project design implements continuous learning and adaptation. From the outset, research has played a pivotal role in revealing the specifics of child labor in each target value chains so that the project can base its actions on this evidence. The research PAR conducted at the beginning of the project, including the pre-

<sup>17</sup> For example, the universal child allowance has shown its effectiveness in preventing child labor. To receive the allowance, children must attend school.

situational study, stakeholder mappings, and the characterizations of the value chains (refer to Section 4.3), was a remarkable effort to generate knowledge to be utilized during implementation. Respondents also highlighted that the actions stemming from the project research are compatible with Argentine law and are productive. Stakeholders also highlighted the projects utilization of a positive and constructive prospective, explaining that the project aimed to generate ideas that are compatible with the law instead of focusing on prohibition.

**Project implementation focuses on using a multi-stakeholder approach.** DyA is the lead implementer, with support from two additional partners: the ABC, a professional association, works with the blueberry sector in Tucumán, Entre Ríos, Buenos Aires, and Corrientes through its regional associations, and Sueño para Misiones, an Argentine CSO, works with the yerba mate sector in Misiones. The project also involves local stakeholders, including producers, municipal offices, provincial secretariats and ministries, provincial coordination units, and COPRETI in roundtables and other coordination structures. This partnership has represented an opportunity to bring together expertise and to incorporate existing local capabilities, such as institutional knowledge and networks, into the project's pool of resources. This approach represents a managerial challenge, as there is a need to harmonize different styles, institutional cultures, and approaches. PAR has managed this complexity well.

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*“With this type of project and organizations such as DyA, we can give shape to the ideas of awareness and work in conjunction with institutions for the prevention of child labor and protection of adolescent labor.”*

*–Sub-national government stakeholder*

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**PAR's approach empowers stakeholders from both local and sector levels,** engaging them in the collective development of solutions to child labor in agriculture. Interviewees highlighted that PAR has not imported pre-designed answers or solutions but has collectively developed solutions jointly with stakeholders. This bottom-up design could eventually help stakeholders to revise policies and programs at a larger scale.

**Local alliances have proven to be an appropriate mechanism to roll out the experience and enhance the profile of child labor in the agendas of the provincial governments.** Both provincial and local institutions demonstrated a high degree of ownership of and commitment to the project's actions. These institutions have paid attention to compliance mechanisms to improve the economic and social status of stakeholders distributed along the value chains.

That an international organization would lead the effort to strengthen public policies is not the norm. However, **this approach has proven successful and represents the potential for collaboration between state and non-state actors in the future.** Typically, the development of public policies is the responsibility of national public bodies, occasionally supported by international agencies such as the United Nations (UN), regional development banks, or other regional structures. Collaboration between public entities and CSOs is usually limited to the provision of services. PAR's method has had to overcome some resistance in the prevailing institutional culture. Despite this resistance, respondents representing provincial governments described the experience as successful and highlighted the value an international NGO that is highly specialized in child labor can bring to the table.

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*“PAR has enabled a fruitful collaboration between public entities and the organized civil society. Bringing on board all the expertise of a specialized international NGO is an asset for the process and a lesson learned for the future.”*

*– Provincial COPRETI representative*

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The evaluation identified some aspects where the project’s relevance could be enhanced.

**Due to the COVID-19 pandemic, the project’s problem diagnosis requires further review.**

The pandemic has worsened existing inequalities and precarious labor conditions; child and adolescent labor is no exception. PAR, in the frame of the Global March Against Child Labor, conducted research and wrote a paper analyzing the effects of COVID-19 on child labor in Argentina. Several stakeholders have stressed, however, that the situation remains very volatile.

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*“For example, we wanted to move forward on the issue of care centers, but we have not been able to do so because of a COVID issue. There are many issues that have been reduced, because of the pandemic.”*

*– Municipal government stakeholder*

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Students have returned to school under different circumstances, but other problems linked to poverty and unemployment are becoming more acute and are in need of being addressed. .

**Stakeholders want to expand their understanding of how to apply adolescent labor protection and how it impacts labor relations.** The project has already identified the issue of protected adolescent labor and has conducted preliminary research.<sup>18</sup> However, stakeholders expressed a desire for more knowledge. Law 26.390

focuses on the protection of adolescent laborers. PAR could search for ways to operationalize this protection and provide guidance to employers and adolescents.

**There is new space for Unions’ involvement in the project’s activities.** PAR has promoted links and sought to collaborate with unions in different ways. The integration of DyA in the PAMPA 2030<sup>19</sup> committee and the collaboration with UATRE in the design of the blueberry SCS are two examples of this. Union representatives have stressed, however, that a key component of their collective strategy to combat child labor is to activate local union structures across the country, and in this sense, PAR could serve as an opportunity create new spaces and support this process.

## 4.2 Coherence

This section presents findings related to two coherence questions: 1) to what extent are the projects compatible with each other and with other related interventions in the country, and 2) to what extent have the projects coordinated with each other and established links with other donor-funded projects or other interventions led by national stakeholders?

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

**The PAR project aligns and collaborates well with other USDOL projects in the country, particularly the OFFSIDE project.** PAR shares similar goals with OFFSIDE, which is also funded by USDOL. As noted in Section 5 of this report, both projects have shown a willingness to explore synergies and avoid overlaps. During implementation, they have worked together on activities, such as holding joint workshops, developing problem diagnoses, and conducting studies including the pre-situational analysis, as well as exchanging products and materials.

**PAR has no overlaps in its selection of geographical areas or sectors with other current projects.** The bulk of activities conducted under the PAR project occur in Misiones and Tucumán,

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<sup>18</sup> *Working adolescents and the protected adolescent labor framework in Argentina*

<sup>19</sup> A platform that monitors the SDGs, whose Committee is integrated by UOCRA, UATRE, CGT, UOLRA, the Union Commission for Eradication of Child Labor and DyA.

while OFFSIDE's activities take place in Mendoza, Santa Fe, and Buenos Aires. PAR has expanded some of its actions to the province of Buenos Aires, but the domain and jurisdiction of each project is clear due to the coordinating role of the provincial COPRETI. The two projects focus on different agricultural products: blueberries and yerba mate for PAR, wine grapes, garlic, tomatoes, and cotton for OFFSIDE. All of these products on the USDOL list of goods produced by child labor. Both projects have worked together to fulfill the objective of the National Plan for the Prevention and Eradication of Child Labor and the Protection of Adolescent Work 2018±2022, particularly Objective 2 (OE2), secure and strengthen the information system for child and adolescent labor, directly the analysis of the situation to support the design and implementation of public policies, and Objective 3 (OE3), strengthen the provincial commissions for the prevention and eradication of child labor in their technical, institutional, and territorial capacities.<sup>20</sup>

**The PAR project aligns with DyA's goal of strengthening and empowering community-based organizations and CSOs on child labor issues.** PAR makes a significant contribution to DyA's strategy in Argentina and Latin America, which strives for the active participation of CSOs in the identification, design, and implementation of initiatives that improve the lives of families, especially children, adolescents, and young adults.

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

**PAR has coordinated well with international entities to encourage cross-organization dialogue on child labor.** USDOL is the most prominent donor in the child labor field, so linkages and coordination with actions funded by other donors are limited. Coordination with non-USDOL projects is channeled through the appropriate ministries of the Argentine government. PAR maintained fluid communication with the US Embassy, which has provided support to the project by providing contacts and attending events. The embassy has invited PAR representatives to participate in roundtables and discussions of labor-related topics, such as women in the labor movement. PAR has also played an instrumental role in facilitating communication and dialogue between representatives of the ABC and the embassy's labor affairs department. Blueberry producers presented the compliance system they developed under PAR to the labor affairs department<sup>2</sup> a strong example of dialogue on options to overcome the problem of child labor in a value chain.

### 4.3 Efficiency

This section presents findings related to two efficiency questions.

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

**An analysis of the initial workplan reveals strong implementation performance.** PAR itself identified 21 activities as virtually complete. Some have exceeded original targets, three have been replaced by other activities, one is not yet complete, and four are set to be launched in 2021. These accomplishments reflect the project's ability to implement activities efficiently. Stakeholder engagement and commitment have enabled the project to implement activities at a faster pace than expected, allowing it to complete more activities than originally planned.

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<sup>20</sup> [http://www.trabajo.gob.ar/downloads/trabajoinfantilno/trabajoinf\\_PlanNacional.pdf](http://www.trabajo.gob.ar/downloads/trabajoinfantilno/trabajoinf_PlanNacional.pdf)

The project has already **exceeded its targets in six of the nine outputs planned in the results framework**. PAR has exceeded its targets in the number of awareness campaigns implemented, CSO members participating in exchange activities or being trained, response tools adapted, government officials trained, and stakeholders participating in workshops. For the output regarding the number of oversight and/or enforcement tools modified to monitor child labor in agriculture, PAR has met its target. For the number of research studies completed and the number of private sector actors that pilot the SCS, the project is slightly below the targets, but it has time to achieve those targets by the end of the implementation period. Evaluators could not determine whether the SCS is likely to be applied in the yerba mate value chain, because the number of cooperatives operating in this value chain makes implementation difficult. The 14 CSOs involved in exchange activities in conjunction with the National University of Misiones and through the UN's PAMPA 2030 platform<sup>21</sup> exceeds the target of 10. PAR has also begun to work toward the creation of a diploma program on child labor in conjunction with the National University of Mar del Plata, Buenos Aires COPRETI, Ministry of Labor, Ministry of Education of Misiones, National University of Misiones, and Planning Secretariat of Tucumán.

**Most interviewees expressed satisfaction with the project monitoring system, though they said it does require significant effort to collect and process all the data.** PAR's monitoring team recognizes that some partners initially expressed resistance to applying the data collection tools; however, once the system was established, the partners acknowledged that it provides good lessons on how to monitor actions.

**The PAR team is pleased with the CMEP design process and with its very positive interaction with USDOL.** The CMEP has clearly defined the numeric indicators and the data collection methods and tools. The project monitoring system is detailed and comprehensive. In addition, the documentation process, including the monitoring system, is highly digitized, a fact that facilitates the dissemination of information to both internal and external stakeholders.

The project had **executed 47 percent of its budget as of March 2021, compared to 63 percent of implementation time elapsed**. This lower-than-anticipated spending can be attributed to the current economic crisis in Argentina. The devaluation of Argentina's currency results in an effective increase in the budget, because services, salaries, and inputs are paid in local currency. At the regional and global level, the impact of the pandemic paralyzed some project activities, such as trips or face-to-face meetings, which resulted in reduced spending in these areas.

**DyA applies procedures that ensure transparent and efficient financial management.** The project has put mechanisms in place to monitor inputs, including a procurement policy that requires at least three quotations. DyA carries out a very thorough review of its expenses, including monthly checks to ensure their eligibility. DyA finance and accounting procedures are subject to an annual audit.

There is no hierarchy of committees with designated responsibilities for implementation. **The lack of hierarchy has been successful in facilitating efficient implementation.** DyA applied a participatory approach to involve the two main project partners (ABC and Sueño para Misiones), target groups, and other stakeholders. This approach has been instrumental in facilitating the flow of communication and generating an atmosphere of mutual trust.

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<sup>21</sup> A multi-stakeholder articulation space that seeks to promote knowledge about the UN's 2030 agenda and influence the design of public policies and regulatory frameworks in line with UN Sustainable Development Goals.



#### 4.3.2 What effects has the COVID-19 pandemic had on project implementation and how successful were the projects in adapting to this situation?

The project **appropriately adapted to the conditions imposed by COVID-19** by developing implementation alternatives, including making project activities virtual, and by incorporating actions to attend to emerging needs, such as the risk of some children dropping out of school. The lockdown measures hit the most vulnerable families the hardest, as children and adolescents who live in low-income families or in isolated areas have limited access to technology. Stakeholders shared that some families incorporated children into their work because the children could not virtually connect to school. By creating digital access stations where students could access lessons online and receive support from a tutor, the project continued to make progress in preventing child labor throughout the pandemic. Producers from ABC, municipalities, and PAR all collaborated to set up these digital points.<sup>22</sup>

### 4.4 Effectiveness

This section presents findings related to two effectiveness questions.

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

As of April 2021, **the project had achieved or surpassed 11 (61 percent) of its 18 indicator targets**. Three indicators do not have values yet, as they are measured only at baseline and endline.

##### 4.4.1.1 Outcome 1: Increased knowledge of the challenges and opportunities for addressing child labor in agriculture

Exhibit 12 details the project's progress toward Outcome 1.

**Exhibit 12. PAR Progress Toward Outcome 1 End-of-Project Targets**

Outcome (OTC) and Output (OTP) Indicator	End-of-Project Target	Actual	Progress (%)
<b>OTP1a</b> # of informational products on child labor in agricultural areas disseminated	6	14	233%
<b>OTC1b</b> % of people with increased knowledge on child labor in agricultural areas*	51%	NA	NA
<b>OTP 1.1.1</b> # of research studies on child labor in agriculture generated	6	5	83%
<b>OTP1.1.2a</b> # of awareness-raising campaigns on child labor in agriculture issues implemented	5	12	240%

\* Measured at baseline and endline

The project has made significant **progress in disseminating information products in an effort to increase knowledge and awareness of child labor issues in the agricultural sector**. The project has disseminated more than double the number of products originally envisioned, producing 14 products as opposed to the six that were targeted. PAR has used a variety of dissemination channels, including social network platforms, online newsletters, print magazines, webinars, infographics, and advertising in transportation venues, schools, and office buildings.

<sup>22</sup> ABC provided equipment, municipalities the infrastructure, and PAR the staff (tutors and animators).

*“Child labor has been something natural and widely accepted in our communities. We knew that it was there, but we never thought that we had to do something to eliminate it.”*

*– Local community stakeholder*

**Respondents highly valued the public awareness campaigns that PAR developed to collaborate with key stakeholders.** The campaigns, which focused on the problems in the blueberry and yerba mate value chains, sought to bring visibility to PAR’s work and to garner public support to address child labor. Stakeholders targeted by these campaigns included companies, growers, cooperatives, CSOs, schools, the media, and the general public. Interviewees from both producers and local governments added that these

campaigns increased public awareness of child labor.

**PAR conducted several research efforts to generate evidence to be used in the information materials and public awareness campaigns.** The studies also informed the development of strategies to increase awareness and knowledge of child labor issues.

1. *Actor mapping study:* PAR carried out a mapping exercise of 56 actors in the child labor space at the provincial and local levels in Misiones and Tucumán. This study enabled the project to more easily establish links and relationships with these stakeholders.
2. *Characterization studies of the blueberry and yerba mate value chains:* These studies allowed the project to better understand the presence and patterns of child labor in these two value chains and the avenues producers use to navigate the production cycle.
3. *KAP study:* Focusing on each of the value chains, PAR collected information from 66 national and provincial actors (government, unions, producers, CSOs, and international organizations) to identify their views and opinions on child labor.
4. *Gender focus study:* The study focuses on gender issues in child labor in rural areas in order to plan how to prevent exploitation based on gender.
5. *Protected adolescent labor study:* The project worked with RENATRE and the Argentine Union of Rural Workers and Shipment (UATRE) to identify activities to protect adolescent workers.

Evidence from the evaluation suggests that these studies have influenced stakeholders’ knowledge. The actors in the blueberry value chain used the information from its characterization study to raise awareness among producers. This action paved the way for the design of the blueberry SCS. Representatives from RENATRE and UATRE shared positive opinions on their work with PAR’s adolescent labor study. However, the evaluation uncovered no evidence that the gender focus study, which was completed at the end of 2020, has informed the development of any specific strategy at this stage of the project.

#### 4.4.1.2 *Outcome 2: Increased capacity of labor and agriculture stakeholders to address child labor in agriculture*

The project is making progress toward meeting the objectives of Outcome 2, as shown in Exhibit 13.

**Exhibit 13. PAR Progress Toward Outcome 2 End-of-Project Targets**

<b>Outcome (OTC) and Output (OTP) Indicator</b>	<b>End-of-Project Target</b>	<b>Actual</b>	<b>Progress (%)</b>
<b>OTC2a</b> # of stakeholders adopting good practices related to child labor in agriculture	5	50	1000%

<b>OTC2b</b> % of stakeholders adopting good practices related to child labor in agriculture*	25%	NA	NA
<b>S-OTC2.1a</b> # of CSOs with child labor topics included in their agendas	3	4	133%
<b>S-OTC2.1b</b> % of CSOs with child labor topics included in their agendas*	50%	NA	NA
<b>OPT2.1.1</b> # of members of CSOs that participate in exchange activities	10	14	140%
<b>OPT 2.1.2</b> # of members of CSOs trained on child labor issues	8	10	125%
<b>S-OTC 2.2</b> # of agreements signed between the project and government organizations	6	10	170%
<b>OTP2.2.1</b> # of response tools modified	1	3	300%
<b>OTP 2.2.2</b> # of oversight and/or enforcement tools modified to monitor child labor in agriculture	2	2	100%
<b>OTP2.2.3</b> # of government officials trained	10	145	1450%
OTC 2.3 # of private sector actors that have adopted a SCS model	2	0	0%
<b>OTP2.3.1</b> # of private sector actors that pilot the SCS	6	4	67%
OTP 2.3.2 # of stakeholders that participate in workshops organized by the project	12	97	808%

\* Measured at baseline and endline

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

**PAR's extensive training and technical assistance have improved the capacities of most stakeholders.** The project trained 834 people, including production managers, technicians, CSO workers, COPRETI members, and other officials from provincial and local governments on a variety of labor-related topics.

The project has been **successful in adapting tools to protect adolescent workers and to better identify and help child laborers.** PAR signed several agreements with governmental stakeholders in line with the networking and partnering effort described in the previous section. PAR also created two new tools to monitor child labor, which stakeholders praised. The project's municipal plan to combat child labor was a pivotal suite of tools and approaches. The plan has been modeled and tested in the municipality of Jardín América in the Misiones province; stakeholders said that this process has been successful.

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*"The municipal plan is realistic, workable and in accordance with our capacities."*

*—Local stakeholder*

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The provincial labor ministry, the COPRETI, and the ombudsman for guardianship of children in Misiones have shown interest in replicating this model in other municipalities. The provincial government is showing an unequivocal commitment to developing policies against child labor under its zero tolerance pledge. It has enacted a decree to set a specific childhood area within the structure of services in all 77 municipalities in the province.

Similarly, the Misiones provincial government intends to create a municipal COPRETI in each municipality and link it to the provincial COPRETI; so far, 20 municipal COPRETIs are in place. Other services, such as provincial education services, are also participating actively in the

process, with staff specifically designated for this purpose. All these accomplishments show that the PAR project has linked its support and key contributions with ongoing provincial processes in Misiones.

The main private sector achievement so far is the development of a SCS for the blueberry value chain. The target of setting a SCS in both the blueberry and yerba mate value chains has not been fully accomplished. In coordination with ABC and other stakeholders in the blueberry value chain, the project has piloted the SCS model in three companies in Entre Ríos and Tucumán; the model is ready to be expanded to the approximately 100 producer members of the ABC. At this point, steps are being taken before the Argentine Institute for Standardization and Certification to explore options for certifying the SCS process (not outcomes). Certification would raise the profile of the SCS and increase the possibility of expanding it to other value chains. In the yerba mate value chain, the SCS has not been piloted yet. The evaluation team identified a problem in the engagement of private yerba mate producers. In this value chain, small producers prevail, so that the structures are different from those of the blueberry value chain. PAR acknowledged this limitation and worked closely with government stakeholders to reach its goal.

PAR provided four CSOs with technical assistance and communications support. The most extensive collaboration was with Sueño para Misiones, which acted simultaneously as a partner and a target beneficiary. The organization was active in the struggle against child labor before the PAR project began, but, as its own representative recognized, Sueño was ‘<sup>3</sup>acting without a clear strategy and applying very rudimentary tools.’ PAR supported Sueño to develop and operationalize a comprehensive strategy that includes sensitization of the media and local authorities on child labor issues. Sueño in turn supported the PAR project in its mobilization and communication efforts in Misiones.

PAR has also provided training on child labor issues to other local organizations such as Asociación Conciencia, Fundación Argentelemon, and Fundación Trapani.

## 4.5 Impact

This section presents findings related to one impact question.

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

At midterm, it is still early to assess the ultimate impact of the project, however, it appears that the project has the potential to contribute to the fulfillment of the projects overall objective to increase the number and quality of actions carried out by labor and agricultural stakeholders to address child labor in agriculture. The following section highlights some of the signs identified by the evaluation team pointing to that achievement.

The PAR project **demonstrates strong potential in its ability to delegitimize child labor and make the problem visible in rural culture, not only at the institutional level, but also at the household level.** At the institutional level, in both provinces, the dynamics of child labor prevention demonstrate strong potential for continued expansion. The provincial institutions could become complacent about child labor, but it is too soon at the midterm of the project to conclude that they will do so. PAR is also making a strong effort to spread a propositional rather than a prohibitive message about child labor, communicating what *is* allowed rather than emphasizing what is not. This approach has yielded good results so far among families and communities.

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*“We give more value to the education of our children now. We don’t want them to miss opportunities because of the work that adults should do.”*

*– Mother of a participant*

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**The municipal model developed and applied in Jardín América has the potential to become a catalyst for processes in other municipalities.** In municipalities within Misiones, the child labor agenda is well consolidated. The commitment of the provincial government to create municipal COPRETI in the 77 municipalities represents the potential to further expand the model. At the national level, given the economic crisis, the COVID-19 pandemic, and existing provincial

capacities, expansion does not seem feasible at present, but the model of Jardín América could become a strong example if endorsed by national authorities.

**The SCS in the blueberry value chain has the potential to generate self-regulatory and compliance systems linked to Argentina’s regulatory framework.** To date, the success of the SCS has proven that a commitment from producers along with the provision of technical assistance can contribute to the development of compliance systems in the country for other value chains.

## 4.6 Sustainability

This section presents findings related to two sustainability questions.

### 4.6.1 What is the likelihood that the benefits of the projects’ activities will continue, absent ILAB or other external resources?

As in the assessment of impact, midterm is too early to evaluate the sustainability of project activities and initiatives. However, **the project is implementing promising practices and approaches that could lead to sustainable change.** Specifically, the PAR project has capitalized on its linkages to benefit from the ownership that the project has developed and has positively utilized the capacities it has developed in project stakeholders to sustain the activities after the PAR project ends.

**PAR has developed linkages among organizations that will promote sustainability of project activities.** The links established among workers, employers, CSOs, and the government facilitate consideration of the specific needs of each agricultural value chain. This multi-stakeholder approach and focus on the local grassroots level promoted collaboration among stakeholders that should last after implementation concludes. PAR’s territorial work and linkages with provincial institutions are a central element for sustainability. The synergy created in the Misiones COPRETI, which includes the set-up of a local COPRETI in all 77 Misiones municipalities, is a strong example of such linkage.

**PAR’s investment in skill development and awareness raising has the potential to sustain project activities following its conclusion.** Its bottom-up approach, flexibility to incorporate lessons learned, and general adaptive design are all good practices for sustainability.

**PAR’s use of existing resources and capacities enhances the ability of the partners and target groups to sustain project accomplishments.** The project’s child labor case protocol, SCS, and municipal plans can be replicated by its partner groups as part of their regular policies and programming.

**Strong ownership on the part of stakeholders will promote long-run sustainability.** The commitment of ABC employer members has enabled completion of the pilot SCS. There are clear

signs that ABC intends to expand the model to the whole blueberry value chain. The motivation of the parties to communicate, debate, and strive to find common ground is an asset for the sustainability of the project.

**4.6.2 Are there any factors that limit or facilitate sustainability of the projects’ outputs or outcomes?**

**External factors, including the COVID-19 pandemic and the economic crisis, could force the national and sub-national governments to readjust their political and budgetary priorities** in ways that challenge sustainability. Political volatility and changes in government at the national, provincial, and local levels could also affect sustainability if future cabinets don’t show the same level of commitment to addressing child labor.

The project will likely **face challenges in replacing its mobilization effort**. The motivation of the stakeholders may be due to the active influence PAR has over its processes. Evaluators identified a need to find ways to continue the coordination dynamics after the project ends. PAR has brought a great deal of expertise and technical resources into its processes, and its role cannot be understated. Some other initiatives, such as the digital access stations for students in disadvantaged communities, also rely on PAR’s resources. Stakeholders will need to find alternative funding to continue these services.

**Scaling up of SCS will be challenging.** Adoption of the SCS in the blueberry value chain demonstrates the potential effectiveness of the system. However, in order for to scale up even as far as the other pilot value chain, yerba mate, the SCS needs to adapt to different production structures. If a governmental institution or certifying authority were to endorse the SCS, its expansion would be much more likely. Expanding the SCS does not necessarily mean continuing the blueberry value chain version. Rather, this SCS can become a building block in development of a compliance mechanism at the national level, with lessons for future child labor compliance efforts.

**4.7 Overall Assessment of Project’s Level of Achievement**

The evaluation team established five criteria to assess the level of achievement and sustainability for each major project outcome. The criteria are as follows:

- 6. Adaptation strategies to address COVID-19
- 7. Participation of key stakeholders in implementation
- 8. Achievement of indicators
- 9. Stakeholder perception of results achieved
- 10. Coherence and viability of sustainability strategies.

Each criterion was rated on a four-point scale: low, moderate, above-moderate, and high and the scores were averaged to obtain an overall project rating. Based on the five criteria established the **overall level of achievement for PAR is high**. Refer to Exhibit 14 for details on the assessment of project achievement by each of the five criteria.

**Exhibit 14. PAR Overall Assessment of Project Achievement by Criteria**

Outcomes	Assessment Based on Criteria	Score for Each Criteria
	<b>1. Adaptation of strategies to address COVID</b>	High

<p><b>Outcome 1:</b> Increased common understanding of the challenges and opportunities for addressing child labor in agriculture.</p> <p><b>Outcome 2:</b> Increased capacity of labor and agriculture stakeholders to address child labor in agriculture</p>	<p>The project developed implementation alternatives to adapt to the COVID-19 situation. For example, the project shifted its support to low-income families and those living in isolated areas with limited access to technology to feasible virtual modalities. The project created digital access stations where students could access lessons online and receive support from a tutor.</p>	
	<p><b>2. Participation of key stakeholders</b></p> <p>PAR utilized a multi-stakeholder approach with DyA as the lead implementer with support from ABC and Sueño para Misiones. The project also involved local stakeholders, including producers, municipal offices, provincial secretariats and ministries, provincial coordination units, and COPRETI in roundtables and other coordination structures. This approach represented a managerial challenge, but PAR has managed this complexity satisfactorily incorporating the knowledge and expertise of a wide range of stakeholders.</p>	High
	<p><b>3. Achievement of indicators</b></p> <p>PAR has strong performance in its delivery of outputs and fulfilment of outcomes as reflected by instruments of the Project Monitoring Plan. As of April 2021, the project had achieved or surpassed 11 of its 18 indicator target values. Three more indicators will be only measured at the end of the implementation period. Significant progress has been made in relation to the generation of knowledge, awareness raising, set-up of local structures and design of tools and instruments to combat CL at grassroot level. (Refer to details in Exhibits 12 and 13).</p>	High
	<p><b>4. Stakeholders' perception of results achieved</b></p> <p>Stakeholders conveyed very positive views about the potential of the SCS developed in the blueberry value chain to generate self-regulatory and compliance systems linked to Argentina's regulatory framework. Equally, it is believed that the municipal model developed and applied in Jardín América has the potential to become a catalyst for processes in other municipalities.</p>	High

	<p><b>5. Coherence and viability of sustainability strategies</b></p> <p>The project has built upon existing capabilities and capitalized on the linkages developed with national and local stakeholders. Participatory approaches have also served to engage them in the dynamics and enhance their ownership. The emphasis put on the development of models, tools and instruments has also been an important asset regarding sustainability.</p> <p>Political volatility and changes in government at the national, provincial, and local levels could affect the continuation of some of the dynamics. In order to scale up the SCS and Municipal models developed, one of the key challenges will be replacing the mobilization effort displayed by PAR. PAR has brought a great deal of expertise and technical resources into its processes, and its importance cannot be ignored.</p>	<p>Above-moderate</p>
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## 5. OFFSIDE FINDINGS

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Through its reinforcement of provincial work in line with Argentina's decentralized government structure and through its focus on the specific value chains of wine, tomato, garlic, and cotton production, the OFFSIDE project represents a step forward in the fight against child labor in Argentina. The project collaborates with key agricultural institutions including the National Agricultural Technology Institute (INTA), the National Food Safety and Quality Service (SENASA), RENATRE, and the Secretary of Family Agriculture to amplify and expand the project's reach and message to a broad population. Despite delays caused by the COVID-19 pandemic, the project has made significant progress in conducting trainings, influencing institutional agendas, and establishing strategic alliances with public and private actors to support child labor prevention efforts.

This chapter presents the key findings for each evaluation question category: relevance and validity, coherence, effectiveness, efficiency, impact, and sustainability. Under each category, the evaluation questions guide the presentation of results.

### 5.1 Relevance and Validity

This section presents findings related to two relevance and validity questions.

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

The project **correctly identified the key problems and needs facing the agricultural sector in Argentina**. Specifically, the project identified the need to reinforce provincial and sectoral work as part of national child labor prevention efforts. Over the past 20 years, Argentina has made substantial progress in the fight against child labor. Most notably, the government has developed a regulatory framework and national plans for addressing child labor, promoted institutional development to increase awareness and understanding of child labor issues, and developed information systems to monitor child labor. However, the impact of many of these advances has not trickled down to the provinces or reached the production sectors with the highest rates of informal labor, such as agriculture. Agriculture in Argentina is mostly export-oriented and consequently is highly industrialized and mechanized. However, family farmers<sup>23</sup> still participate in sections of the value chain and carry out their own agricultural activities. These areas are where many of the child labor issues have been reported.

Stakeholders agree that the problem analysis and **the strategy of focusing on reinforcing provincial and sector work is appropriate and represents a step forward in the national process of combating child labor**. Specifically, stakeholders commented that this approach helps to operationalize the mechanisms for addressing child labor issues within specific sectors and provinces. As Argentina is a federal state that is highly decentralized, stakeholders commented that effective implementation of plans and policies depends on work at the grassroots level. For many respondents, this grassroots work is the main added value of the project.

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<sup>23</sup> According to data provided orally by the Directorate of Registration and Formalization of the Undersecretary of Family, Peasant, and Indigenous Agriculture, there are approximately 180,000 families registered as agricultural small producers, but the real number could exceed 250,000 families.

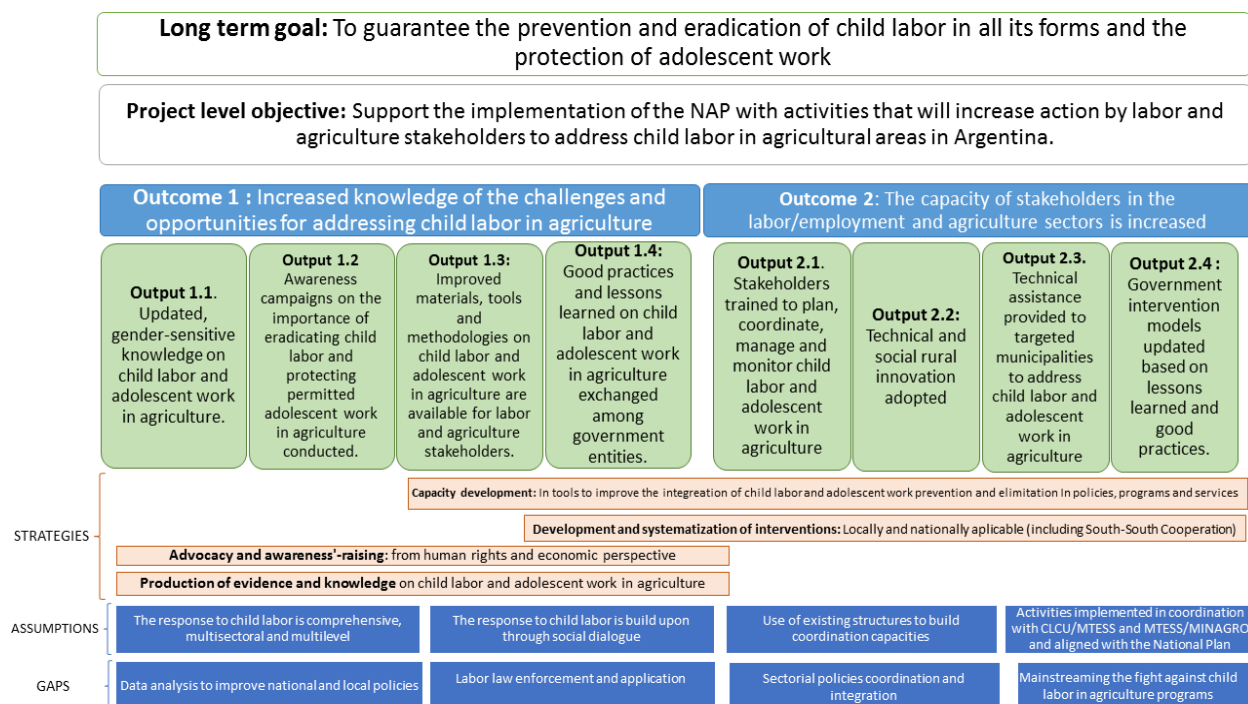
*“OFFSIDE’s main added value is working in the provinces and strengthening sectoral institutions.”*

*– Union leader*

Respondents saw a **clear correspondence between the objectives of the project and the problems** presented in the project document and further developed in the CMEP. The project’s theory of change, documented through the results framework, outlines how the project intends to address the key challenges facing child labor policy issues at the provincial and sectoral levels. The project accomplishes this goal by focusing on the

generation of knowledge (Outcome 1) and the strengthening of institutional capacities (Outcome 2). Exhibit 15 presents the OFFSIDE results framework.

### Exhibit 15. OFFSIDE Results Framework



Over the last 20 years, several **studies have provided data on specific child labor issues; however, this knowledge and information has not been widely used or put into practice.** Moreover, there are still significant gaps in information, particularly around the characteristics of child labor in rural areas. According to the testimonies of stakeholders from institutions with a specific mandate in this area, significant deficits in quantitative and qualitative data hinder diagnosis and understanding of the incidence of child labor in Argentine agriculture.<sup>24</sup> Therefore, there is still a need for data and qualitative information to facilitate policy development and planning.

<sup>24</sup> In recent years, progress has been made, taking as an example the rural module of the Survey of Activities of Girls, Boys, and Adolescents.

Similarly, **capacity building of provincial institutions is essential for addressing issues of child labor in the agricultural sector.** Although child labor is forbidden by Argentine law, many institutions, particularly those working at the grassroots level, do not have the knowledge or tools to deal with child labor issues. Stakeholders from these institutions acknowledged that work still needs to be done at the institutional level to raise awareness of child labor issues and shift paradigms to address these issues, because many elements and practices in the institutional routines see child labor as something natural. Child labor is culturally ingrained in the minds not only of rural families

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*“It is important to know more about the presence and characteristics of child labor in the agricultural sector [so we can] base our work in facts and not in rumors.”*

– Civil servant

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but also of local authorities. This mindset needs to be addressed in order to fully tackle the issues of child labor.

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

The evaluation found that the project strategies and approaches are relevant to the context and the needs of the local stakeholders, as outlined below.

The project’s approach to **collaborating with national and sub-national stakeholders, leveraging their extensive networks throughout the country, is appropriate to push forward the stakeholders’ priorities while expanding the project’s reach and influence.** At the national level, the project established collaborative relationships with agricultural sector institutions including INTA, SENASA, RENATRE, and the Undersecretary of Family, Peasant, and Indigenous Agriculture. These institutions have a network structure with a strong presence across the nation that enables them to channel messages and actions to reach many different parts of the country. Specifically, these institutions have the potential to develop materials and carry out training to reach approximately 400 agricultural extension offices throughout the country. Some of these institutions, despite having a mandate to provide assistance on production issues, have expressed their willingness to include labor relations and the fulfilment of rights in their agenda. Respondents from these institutions said that they consider OFFSIDE to present a unique opportunity to move forward with this agenda. At the national level, the project also involves CONAETI and the Child and Adolescent Labor Observatory (OTIA), both key institutions that engage in planning and programming to combat child labor. In the case of OTIA, the project has established a key strategic relationship for the design of research studies needed to inform

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*“Our institution was exploring options to expand its agenda into social protection and labor issues, and OFFSIDE came at the right time to support this effort.”*

– Civil servant

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evidence-based policy making. At the sub-national level, the project has established links with organizations including the central markets of Buenos Aires, the Ministry of Agrarian Development of the province of Buenos Aires, and the COPRETI, all of which have the potential to reach a large population.<sup>25</sup>

**The selection of the target production value chains aligns with USDOL priorities and the key value chains of concern in the Argentine agricultural sector.** The

selection follows the guidance in the FOA to work with the products in USDOL’s list of goods

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<sup>25</sup> According to a KII, the province of Buenos Aires has 49 central markets.

produced by child labor.<sup>26</sup> OFFSIDE has developed strategies for its work with the garlic, tomato, cotton, and wine value chains in alignment with the FOA.

The project's **selection of target provinces is appropriate, as facilitates linkage of work in the target value chains with provincial processes.** Several of OFFSIDE's lines of action have a national scope, but others focus on the three provinces of Santa Fe, Mendoza, and Buenos Aires. The selection of provinces was guided to some extent by the presence of the project's target value chains. Specifically, the project is focusing in Santa Fe on cotton, in Mendoza on wine, garlic, and tomatoes, and in Buenos Aires on horticultural products.

The project takes a **flexible, adaptive approach to project design and implementation to keep activities relevant and to incorporate lessons learned.** A key element of this developmental approach is the generation of knowledge through research studies that inform project strategies and design. The project is making a remarkable effort to apply the knowledge generated through the studies into its programming, despite some delays due to COVID-19. This flexibility has also made it possible to incorporate lines of work that were not initially planned but were deemed relevant to the implementation process. These lines of work include access to water and basic services as determinants of child labor and access to technologies, which OFFSIDE has incorporated into its work plan at the instigation of INTA. OFFSIDE has also incorporated some activities to support INTA in the application of ILO Convention 169, the Indigenous and Tribal Peoples Convention. Evaluators' review of the table of activities revealed the addition of 10 new activities to the 40 initially scheduled activities; some of them clearly focus on the COVID-19 pandemic.

The project's **multi-stakeholder approach**, despite requiring a large investment of time and effort on the part of the OFFSIDE team, **contributes to project relevance, as it incorporates the knowledge and experiences of a wide range of actors.** The project has engaged stakeholders at the national and provincial levels, including government representatives and private sector stakeholders. Several KII respondents pointed out that this approach serves to optimize existing networks and link them to a common goal. Exhibit 16 lists the stakeholders involved in the project

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<sup>26</sup> In Argentina, these products are blueberries, bricks, cotton, garlic, olives, strawberries, tobacco, tomatoes, wine, and yerba mate.

### Exhibit 16. OFFSIDE Project Stakeholders

National Stakeholders	Provincial Stakeholders
<ul style="list-style-type: none"> <li>• Ministry of Agriculture, Livestock, and Fisheries</li> <li>• The Child Labor and Adolescent Work Policy Coordination Unit under the Ministry of Labor, Employment, and Social Security</li> <li>• INTA</li> <li>• OTIA</li> <li>• SENASA</li> </ul>	<ul style="list-style-type: none"> <li>• Ministry of Agricultural Development of Buenos Aires</li> <li>• Buenos Aires Central Market</li> <li>• COPRETI Santa Fe under the Provincial Directorate of Decent Employment</li> <li>• COPRETI Buenos Aires under the Provincial Ministry of Labor</li> <li>• COPRETI of Mendoza under the Undersecretary of Labor Employment</li> </ul>
Trade Union	Employers
<ul style="list-style-type: none"> <li>• Argentine Union of Rural Workers and Shipment (UATRE)</li> <li>• General Confederation of Labour (CGT)</li> <li>• Argentina Central Workers Union (Autonoma CTA-A)</li> <li>• Argentina Central Workers Union (Trabajadores CTA-T)</li> </ul>	<ul style="list-style-type: none"> <li>• Bodegas Argentinas</li> <li>• Argentine Industrial Union</li> </ul>
Mixed Actors (both workers and employers)	
<ul style="list-style-type: none"> <li>• RENATRE</li> </ul>	

**ILO's role as the lead implementer facilitated collaboration and buy-in from government stakeholders.** Several representatives from government institutions, mainly at the national level, indicated that, in light of the limited culture of interaction between Argentine civil servants and CSOs, the presence of ILO has helped to facilitate the project agenda. ILO's tripartite configuration, which includes government, employer, and worker representatives, together with its good reputation and credibility in the country, has encouraged many actors to collaborate with the project and with the organizations involved in implementation. ILO has a long record of collaborating with Argentine institutions, and it has the status of serving as a recognized technical advisor to the Argentine government. This framework gives the OFFSIDE project legitimacy among actors linked to the problem of child labor in agriculture.

The evaluation also identified several possible adjustments the project could make to increase its relevance, outlined below.

Although the selection of these provinces was appropriate, the first two years of project implementation revealed **challenges faced by the institutions implementing OFFSIDE's work plan in Santa Fe and Mendoza.** A planning workshop was organized in each of these two provinces in February 2019, but despite this initial step and particularly in Mendoza, the provincial COPRETI's have struggled to link and engage with the project. In Buenos Aires province, however, both the provincial government and the COPRETI have shown a high degree of interest and capacity to follow and support the initiatives of both the OFFSIDE and PAR projects.

The project may need to **reconsider priorities and further adapt activities based on the impact of the COVID-19 pandemic**. The project has

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*“The pandemic will force us to reassess our priorities, since school desertion has increased dramatically among families with low connectivity.”*

– Civil servant

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made a significant effort to adapt and adjust to the situation generated by the pandemic by including 10 new activities. The full impact of COVID-19 on the project remains unknown, but the effects may require a review of the diagnosis that informed the project's priorities. Some interviewees pointed out that the project may need to put more emphasis on strategies that support children's return to school and on the restoration of links among families, schools, and related services. Similarly, the end

of the pandemic is still very uncertain. The country may enter a hybrid phase in which it maintains certain restrictions while also opening up in some areas. This uncertainty, together with the fact that implementers in some provinces are encountering challenges to keep pace with the work, could make it necessary to further adapt activities to meet the capacity of stakeholder institutions. Additionally, evaluators discerned that the pandemic forced provincial governments to review their priorities and redirect much of their time and resources to other, more urgent needs. This finding could justify a review of the OFFSIDE action plans in the provinces to adapt them to current circumstances and the capacities of local institutions at the present time.

The project may consider **placing greater emphasis on identifying challenges and opportunities in the protection of adolescent workers to enhance the relevance of the project**. A wide range of respondents expressed confusion about the conditions required to carry out protected adolescent work. Due to this confusion, employers are recruiting fewer adolescents, and many young people end up working in unprotected conditions. The project could consider addressing this gap by identifying common misconceptions about protected adolescent work and raising awareness of what kinds of work are legally available to young people.

## 5.2 Coherence

This section presents findings related to two coherence questions.

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

The OFFSIDE project is not an isolated effort, but rather **is part of integrated effort with other USDOL funded projects in Argentina**. As mentioned in Section 4, the OFFSIDE and PAR projects are funded through the same FOA and share the same hierarchy of objectives and outcomes. Both projects harmoniously integrate concepts, implementation strategies, and collaboration mechanisms. The two projects leveraged this complementarity to conduct joint activities, distribute tasks for the implementation of project deliverables including the pre-situational analysis, and share relevant materials and information; for example, they shared supplies to carry out a revision of the list of dangerous activities. In the context of the pandemic, staff from the two projects met with each other and with representatives from other ILAB-funded projects to share views and analysis of the situation. In general, evaluators saw clear signs of cooperation between the two projects and willingness on the part of their teams to achieve complementarities and synergies under the critical circumstances. Exhibit 17 provides an overview of the complementarity of the two projects. Together, PAR and OFFSIDE cover six of the 10 products in USDOL's list of goods produced by child labor.

### Exhibit 17. PAR and OFFSIDE Complementarities

	OFFSIDE	PAR
Geographic coverage	Santa Fe, Mendoza, and Buenos Aires	Tucumán, Misiones, and Buenos Aires
Technical scope	<ul style="list-style-type: none"> <li>• Building capacity</li> <li>• Influencing policy agendas for agricultural institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Generating local models for WBT</li> <li>• Developing the SCS</li> </ul>
Value chain focus	Wine, tomatoes, garlic, and cotton	Blueberries and yerba mate

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

In addition to supporting USDOL’s priorities, **the project also contributes to the fulfilment of UN and ILO strategic objectives.** At a global and strategic level, the OFFSIDE project’s goal aligns with Target 8.7 of the UN Sustainable Development Goals, <sup>3</sup>Take immediate and effective measure to eradicate forced labor, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labor, including recruitment and use of child soldiers, and by 2025 end child labor in all its forms. At an agency level, the project contributes to ILO’s Programme Outcome 7, <sup>3</sup>Adequate and effective protection at work for all, and Output 7.1, <sup>3</sup>Increased capacity of the member States to ensure respect for, promote and realize fundamental principles and rights at work. At a programmatic level, OFFSIDE established synergies with the USDOL MAP-16 project and implemented complementary activities. The OFFSIDE project does not represent the first action in the fight in Argentina against child labor in agricultural production chains,<sup>27</sup> but it is the first initiative that takes a comprehensive approach to both preventing child labor and promoting decent work across the agricultural sector. In this sense, OFFSIDE represents a step forward in ILO’s work in the country, building on what has been done in the past. OFFSIDE also provides technical advice to constituents including the government, employer organizations, and workers’ organizations to support the promotion of ILO’s decent work agenda as a component of national development policies.

The USDOL-funded MAP-16 project aims to build and apply critical knowledge needed to inform policy choices to combat child labor and forced labor and to support measures to address these challenges in key countries, regions, and sectors.

The project **interacted with other organizations in the UN system, in particular the Food and Agriculture Organization (FAO) and UNICEF.** The project made an effort to collaborate with FAO to promote both ILO’s decent work agenda and FAO’s food security agenda. Specifically, OFFSIDE and FAO designed a blended course for officials that integrates the knowledge and experiences of both organizations. FAO also collaborated with the project by providing guidelines and information on the institutional framework in the agricultural sector. Collaboration with UNICEF was channeled primarily through the organization’s Unique Generation program, which aims to strengthen the capacities and technological resources of rural schools.<sup>28</sup> All cooperation with UN entities fell within the framework of the UN country program.<sup>29</sup>

The project is also **linked to the effort currently in progress to have Argentina join Regional Initiative 8.7 as a pioneer country.** This initiative is an instrument of intergovernmental

<sup>27</sup> For example, the Porvenir Misiones Program (2012) to eradicate child labor in the tobacco value chain can be cited here.

<sup>28</sup> *Alternative models of access to connectivity and appropriation of technologies in vulnerable rural and urban educational communities*

<sup>29</sup> UNDP, Plan de Accion del Programa de Pais 2016 a 2020

cooperation created by 30 countries in the region, supported by employers' and workers' organizations from Latin America and the Caribbean. It aims to achieve Target 8.7 of the UN 2030 Agenda for Sustainable Development to end all forms of child labor by 2025.<sup>30</sup>

The project **aligns with Argentina's main child labor policy instrument, the National Plan for the Prevention and Eradication of Child Labor and the Protection of Adolescent Work 2018–2022.**<sup>31</sup> In particular, the project aligns with Objectives 2 and 3 of the plan.<sup>32</sup> The project also aligns with Argentina's 2013 Agrarian Work Regime, which mandated the creation of kindergartens for children, and the 2016 First Childhood National Plan, which fosters access to preschool for children under 4 years of age. Beyond the formal alignment with the policy framework, the project seeks to push forward these reform processes, which to date have been characterized by diverse advances in the regulatory and institutional framework but need stronger provincial and sectoral processes.

With regard to these processes, **agricultural sector respondents confirmed the correspondence between their agendas and OFFSIDE's objectives.** Stakeholders stressed that the project arrived at a very opportune moment, when several of these institutions were in the process of reviewing their programs. The alignment with provincial plans and policies is clear in Buenos Aires, a province that has its own operational plan and is a pioneer in the design and implementation of new mechanisms to prevent and eradicate child labor.<sup>33</sup> Both the COPRETI and a number of provincial ministries (including Agrarian Development) confirmed that the project aligns with their plans and policies. In Mendoza and Santa Fe, the plans and policies are in a less developed state, and the role of the project lies precisely in contributing to their development.

### 5.3 Efficiency

This section presents findings related to two efficiency questions.

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

**The delay in the implementation of activities, largely due to the onset of COVID-19 and the change of political administration in 2019 at both the national and provincial levels, is consequently affecting the delivery of outputs.** Three of the 11 output indicators are performing relatively well. These indicators are related to research and training processes. More than 4,000 people have been already trained in various topics, and seven of the 10 studies are in progress. The rest of the indicators<sup>2</sup> awareness-raising processes, childcare strategies, exchange programs, and so on<sup>2</sup> are still in low figures.

In connection with delayed implementation, **the project has also experienced low budget execution.** As of April 2021, the budget consumption was approximately 28 percent (42 percent

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<sup>30</sup> Target 8.7 reads: "Take immediate and effective measures to eradicate forced labor, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labor, including recruitment and use of child soldiers, and by 2025 end child labor in all its forms."

<sup>31</sup> The plan currently in force is the third national plan. The two previous plans took place in the years 2006±2010 and 2011±2015.

<sup>32</sup> Objective 2: "Strengthen the comprehensive information system (Observatory and other instances of social information production) on child and adolescent labor aimed at analyzing their situation to support the design and implementation of public policies." Objective 3: "Strengthen the provincial commissions for the prevention and eradication of child labor in their technical, institutional and territorial capacities."

<sup>33</sup> One of the most recent initiatives in the province of Buenos Aires is a network of "Nodes," a series of child care centers with several community stakeholders participating in order to promote families' access to care.



including encumbrances), compared to 65 percent of the implementation period elapsed. This discrepancy was a direct consequence of the COVID-19 pandemic, with the added effects of Argentina's currency devaluation, which has affected the Argentine economy the last two years. The low budget execution does not reflect internal inefficiency, as it was caused by external factors. However, the project may want to adapt the implementation strategy to the current circumstances and accelerate implementation.

The implementation of the project utilizes a very **participatory approach, offering space for discussion and joint implementation among stakeholders**. KII respondents shared favorable opinions of the role and function of the monitoring committee, which includes not only institutions directly involved in project activities (the agriculture and labor ministries, RENATRE, and INTA), but also representatives from trade unions and employers. Interviewees noted that the monitoring

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*“The monitoring committee has given us the opportunity to get involved in the course of the project. The unions see OFFSIDE as a space for action.”*

*– Union leader*

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committee fostered an open and constructive dialogue among the parties. In addition to the monitoring committee, respondents conveyed positive views about the overall management of the project. They noted that the participatory and collaborative approach has served to create an atmosphere of commitment and mutual trust and has facilitated joint development and implementation of studies, training, and other activities focused on addressing issues of child labor. Respondents raised no major issues about coordination with partners and

stakeholders. Some referred to challenges around internal dissemination of information, but this issue related to specific instances and does not reflect a general trend of opinion. Overall, the coordination mechanisms are performing satisfactorily.

**Implementing project activities through existing programs of stakeholder institutions enables the project to efficiently use resources while building the capacity of the organizations involved.** The project is being implemented with a relatively small management structure. Although the evaluation team could not calculate the monetary value of the contributions made by INTA, OTIA, SENASA, or the Buenos Aires COPRETI, these government institutions clearly have made significant contributions of staff, infrastructure, and localized knowledge and expertise.

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*“OFFSIDE was fundamental for our department. The project supported us in developing common work guidelines with surveys and studies on decent work, particularly on child labor.”*

*– National government stakeholder*

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**Appropriate technical and financial resources are readily available to the project to ensure efficient implementation and management of resources.** ILO mechanisms are in place to monitor inputs, control expenses, and manage vendor eligibility. ILO protocols are rigorous and demanding in order to ensure transparency and accountability in the use of resources and the delivery of quality products and services. The main drawback is that the rigor of these ILO protocols may cause procurement delays, according to some stakeholders. In addition to project-level resources, ILO's

technical units at its headquarters in Geneva and at the regional office in Lima have provided technical assistance to develop various products and ensure the use of ILO expertise. The Partnering for Development branches at both the headquarters and the regional office provided guidance on ILO policies and approaches, offered materials for the training processes, and helped

guide the design of activities. Stakeholders at the national level expressed very positive opinions of the relevance and quality of ILO’s support.

The project’s **monitoring system, outlined in the CMEP, works well to provide up-to-date information on the course of work and the realization of targets and goals.** OFFSIDE staff developed the CMEP in a timely and appropriate manner. Although using the CMEP requires time and effort on the part of the monitoring team, the process is working in a satisfactory manner overall. Stakeholders reported difficulties in obtaining sex-disaggregated data, among other types of data, but OFFSIDE has reported on its progress toward indicator targets in each of its technical progress reports to date.

**5.3.2 What effects has the COVID-19 pandemic had on project implementation, and how successful were the projects in adapting to this situation?**

**The onset of the pandemic has impacted the timely completion of several research studies that were needed to inform the design of project activities.** The delay in the completion of these studies has led to delays in activities, particularly activities in the value chains. The OFFSIDE team uses a matrix to monitor activity implementation progress. The box to the right illustrates progress to date on the 50 planned project activities. In general, the delays are largely due to the pandemic. However, in the provinces of Mendoza and Santa Fe, the work dynamics of the local institutions, including the COPRETI, seem to require more continuous monitoring, which adds to the project delay. In general terms, respondents did not seem to believe that the current delays would critically impact implementation. With some adjustments, including a possible extension of the timeframe, the project will be able to recover the pace and complete the delivery of products and services as planned.

<p>Activity progress:</p> <ul style="list-style-type: none"> <li>• 19 activities delayed with 0 percent execution</li> <li>• 7 activities delayed but in progress</li> <li>• 9 activities in progress</li> <li>• 11 activities on track</li> <li>• 4 activities finished</li> </ul>
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**5.4 Effectiveness**

This section presents findings related to two effectiveness questions.

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

Delays in the delivery of research products and activities, largely due to the onset of the COVID-19 pandemic, have affected the fulfilment of the project’s expected outcomes to date. Of the four outcome indicators, the project has made the expected progress in the number and percentage of national and provincial government structures that implement some action regarding child labor, where 12 institutions out of a target of 16 have already met the criteria. The other three outcome indicators have not yet seen the expected progress. Exhibit 18 illustrates the progress against the project’s 17 outcome and output indicators.

**Exhibit 18. OFFSIDE Indicator Progress**

<b>Outcome (OTC) and Output (OTP) Indicator</b>	<b>End of Project Target</b>	<b>Actual</b>	<b>Progress (%)</b>
<b>Overall project indicator # and % of relevant government actors with strengthened capacities to prevent and eradicate child labor in agriculture</b>	16	7	44%

<b>OTC1</b> # of individuals provided with training or other support to improve enforcement of, or compliance with, child labor, forced labor, or other worker rights laws or policies	2,080	4,805	231%
<b>OTC1.1</b> # and % of national and provincial government structures that implement some action regarding child labor	16	12	75%
<b>OTC1.2</b> # of actions addressing child labor and adolescent work adopted by government entities as a result of the exchange programs	13	0	0%
<b>OTP1.1.1</b> # of new technical studies conducted by the project about child labor and adolescent work in agriculture available	10	1	10%
<b>OTP1.2.1</b> # of participants attending workshops about the project's research results	300	0	0%
<b>OTP1.3.1</b> # of new or adapted materials on child labor and adolescent work in agriculture transferred to governmental agencies and other actors	12	2	17%
<b>OTP1.3.2</b> # of participants completing the Good Agricultural Practices Program training course	1,600	1,748	109%
<b>OTP1.4.1</b> # of government entities participating in exchange programs coordinated by the project	60	0	0%
<b>OTC 2.1</b> % and # of labor inspectors that demonstrate an increase in knowledge after being trained	80	0	0%
<b>OTC2.2</b> % and # of civil servants that demonstrate an increase in knowledge after the Put an End to Child Labor course	144	0	0%
<b>OTP2.1.1</b> # of labor inspectors trained on child labor and adolescent work in agriculture	300	0	0%
<b>OTP2.1.2</b> # of civil servants trained through the Put and End to Child Labor course	180	0	0%
<b>OTP2.1.3</b> # of individuals trained on child labor and adolescent work in agriculture*	NA	128	NA
<b>OTP2.2.1</b> # of prototypes implemented	2	0	0%
<b>OTP2.3.1</b> # of awareness-raising activities carried out at the local level	18	1	5%
<b>OTP2.4.1</b> # of child care strategies updated based on research	6	0	0%

\*Indicator was incorporate after the CMEP was developed so no target was set.

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

Despite the limitations and delays related to the onset of the COVID-19 pandemic, the project has made progress on some key processes that could help in improving project effectiveness during the remaining period of implementation.

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*“We believe that some basic training in financial literacy will be very helpful to empower families in rural areas. Our department is looking forward to having this course available.”*

*– Ministry staff*

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At the national level, the project has made **significant progress in conducting trainings for key stakeholder groups including technicians, civil servants, and teachers**. To date, OFFSIDE has trained 4,805 individuals on child labor and broader labor issues.<sup>34</sup> One of the most significant achievements was the development and integration of a child labor module into the agricultural practices training course for fruits and vegetables production developed by the Ministry of Agriculture, Livestock and Fisheries, INTA and SENASA.

OFFSIDE collaborated closely with SENASA to ensure that the new module included best practices and was tailored to the Argentine context. Nearly 2,000 people were trained in the contents of the new program. Additionally, close to 200 technicians from INTA were trained on a different curriculum of child labor and decent work issues in agriculture; INTA plans to expand this training to its entire system.<sup>35</sup> Institutional respondents, especially from the national and sub-national governments, have high expectations for other training packages, such as the financial literacy training, that have not been rolled out yet. Stakeholders generally expressed positive views regarding the training component, including the quality of trainings delivered. The project’s strategy of involving public institutions with the potential to cascade the training across the country is a good practice for both multiplying the effect of the training and promoting the sustainability of outcomes. The same can be said about embedding child labor contents in regular training programs that are likely to be replicated in the future.

Despite initial delays due to the onset of the COVID-19 pandemic, **the project has made progress in designing and implementing key research studies**. As outlined in the annual work plans, OFFSIDE planned to conduct 10 research studies to inform the design and implementation of project activities and policy initiatives. The onset of the COVID-19 pandemic caused significant delays in implementation. However, the team has proceeded with data collection and analysis for seven studies, all scheduled for completion in the coming months. To date, the only study completed is *Effects of Innovative Technologies in Family Agriculture Labor Organization: Access to Water for Domestic Use and Farming*, which was conducted in collaboration with INTA. The *National Study on Child Labor in Agriculture*, conducted in coordination with OTIA, is currently in progress and scheduled to be completed in September 2021. Stakeholders commented that this study is highly anticipated as it presents a unique opportunity to characterize the child labor issues in the agricultural sector and provide a snapshot of the situation on the ground. Likewise, the studies on child labor in the wine, cotton, garlic, and tomato value chains are currently underway and are expected to be completed in April 2022. These studies will lay the foundation for future project activities, enabling OFFSIDE to prioritize what can be done in each sector. Exhibit 19 lists other studies currently underway and scheduled to be completed in the coming months.

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<sup>34</sup> Some of these other topics were related to the transition toward the green economy, implementation of ILO Convention 169, health and safety issues in agriculture, and work challenges and opportunities for youngsters in the rural world, among others.

<sup>35</sup> According to the oral information INTA respondents provided to the evaluation team, the INTA structure includes six research centers, 15 regional centers, and 54 experimental units. More than 7,000 people are involved in implementing INTA’s programs.

### Exhibit 19. Selected Studies Undertaken by OFFSIDE

Name of Study	Description
Childcare Centers for the Prevention and Elimination of Child Labor in the Santa Fe Agricultural Sector	Analyzes child care services oriented to the agricultural sector of the province of Santa Fe
Buenos Aires Central Market Study	Provides an assessment review and socio-economic characterization for the promotion of decent work
Qualitative Study on Children, Adolescents, and Young People Living in Rural Areas in the Context of the Preventative Social and Compulsory Lockdown Phone Survey	Consolidates data from a child survey and the national census to analyze adolescent life trajectories
Mapping Study	Provides a social and physical mapping of the target agricultural value chains in Buenos Aires province
ILO Convention 169 Indigenous and Tribal Peoples Convention Report	Describes labor standards for indigenous and tribal peoples around the globe

**A key aspect that has allowed the project to move forward with research efforts has been the productive relationship with OTIA.** As the national institution that specializes in the collection of data and information about child labor, OTIA has worked closely to support OFFSIDE in conceptualizing and defining the scope of the studies.

**At the provincial level, the performance of the project is uneven.** In the province of Buenos Aires, the project established a productive collaboration with the COPRETI and the Ministry of Agrarian Development to develop two main products: (1) the mapping of actors in the agricultural value chains and (2) the development of an information management system to collect data and information about child labor issues in the province and to support the design and management of programs. The degree of development achieved by the provincial policies is a key success of the project in Buenos Aires, with the provincial government showing an unequivocal commitment to support and fund the COPRETI program. As mentioned above, the situation is slightly different in Mendoza and Santa Fe, where OFFSIDE conducted some initial planning exercises, but apart from the studies on the value chains and on child care centers, the dynamics of collaboration with the COPRETI have not yet yielded many results.

Despite the slow progress on some activities, most respondents expressed **a high degree of satisfaction with the results achieved to date and maintained high expectations for the future.** Stakeholders expressed confidence that the project is taking steps in the right direction and will deliver the desired effects. Specifically, stakeholders noted the following strengths in the project's design and implementation approaches:

1. The project is helping raise the profile of labor relations, decent work, and child labor to put these on the agenda of the agricultural sector bodies.
2. The project is facilitating comprehensive approaches to address the convergence of several issues in agricultural production systems. OFFSIDE is linking topics such as the fulfilment of rights, access to technology and services, living conditions, and diversity to develop comprehensive approaches.

3. The project is addressing the specific problems facing the wine, garlic, tomato, and cotton value chains.
4. The project is generating data and knowledge needed for comprehensive policy development.
5. The project is applying a decentralized strategy that is consistent with the Argentine reality.

## 5.5 Impact

This section presents findings related to one impact question.

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

The midterm evaluation is too early to assess the ultimate impact of the project. However, based on the progress made to date, the project has the potential to achieve the intended outcomes by the end of the implementation period.

The project has **influenced the agendas of agricultural sector institutions to include child labor and decent work**. This breakthrough, together with the training and capacity building support that is provided to the managers and technicians of these institutions, has the potential to change the organizational culture and generate internal dynamics to support the prevention and elimination of child labor. The provision of information and tools to the agricultural extension network in the country, for example, can help to tackle pockets of tolerance and legitimization of

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*“We have to tackle some internal resistance within our staff. Some of our technicians are not used to dealing with these ‘social topics,’ and others hold positive views about the educational purpose of working from an early age.”*

– Civil servant

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child labor that exist among some institutions. The project can bring greater awareness by helping officials to recognize child labor as a problem and gradually abandon old paradigms in favor of new ones. Awareness-raising efforts can also dispose officials to collaborate with other fields including municipal services, health, and education. Although child labor was already represented in legislation, the project’s implementation to date underscores the important insight that institutions need time and support to fully register the new paradigm and transform their routines.

The project has **the potential to contribute to changing norms and increase awareness of child labor in rural cultures**. No conclusive data about awareness of child labor is available because no KAP study has been conducted. However, some stakeholders expressed confidence that, beyond changes in institutional practices, the effects of the program will permeate into the attitudes and behavior of the population in rural areas. Some stakeholders expressed the expectation that agricultural institutions, especially those working at the grassroots level, will be able to promote changes in people’s mentalities, fostering understanding of the difference between child labor and family chores and of the risks involved in child labor in order to lower levels of acceptance of child labor in rural communities.

**The project could also contribute to the development of compliance systems in certain agricultural production chains**. Because the studies to guide the work in the value chains are still in progress, this impact is not yet evident, but once the work in the respective chains progresses, the project has the potential to promote engagement of the private sector in national processes of compliance in accordance with International Labor Standards.

## 5.6 Sustainability

This section presents findings related to two sustainability questions.

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

At midterm, it is too early to evaluate the sustainability of project activities and initiatives. However, **the project is implementing promising practices and approaches that could lead to sustainable change.** Specifically, the OFFSIDE project has adopted implementation strategies that seek to strengthen existing institutional routines, an approach that contributes to the likelihood that activities will be sustained after the OFFSIDE project ends.

Activities implemented by OFFSIDE are **integrated into institutional processes and procedures, a factor that promotes long-term sustainability.** Specifically, the project is working with stakeholders to develop institutional plans that will inform policy implementation after the project ends; training and building the capacity of stakeholders to design future policies and initiatives to combat child labor; and collaborating with stakeholders to develop information systems that can be used to monitor and track child labor issues for years to come. The outcomes and processes promoted by the project fit into the dynamics of existing structures and policies, making them more likely to continue once project support is gone. The project is not conducting work directly in rural communities, where sustainability challenges would be more prevalent.

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

In addition to integrating into institutional processes to promote sustainability, several other factors facilitate the potential sustainability of the project's initiatives and activities.

The project **adapts to provincial and sectoral needs and dynamics to promote sustainability at the local level.** Through localized analysis of the issues and collaboration with local stakeholders, the project has developed specific strategies for strengthening networks and response mechanisms at the local level. It is still too early to establish the extent of this effect; however, the effort to adapt to provincial and local dynamics increases the likelihood of generating self-replicable processes. Awareness raising and increased knowledge and capacities at the local level have the potential to change patterns of behavior and to trigger cultural shifts among organizations and institutional networks. Moreover, stakeholders' willingness and motivation to continue these processes is promising. To date, the project has accurately identified local and sector needs and collaborated with stakeholders to set reasonable expectations for addressing those needs. Despite the limitations that local stakeholders face, they are willing to test innovation solutions and adopt organizational decisions to move the child labor agenda forward.

**At the national level, institutions have the technical resources and capacities to move the child labor agenda forward after the project ends.** While the project focuses on building capacity at the provincial and sectoral levels, the resources and technical capacities at the national level are already quite high. The institutions are highly competent, and their staffs are sufficiently trained to take the processes forward. The project works to incorporate new tools and methodologies into local and sectoral systems, understanding that these can be further developed by national institutions after the project ends.

**The main challenges facing the sustainability of project initiatives are political and financial.** The challenges mostly lie in the political will and the financial capacity of stakeholder institutions<sup>2</sup> public and private, national and sub-national<sup>2</sup> to continue promoting these processes.

Given the current economic climate in the country, **national public institutions face budget constraints that may affect their ability to push forward child labor efforts.** At the national level, the project is linked to institutions, such as INTA, that generally enjoy a certain degree of financial autonomy but have experienced recent budget cuts.<sup>36</sup> Evaluators could not assess how the current financial situation will affect the continuation of the reform processes supported by the project. In general, stakeholders expressed the belief that, for now, efforts can continue despite the current budget constraints. Argentina is already part of the Regional Initiative 8.7 and the Global Alliance 8.7 and the project represents a clear opportunity to link its outcomes to these more comprehensive and all-embracing initiatives.

**Provincial efforts are also constrained by economic conditions; the sustainability of those efforts may depend on how consolidated the processes are.** The Buenos Aires' COPRETI has developed its own plan, with an associated budget, to address child labor issues. For this reason, the services offered by OFFSIDE, such as the information system, are likely to continue and even expand after the project ends. By contrast, provincial structures in Mendoza and Santa Fe are more fragile and will therefore face more challenges when the project ends. However, in these two provinces, the studies about child labor in the target value chains, once completed, could provide the opportunity to engage with the private sector and explore new opportunities for collaboration that could help move forward child labor efforts after the project ends. The extent of this engagement is not clear because the studies are still in progress and the involvement of the private sector is limited. However, actors in the wine value chain have shown preliminary signs of interest in the results of the study and in the possibility of working with the project and local institutions to address the protection of adolescent workers and other child labor issues.

**Political changes and shifting priorities at the national level could impact progress on child labor issues and processes.** Child labor policies, in general, gather consensus across the political spectrum. National policies like the 2016±2020 national child labor plans are not contested. However, implementing institutions' roles and mandates can be affected by political changes. Several stakeholders referred to the example of the National Registry of Agricultural Workers and Employers (RENATEA), an independent entity under the jurisdiction of the Ministry of Labor created in 2012 (law 26.727) to assist in the registration and identification of child labor in agriculture. RENATEA absorbed the functions of National Registry of Agricultural Workers and Employers (RENATRE) in operation since 1998. RENATEA was dissolved four years later in 2016 (National Decree 1014/16), with the change of the national government and RENATRE was reestablished. Stakeholders noted that this example shows how the political preferences of the government in office can affect the continuity of policies and institutions.

## **5.7 Overall Assessment of Project's Level of Achievement**

The evaluation team established five criteria to assess the level of achievement and sustainability for each major project outcome. The criteria are as follows:

### 11. Adaptation strategies to address COVID-19

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<sup>36</sup> [https://inta.gob.ar/sites/default/files/el\\_financiamiento\\_del\\_inta\\_el\\_caso\\_de\\_las\\_uedd.pdf](https://inta.gob.ar/sites/default/files/el_financiamiento_del_inta_el_caso_de_las_uedd.pdf).



12. Participation of key stakeholders in implementation
13. Achievement of indicators
14. Stakeholder perception of results achieved
15. Coherence and viability of sustainability strategies.

Each criterion was rated on a four-point scale: low, moderate, above-moderate, and high and the scores were averaged to obtain an overall project rating. Based on the five criteria established the **overall level of achievement for OFFSIDE is above-moderate to high**. Refer to Exhibit 20 for details on the assessment of project achievement by each of the five criteria.

**Exhibit 20. OFFSIDE Overall Assessment of Project Achievement by Criteria**

Outcomes	Assessment Based on Criteria	Score for Each Criteria
<p><b>Outcome 1:</b> Increased common understanding of the challenges and opportunities for addressing child labor in agriculture.</p> <p><b>Outcome 2:</b> Increased capacity of labor and agriculture stakeholders to address child labor in agriculture</p>	<p><b>1. Adaptation of strategies to address COVID</b></p> <p>The project has incorporated 10 new activities, some of them as a direct response to the COVID-19 pandemic, and the others consider the impact of COVID-19 on the project's target population.</p>	High
	<p><b>2. Participation of key stakeholders</b></p> <p>The project has established collaborative relationships with key institutions in the agricultural sector (INTA, SENASA, RENATRE, and the Undersecretary of Family, Peasant, and Indigenous Agriculture). These institutions have the potential to reach most of the rural population. Other institutions such as the CONAETI and the Child and Adolescent Labor Observatory (OTIA), are key in the planning and programming to combat child labor. At the sub-national level, the project has established links with organizations such as the central markets of Buenos Aires, the Ministry of Agrarian Development of the province of Buenos Aires, and the COPRETI, all of which have the potential to reach a large population.</p> <p>The Project Monitoring Committee, which includes not only institutions directly involved in project activities, is playing a key role in facilitating the involvement and participation of the stakeholders</p>	High
	<p><b>3. Achievement of indicators</b></p> <p>The onset of the pandemic has caused some delays in the implementation of the activities and the delivery of outputs. Out of 50 activities programmed, 19 have not started yet. This has affected the fulfilment of the project's expected outcomes to date.</p>	Moderate

	<p>The indicators corresponding to <b>OTC1.1</b> (number and percentage of national and provincial government structures that implement some action regarding child labor) show strong progress. Significant progress has been made, as well, regarding the training component, where large numbers of key stakeholder groups including agricultural technicians, civil servants, and teachers have undergone some type of training.</p> <p>The other three outcome indicators have not yet seen the expected progress at the time of the evaluation.</p>	
	<p><b>4. Stakeholders' perception of results achieved</b></p> <p>Stakeholders expressed confidence that, despite the delays, the project is taking steps in the right direction, and it will eventually trigger the desired effects. Specifically, stakeholders highlighted the importance of the following aspects of the project:</p> <ul style="list-style-type: none"> <li>• Raising the profile of labor relations, decent work, and child labor to put these on the agenda of the agricultural sector bodies</li> <li>• Bringing in comprehensive approaches, while dealing with social and technical issues</li> <li>• Working at provincial and sectoral level (decentralized approach)</li> <li>• Generating knowledge</li> </ul>	High
	<p><b>5. Coherence and viability of sustainability strategies</b></p> <p>OFFSIDE's activities are integrated into institutional processes and procedures, a factor that promotes long-term sustainability. Institutions such as INTA, SENASA, etc. have incorporated some the OFFSIDE practices and deliverables into their routines (training processes, information systems, etc.).</p> <p>Changes in government, and budgetary constraints could affect the continuation of some of the dynamics initiated.</p>	Above-moderate to high

## 6. LESSONS LEARNED AND PROMISING PRACTICES

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The evaluation identified an extensive list of lessons learned and promising practices emerging from the three projects. Many of the lessons learned and promising practices are project specific. However, the common intersection of the three projects is their focus on integrating the existing knowledge and capabilities of the various stakeholders into the project's pool of resources. All three projects set up collaborative structures and partnerships with a variety of national and local stakeholders, from both the public and private sectors, to promote the sharing of expertise while simultaneously enhancing the partners' and stakeholders' ownership of the project and interest in pushing forward the child labor agenda.

### 6.1 NOEMI Project

#### 6.1.1 Lessons Learned

- 1. The participatory approach enriched the project design and facilitated mutual trust among the parties.** The setup of participatory structures enabled strong internal communications, provided baseline information to feed into the design of proposals, enlarged the pool of technical expertise, and made the design more reflective of the Argentine reality. NOEMI's participatory approach has been a key ingredient in the collective process of building the EWBT.
- 2. Socio-emotional and soft skills, specifically communication and responsibility skills, are essential to supporting youth as they transition from school to the workforce.** However, many of the existing models do not include those components. Some respondents commented that the socio-emotional component of the EWBT model was likely instrumental in supporting youth to transition into the labor market.

#### 6.1.2 Promising Practices

- 1. The firm commitment to build on existing knowledge and capabilities, establish partnerships, foster dialogue, and reach consensus in the development of the EWBT methodology garnered stakeholder buy-in and support.** NOEMI has shown great determination and belief in the use of these elements despite the complexity that this arrangement brings to project management.
- 2. The use of tutors to support vulnerable students helped to maintain students' links to school and facilitated EWBT activities during the pandemic.** The project quickly adapted to the COVID-19 context by connecting vulnerable students with tutors to help them maintain links with school and stay engaged in EWBT activities. The personalized attention and follow-up likely helped keep some of the most vulnerable students connected to school during the pandemic. Beyond its value as a response to COVID-19, the role of tutors in supporting the most vulnerable students and families is a promising practice that could be applied to make education more inclusive across the board.
- 3. Involving academia in establishing the theoretical basis for the construction and roll-out of the EWBT model enhanced the model's credibility among stakeholders.** Specifically, academic professionals provided a solid pedagogic foundation for the development of the EWBT. Their involvement enhanced the credibility and reputation of the model among partners and potential employers.

4. **The developmental approach used to design and pilot the EWBT model provided contextual relevance and promoted stakeholder ownership.** This approach served the dual purpose of developing a method adapted to the specific context while also engaging a wide array of stakeholders in the process to enhance local ownership of the model.
5. **Leveraging every project activity as a communications opportunity has increased the project's visibility.** Thanks to this approach, the project has increased its visibility and is better known by the targeted audiences.

## 6.2 PAR Project

### 6.2.1 Lessons Learned

1. **Effective implementation of plans and policies requires the development of the capacities of the structures that are closest to the problem.** The existence of national plans and policies does not guarantee effective application at the provincial or sectoral level. Both PAR and OFFSIDE learned that they needed to develop specific models in accordance with the realities in each province or sector and to build the capacities of the stakeholders who are in direct contact with the problem.
2. **The creation of broad-based structures that include a diverse group of stakeholders can facilitate project success.** The participatory multi-stakeholder approach to the development of project methodologies and activities was key to enriching the quality and scope of the response. This approach increases the commitment and ownership of stakeholders, makes use of local knowledge and resources, and enhances the prospects of sustainability.
3. **A persuasive and propositional approach helps to raise awareness on child labor issues and engage stakeholders in the project.** It is important to approach the sensitization tasks from a positive perspective, highlighting what is allowed under the law rather than solely focusing on what is not allowed. Changing emphasis from prohibition to proposition, highlighting what youth in rural areas *can* do as opposed to what they are prohibited from doing and appealing to health and safety issues to differentiate what constitutes training and what is detrimental to the healthy development of children and adolescents, can be an effective strategy for engaging stakeholders, particularly those who may be resistant to addressing child labor issues. Some stakeholders are willing to defend the formative value of working at an early age or to deny the presence of child labor if they feel threatened by new initiatives. However, they may be more open to challenging their customs if they recognize that real risks are involved and that the project is helping to identify those risks.
4. **A CSO with relevant and proven expertise in the field of child labor can play a decisive role in developing and generating stakeholder support for solutions to prevent and combat child labor at the local and sectoral level.** The PAR experience demonstrates that a highly specialized organization from the civil society sector can play a key role in mobilizing and engaging partners around child labor issues. Provincial and local governments have shown a willingness to work with non-state actors on the issue of child labor. CSOs with the necessary experience and expertise can serve as conveners, bringing together stakeholders and drawing on their strengths and capacities. Alliances of this nature allow for flexibility in the use of resources, foster innovation, encourage adaptation, and promote opportunities for expansion and replication of best practices.

- 5. Taking a collaborative approach to the development of the CMEP resulted in a well-balanced product that is synchronized with the work plan and project structure.** The PAR team saw development of the CMEP as an important moment to review the results framework and codify data collection mechanisms. This exercise provided valuable information for the implementation strategy. Staff must undertake development of the CMEP with a realistic and practical perspective. The endeavor must not absorb excessive time or resources and must not compromise the implementation of the work plan. PAR met these conditions: DyA and USDOL established an agile and pragmatic relationship, finding a judicious balance between the resources used and the quality of the final product.

### 6.2.2 Promising Practices

- 1. Consistent commitment to promoting internal and external dialogue resulted in strong collaboration and joint problem solving.** The promotion of dialogue among the labor, education, and social development sectors and among stakeholders from the private, public, and civil society domains served to raise awareness about child labor issues, provide a safe space for dialogue and debate, identify lessons, and ultimately promote change around child labor.
- 2. Constructing processes from existing local resources ensures alignment with local contexts and promotes sustainability.** Even when local institutions and programs have significant weaknesses, seeking to strengthen those programs represents an investment in the future and keeps efforts aligned with local priorities and needs.
- 3. Empowering local CSOs to advocate and influence policy enhances interaction between public institutions and non-state actors.** In the case of Misiones, the support provided to the local CSO partner helped Sueño para Misiones become a credible and influential stakeholder on a number of issues in the province.
- 4. Establishing digital service points to support children and youth to stay connected to school during the COVID-19 pandemic facilitated sustained engagement with both school and the program.** By collaborating with partners to set up digital services and provide educational support for families with limited connectivity, the project continued to engage with youth through the COVID-19 pandemic. Stakeholders saw the combination of connectivity support and academic support as an added value for families, who therefore were drawn to stay connected to the project.

## 6.3 OFFSIDE Project

### 6.3.1 Lessons Learned

- 1. Effective implementation of national plans and policies requires the development of the capacities of the bodies closest to the problem.** As noted for PAR in Section 6.3, the existence of national plans and policies does not guarantee effective application at the provincial or sector level. In the case of OFFSIDE, it is important to highlight the strategic approach to partner with institutions that have a high and continuous presence in the province is a good strategy to progress in the effective implementation of child labor eradication policies. This strategy helps the national policies to trickle down into the provinces.
- 2. Creating participatory management structures, such as the monitoring committee, provided benefits to the project in terms of management and performance.** Bringing together a wide range of stakeholders increases the possibility of incorporating the partners'

expertise, ensuring contextual adaptations, replicating experiences, and enhancing the stakeholders' ownership. The project monitoring committee strengthened the relationships among and involvement of project key actors, in particular the labor unions, and represented an efficient tool to build mutual trust.

- 3. The current public health crisis and economic situation have affected the capacity of stakeholders, particularly those at the provincial level, to push forward changes around child labor issues.** These situation constraints are compounded by the usual capacity and coordination challenges at the provincial level. OFFSIDE might need to reassess expectations and adjusting strategies in accordance with these conditions.

### 6.3.2 Promising Practices

- 1. The developmental and flexible approach to project design and implementation has enabled the project to be receptive to changing needs on the ground.** OFFSIDE generated knowledge and used that knowledge to design and fine-tune project activities. Moreover, the project established alliances with key institutions, drawing on their expertise to inform programming. Overall, the project has shown great willingness to understand the intricacies of the problems in order to design or adapt its actions accordingly.
- 2. The project has benefited from the internal synergies and complementarities with other UN system actors.** In some cases, these synergies occurred within the ILO structure. In others, they involved other UN agencies such as FAO and UNICEF. These links have enabled the project to draw on an extensive wealth of technical resources and collaborate with other UN agencies to amplify the project's message.
- 3. Partnering with institutions that have large network structures provides extensive coverage across the country with potential for further reach.** Partnering with institutions with networked structures has the potential to create a multiplier effect, allowing the project to influence the agendas, routines, and practices of partner institutions as well as their network institutions throughout the country, expanding the project reach to target groups in rural areas and agricultural value chains.

## **7. CONCLUSIONS**

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This chapter presents the evaluation team's conclusions about the performance of all three projects with respect to the evaluation criteria: relevance and validity, coherence, effectiveness, efficiency, impact, and sustainability.

### **7.1 Relevance and Validity**

The three projects are relevant with regards to their identification of needs; the alignment of their theories of change with those needs; and their selection of target groups, jurisdictions, and product value chains.

USDOL's original FOAs appropriately identified the needs and opportunities where the projects could make a valuable contribution to ongoing national processes. In the case of NOEMI, USDOL identified the need to further develop and expand EWBT models to combat high school dropout. In the case of PAR and OFFSIDE, USDOL identified the need to strengthen the capacities of both local and sectoral actors to prevent and combat child labor in agriculture.

The grantees, DyA and ILO, submitted robust proposals, including detailed analyses of the problems and a comprehensive approach, with relevant outputs and outcomes, to address the identified problems. The three projects carried out an accurate selection of the jurisdictions, sectors, and target groups to work with. Throughout implementation, they built on the country's existing capabilities and systems. Notably, several of the national institutions involved in the OFFSIDE project represent extensive networks with the capacity to cover most provinces of the country. The three projects have the potential to develop models that represent an added value to the national processes around preventing and combating child labor in the agricultural sector.

### **7.2 Coherence**

The three projects' goals and objectives are clearly aligned with the national policies and regulatory frameworks around preventing and combating child labor. Additionally, each project contributes to its grantee's strategic objectives.

PAR and OFFSIDE have a high degree of complementarity and synergy, as both share a hierarchy of objectives and outcomes defined in the FOA. The evaluation team did not identify conflicts or overlaps in the geographic, thematic, or sectoral coverage of the two projects. It did see examples of joint analysis, division of tasks regarding common deliverables, and exchange of technical and informational materials. Similarly, NOEMI established collaborative relations with GAN, also funded by USDOL.

All three projects convened with other USDOL-funded projects to collaborate and coordinate within the context of COVID-19. Specifically, the projects came together to reflect on how the pandemic was affecting each project and discuss how to address the challenges moving forward.

PAR and NOEMI staff interacted with officers from the labor affairs unit of the US Embassy, primarily for the purpose of sharing information and contacts. PAR also facilitated a dialogue between the US Embassy and representatives of the blueberry sector (ABC).

### 7.3 Effectiveness

Several of the indicators related to the achievement of outcomes are not available yet, particularly for PAR and OFFSIDE, whose implementation period started in January 2019. However, a review of the projects to date and the data collected shows that the three projects are making progress toward the achievement of outcomes. Specifically, they are developing and testing models for Argentine institutions in the labor, agriculture, and education sectors, as well as influencing institutional policy agendas. Stakeholders commented that the products and services being delivered by PAR, NOEMI, and OFFSIDE are likely to transform the policies and practices of these institutions to better address the issues of child labor. Exhibit 21 shows a summary of the main achievements of the projects to date.

**Exhibit 21. Main Project Achievements to Date**

<b>Project</b>	<b>Achievement to Date</b>
<b>NOEMI</b>	<ul style="list-style-type: none"><li>• Developed EWBT model</li><li>• Established local networks and engaged three jurisdictions to test and apply the EWBT model</li></ul>
<b>PAR</b>	<ul style="list-style-type: none"><li>• Developed a SCS with the blueberry value chain</li><li>• Created a municipal plan for Jardín América (in Misiones)</li></ul>
<b>OFFSIDE</b>	<ul style="list-style-type: none"><li>• Placed child labor and decent work on the agenda of agricultural institutions</li></ul>
<b>All Projects</b>	<ul style="list-style-type: none"><li>• Published key studies to inform policy development on labor and education-related issues</li><li>• Trained over 4,000 stakeholders and revised several training programs to include modules on child labor</li><li>• Strengthened capacities of local governments and CSOs to address child labor issues</li></ul>

### 7.4 Efficiency

The three projects employ a developmental and flexible approach, seeking to build activities upon the findings of research studies and the knowledge and expertise of national stakeholders. A wide variety of national and sub-national authorities, CSOs, private sector entities, and unions are involved in the design and management of the three projects.

The projects have been successful in setting up robust partnerships, and stakeholders show a high degree of commitment and mutual trust. National partners also made significant contributions in terms of staff, infrastructure, and knowledge. Despite the inherent complexity of the multi-stakeholder arrangement, this approach has performed well. Governance structures are effective and promoted ownership among varied stakeholders.

The three projects engaged representatives from the private sector; however, they need to spend additional time and effort to further leverage this stakeholder group and promote the sustainability of project initiatives. Some private sector entities still show reluctance to invest time and effort in these processes or have reservations about the analysis underlying child labor programs. Finding incentives that can mobilize and engage the private sector is still one of the main challenges for the projects.



The grantees possess the required knowledge and expertise to steer the projects and provide alternatives when unexpected situations emerge. DyA has mobilized stakeholders and facilitated collaborative processes to develop customized methods and tools. ILO leveraged its pool of technical resources and its extensive history of collaborating with Argentine institutions to push forward project initiatives.

Both organizations applied standardized mechanisms for efficient and transparent management of resources and demonstrated familiarity with and command of USDOL processes and procedures. They have embedded the CMEPs into the projects' organizational routines and are using them to assess progress and inform program adaptations.

Despite the conditions imposed by the COVID-19 pandemic, the projects managed to deliver a long list of products and services. Review of the output indicators reveals that PAR and NOEMI have exceeded many of their targets. OFFSIDE is experiencing some delay in the delivery of outputs, mainly because the pandemic has disrupted work on the research studies. Despite these delays, the core activities of the project are progressing, and stakeholders are confident in the project's potential to change organizational dynamics within agricultural institutions.

Budget executions are low compared to the time elapsed and the percentage of the work plan completed. This discrepancy can be explained by two factors: (1) the shift to virtual implementation has reduced the cost of many activities and (2) current inflation and devaluation in the Argentine economy has increased the purchasing power of budgeted funds.

## **7.5 Impact**

Given the stages of project implementation, evaluators could not establish effects beyond the immediate outcomes. The scope of the projects is limited to the generation of models and the provision of inputs to inform policy development. Any unintended or additional effects will depend on the replication and expansion of project initiatives. However, the testimonies of stakeholders and observations of the evaluation team show that the projects have potential to contribute to:

- Transformation of the policies and practices of agricultural stakeholders, both public and private, in relation to child labor
- Expansion of systems of self-regulation and compliance in agricultural production chains
- Development of models at the provincial and municipal levels to prevent and combat child labor in agriculture
- Adoption of innovative pedagogical approaches at the local level to make the education system more inclusive and relevant to support young people's transition into the labor market
- Delegitimization of child labor in rural areas, at both institutional and cultural levels

## **7.6 Sustainability**

The three projects applied several best practices for promoting sustainability of project initiatives. Specifically, the projects are building on existing capabilities, involving partners and target groups in project governance, linking with national policies, focusing on capacity building of local institutions, instituting developmental and flexible approaches, setting up local networks to share information, and collaborating with local stakeholders to push forward child labor policies.

In general, the project activities are integrated into institutional routines, a factor that promotes long-term sustainability. In several cases, those routines have the potential to reach large

populations or geographical areas. Another important asset regarding sustainability is the high level of ownership and commitment shown by various stakeholders.

The main challenges facing sustainability is the impact of the COVID-19 pandemic and the economic crisis, both of which could force national and sub-national governments to adjust political and budgetary priorities. Political turnover and changes in governments could also affect sustainability. However, in general the evaluation has found a high level of political will to move the processes forward. Another important challenge will be to fill the gap that the end of the projects will leave regarding the mobilization of other partners and the provision of expertise.

## 8. RECOMMENDATIONS

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The evaluation team makes the following recommendations based on the evaluation findings presented in Sections 3, 4, and 5 and on the lessons learned and promising practices presented in Section 6.

### 8.1 NOEMI Project

The first set of recommendations involves refining and adjusting the EWBT methodology.

- **Make the rights-based approach more explicit in its rationale.** Identifying the rights violated and the protective national and international norms that could be invoked to enhance the legitimacy of the EWBT's methodology. The project could also work to recruit the main players, such as government labor entities and employers, as rights holders, responsibility holders, and duty bearers. Making these points more visible and explicit in the manual and guidelines would likely make the model more attractive to potential users.
- **Further disaggregate the concept and forms of vulnerability.** Further disaggregation of the concept of vulnerability would increase the chance of identifying and addressing forms of vulnerability that otherwise could remain undetected. Making the EWBT method more explicit on how to deal with vulnerability issues, with a specific tool in the toolbox, would help the future users of the method be more aware of and responsive to vulnerabilities including disability, learning difficulties, academic underachievement, behavioral problems, sexual orientation, gender dissidence, migrant condition, social status, or other contextual factors. These situations could be captured in the guidance provided to entities implementing the method.
- **Develop a specific strategy to promote gender equality within the context of workplace and labor relations.** The implementation of the EWBT model is an opportunity to address issues related to gender inequality in the labor market, including gender stereotypes, salary discrimination, abuse, and other gender-related concerns in the workplace.
- **Complete the EWBT cycle by adding a new module with a specific focus on vocational orientation and alternatives to access the labor market.** The EWBT should include a new module covering vocational education. Potential content could include basic training on entrepreneurship issues.

**Follow up on the implementation of the EWBT model in the municipalities of La Matanza and General Pueyrredón, where the model will be implemented without NOEMI's support, to further assess the model's applicability and scalability and to refine it.** NOEMI completed implementation in these two locations, and it is now the responsibility of the local agents to take the initiative forward. The roll-out will test the applicability of the model in real-life circumstances. It will serve as an opportunity to assess the capacity of local alliances, identify the main obstacles to EWBT roll-out, and identify needed adjustments or adaptations. Rather than leaving these two jurisdictions, the project could maintain some communication in order to gather additional input to refine the model and to provide advice as necessary.

**Revisit the strategy to engage the private sector in expanding the EWBT experience.** With support from GAN, NOEMI made a great effort to approach the private sector with a persuasive message to solicit support from employers for the EWBT model. This effort has delivered visible results, but the engagement of the private sector continues to be one of the most challenging aspects of the consolidation and expansion of the EWBT. To engage the private sector, the project can:

- **Provide regular feedback to employers about the progress and impact of the EWBT experience.** The project could use communication materials to keep employers informed about the progress of EWBT implementation. Dissemination of statistics and information could garner employers' support and facilitate their commitment to the process.
- **Organize events for employers to share their views, provide feedback, and collaborate in bringing new companies onboard.** Creating a network of EWBT companies could facilitate a dynamic of belonging. Furthermore, one of the lessons the NOEMI team learned is that people in the business community were persuaded by other members of the community to incorporate internships for EWBT.
- **Promote EWBT as an option for companies with corporate social responsibility policies.** Companies with social responsibility policies in place could serve as potential partners and promoters of the EWBT model. The project should allocate time and resources to identify potential partners and develop key messages about how companies can use the EWBT model to achieve their corporate responsibility goals.
- **Enhance the roles of schools and students in identifying and recruiting new companies or internship providers.** One of the promising practices from NOEMI was the COVID-19 adaptation of appointing tutors to re-establish connections between students and schools. Tutors played an important role in mobilizing stakeholders around the EWBT experience. If schools are able to maintain this position, tutors could also play an important role in linking schools and students to the private sector. Moreover, with guidance from their schools, students could be involved in identifying workplaces where they would like to gain work experience. The process of searching for and engaging new companies could be part of the educational experience, helping students to develop soft skills.

**Develop a comprehensive dissemination and expansion strategy for the EWBT model.** The EWBT model has the potential to enhance the educational experience. To fulfil this potential, implementers must design and implement a strategy aimed at disseminating the model's strengths and applications to key stakeholders. To develop this strategy, the project could:

- **Compile and document the history, rationale, and methodology of the EWBT model for future users.** The EWBT method is already a fully presented and well-documented approach, but it is likely to be refined before it is expanded. Documentation of this refinement process and of contextual information in a comprehensive format would enable new users to understand the evolution and application of the EWBT model. The internal exercise conducted in February 2019 to initiate this process should be updated and completed for this purpose.
- **Identify potential partners at the local or provincial level to be targeted by a communication and lobbying strategy.** Despite its potential to influence or inform national policies, the EWBT model has been most effective at the local and provincial levels, where it has gained buy-in and support for education innovation. Therefore, the project should identify and screen municipalities or provinces that may be open to implementing the EWBT model.
- **Garner support from academia.** The project has already incorporated positive endorsements from academia that could be further developed in the dissemination strategy.
- **Further develop the socio-emotional component to reinforce soft skills development in education.** Stakeholders commented that the socio-emotional component of the model has many applications and suggested that the component be further conceptualized to support the transition from school to the labor market and generally promote more inclusive educational experiences. Establishing a concrete agreement with educational authorities to develop the soft skills methodology could be an important contribution of the NOEMI project.

**Complete semi-experimental observations and data collection to expand the impact analysis of the EWBT experience, including a review of experiences based on gender.** NOEMI collected a wealth of data on the impact of the EWBT model based on the experience of different target groups. The KAP study presented in October 2019 is the most specific and direct source of information in this regard. Similarly, the cost study contains a section dedicated to the benefits derived from the experience for different target groups. The information presented in these studies largely coincides with the testimonies collected by the evaluation team. In general, participants, especially young people, reported having increased their knowledge and understanding of future opportunities. Implementation data could complement this information, expanding the analysis to provide insight into how the EWBT model contributes to inclusive WBT approaches. This analysis should consider differences based on gender.

## **8.2 PAR Project**

**Explore options to expand the SCS developed for the blueberry value chain to other products.** A natural place to explore expanding the SCS is yerba mate production, the other value chain targeted by PAR. The network of companies against child labor could serve as a champion to disseminate information on the SCS and promote its adoption. PAR could also coordinate with the OFFSIDE project to expand the SCS to the wine, tomato, garlic, and cotton value chains.

**Explore linking the SCS in the blueberry value chain with other Argentine compliance certification schemes to promote due diligence as a way to prevent and combat child labor in other value chains.** The project's initiative to collaborate with the national Institute for Standardization and Certification to obtain certification of the blueberry SCS process represents a step forward in raising the profile of the SCS and its potential applicability in other value chains. The project should continue to bring public institutions on board and work with them to assess the potential of SCS and to develop the legal basis for enhancing its use. The experience with the blueberry value chain can serve as a case study to show the strengths and opportunities of the model.

**Systematize the experience from Jardín América and design a strategy to expand the implementation of the model.** In the municipality of Jardín América, the project successfully identified a valid model for local action. This experience could be replicated in other municipalities. The project should systematize the experience, obtain validation of the model by the national bodies responsible for the fight against child labor such as CONAETI, and study alternatives for dissemination and expansion to other municipalities. This exercise should include a detailed analysis of the minimum conditions and necessary resources for the application of the model, including provisions for the mobilization work of DyA and its partners. Interviews suggest that the process has gathered momentum in the province of Misiones, so conditions may be favorable there for expansion of the model. The project should consider dedicating time and resources to support this process. Use of the model in all municipalities of a province could constitute an important milestone and enhance the prospects of expansion at national level.

**Continue exploring approaches to address issues around the protection of adolescent workers in rural areas.** Protected adolescent work in Argentina faces many constraints due to lack of clarity about and specifications on dangerous tasks, inefficient registration and hiring systems, and absence of apprenticeship schemes that link work and training, particularly in rural areas. Greater understanding of the requirements of national legislation would promote acceptance and dissemination of good practices. PAR should continue exploring approaches to address these issues and promote protected adolescent work.

**Enhance the participation of unions in project activities.** PAR should explore opportunities to incorporate local union structures into ongoing local networks. The unions share a common strategy of increasing the involvement of local union leaders in preventing child labor. The PAR project could facilitate the achievement of this goal by increasing engagement with unions through project activities. The participation of unions in project discussions could enrich the project's analysis and proposals.

**Consider setting up a formal project advisory committee.** The establishment of a formal committee with representatives from key institutions could help the project monitor progress, garner further support, and enhance visibility.

### **8.3 OFFSIDE Project**

**Reassess the conditions and limitations at the provincial level in Mendoza and Santa Fe and design an alternative plan to boost engagement in those areas.** Given the uncertainty generated by the COVID-19 pandemic, the project should carry out an analysis of the challenges facing each province to see whether its strategies are still appropriate. This assessment should be conducted jointly with the provincial partners to clarify what they need from the project. Depending on the assessment, ILO could consider strengthening its presence or increasing its follow-up support in these provinces.

**Search for ways to optimize the ability of partner institutions to replicate the process through their networks.** This evaluation highlights the outreach potential of partner institutions as one of the key features of the project. The project should work to fully realize this potential. The 400 agricultural extension offices under the scope of partner institutions and the 49 central markets in the province of Buenos Aires could benefit from actions already in progress in Buenos Aires city. The project should use the reach of these networks to disseminate knowledge and activate alert systems, thus taking advantage of valuable opportunities to fulfill the project's objective.

**Consider different options to support the engagement of the private sector in preventing and eradicating child labor in the value chains in accordance with international labor standards.** The findings of the diagnostic studies currently in progress will inform the activities the project implements in its target value chains: wine, garlic, tomatoes, and cotton. The project could leverage emerging initiatives regarding compliance systems and due diligence supported by the Argentine Ministry of Labor to engage private sector stakeholders. Reinforcing the presence of ILO in this dynamic represents an important asset to the process, particularly in the value chains covered by the OFFSIDE project. The ILO possesses well-developed policies and methods to promote due diligence systems whose contributions might be very valuable at both sectoral and policy level. The project may want to explore the opportunity to establish links with the PAR project in order to contribute to the development of compliance systems in the country.

**Focus more attention on characterizing the permitted conditions for protected adolescent work in the country.** Project stakeholders expressed confusion about the conditions under which adolescents can work. Several of the respondents highlighted the importance of delving into this issue to shed light on the activities that can be carried out by adolescent. For example, the project could work to clarify ways to combine learning and work, especially in rural areas. The project could establish a working group and agenda to help clarify the boundaries of protected adolescent work.

## 8.4 USDOL

**In light of the COVID-19 pandemic, reassess priorities and consider both extending the project period of performance and allocating additional funding.** The three projects made remarkable efforts to adapt to the COVID-19 pandemic and have generally been successful. Nevertheless, the situation remains uncertain, and most stakeholders are unsure about post-pandemic priorities. Additionally, the economic climate in Argentina is very challenging and not conducive to ambitious reforms. Under these circumstances, the projects must maintain vigilance and identify more areas for adaptation. What types of adaptation would be helpful is not clear at this point. Several stakeholders suggested that a new diagnosis might be required to reassess the situation given the COVID-19 context. The evaluation has shown that the three projects are in a good position to address the challenges of continuing their work in this challenging context. They have developed key partnerships that could be instrumental in addressing the challenges ahead. USDOL therefore could consider revising and extending their mandates and resources.

**Consider options to support the expansion of models generated by the projects.** Although PAR and OFFSIDE are only halfway through implementation, the two projects, together with NOEMI, have shown progress in generating models and influencing policies. These models offer plausible prospects for linkage with national processes. However, evaluation findings suggest that a new phase to support expansion could have a crucial impact. The projects' mobilization components, for example, could play a key role in expanding municipal pilots to other municipalities or engaging other PAR and OFFSIDE value chains in tackling child labor. USDOL might also consider supporting expansion to other value chains and geographical areas. In some cases, expansion would require allocating more time; in others, it might require a new phase with a new design.

**Consider protected adolescent work in future USDOL programming.** The evaluation team has recommended increasing attention to protected adolescent work in specific projects, but USDOL also could contemplate this issue as a theme for future programs. Several stakeholders pointed to the need both to shed light on the activities that adolescents can legally carry out in various sectors and to clarify which mechanisms of protection apply. USDOL's programming could explore mixed approaches that combine learning and work, particularly in rural areas.

## 8.5 Argentine Government Entities

*From NOEMI to the national government*

**Explore options for validating the EWBT model and expanding it to other municipal and provincial jurisdictions.** The EWBT methodology proved to be a good opportunity for pedagogical innovation led by local actors in Tucumán, La Matanza, and General Pueyrredón. The government should work with national and sub-national state education institutions to promote partial or full inclusion of the model in secondary school curricula. The government should both promote the experience in schools and refine teacher training programs to include components of the model. The experience in Tucumán can serve as a case study to build momentum around adopting the model at the national level.

*From the PAR project to the Ministry of Labor and the Ministry of Agriculture*

**Support implementation, validation, and expansion of the compliance system developed for the blueberry value chain.** The SCS model developed by PAR in conjunction with the blueberry value chain is a tool that could be applied in other agricultural value chains. The evaluation team recommends promoting a partnership including representatives of producers, CSOs, and national and sub-national state bodies to study the possibility of expanding the model from the blueberry value chain to produce more comprehensive, certified model of compliance.

The government should consider setting up a task group involving the Ministry of Labor, the Institute for Standardization and Certification, and representatives from various value chains to complete this process.

*From the PAR project to the provincial government of Misiones, the national Ministry of Labor, and CONAETI*

**Explore options for validating and expanding the municipal planning and action model developed in Jardín América.** The model for planning and action against child labor developed in Jardín América could be replicated in other municipalities in Misiones and eventually scaled to the national level. The Misiones labor ministry could redouble its efforts to create municipal commissions in each municipality in order to complete this first stage of provincial expansion. At the same time, PAR could work with national bodies such as CONAETI or the Ministry of Labor to obtain validation and endorsement of the model and its potential for national application.

*From OFFSIDE to government partners and stakeholders in the research component*

**Adopt specific measures to operationalize the full potential of OFFSIDE's diagnostic studies.** OFFSIDE is conducting research studies to document and provide a detailed diagnosis of child and adolescent labor in agricultural production, with causes and impacts. Stakeholders with an interest in the outcomes of the research studies include the national Ministries of Labor and of Agriculture, OTIA, INTA, CONAETI, and, in Buenos Aires province, the Ministry of Agricultural Development and the central markets. These entities should identify concrete ways to incorporate the OFFSIDE studies in policy development or further research initiatives.

*From all three projects to the Ministry of Labor and RENATRE*

**Continue exploring options to improve the regulatory framework, procedures, and mechanisms related to protected adolescent work in Argentina.** The evaluation found consistent feedback from stakeholders stressing the importance of developing more specific measures to operationalize effective forms of protected adolescent work and generate more certainty around its legal uses and applications. Stakeholders reported gaps in relation to hiring and registration systems, understanding of forbidden tasks in each sector, formal apprenticeships combining learning and work and linked to the National Qualification System, and dissemination of knowledge to employers.



## APPENDIX A: SUMMARY OF PROJECT PERFORMANCE RESULTS

### NOEMI Project

C1 – The project has augmented the country’s capacity to address child labor or forced labor					
Indicator	Indicator Definition and Unit of Measurement	Baseline	Target	Actual	Description
<b>Outcome 1: Laws or policies supporting quality workplace-based educational training opportunities for youth, including vulnerable and marginalized youth, are improved and/or implemented by key stakeholders</b>					
<b>Indicator OTC 1</b>	Number of laws amended or policies improved by key stakeholders.	0 (Count starts with the project)	1	3	<p>Three regulatory pieces have been reported and can be traced in the TPR reports (Annex A)</p> <ul style="list-style-type: none"> <li>Resolution 2343/17 of the Province of Buenos Aires. NOEMI provided technical assistance to the Provincial Council on Education and Labor ± COPRET. Based on this experience, the NOEMI Project made recommendations to the Ministry of Education of Buenos Aires Province on how to adjust the procedures in order to guarantee compliance with the Resolution. (TPR Oct 2018)</li> <li>The department of Culture and Education (Ministry of Education) of the Province of Buenos Aires issued a new administrative order for workplace-based training, Decree No. 2/2019 GDEBA-DGCEYE, ‘Educational Experiences in Socio-Educational Contexts’.</li> <li>The Regulation for Virtual Internships and Apprenticeships, signed by the Director of Technical Education and Professional Development of Tucuman (in mid-November 2020) (TPR April 2021)</li> </ul>
<b>Sub-outcome 1.1: Legislative and policy proposals are developed to generate the necessary conditions for including vulnerable youth in EWBT systems</b>					
<b>Indicator S-OTC1.1</b>					<p>The series of TPRs (Annex A) compile a number of declarations and proposals developed by NOEMI’s stakeholder. The following is a selection.</p> <ul style="list-style-type: none"> <li>Declarations of interest from: 1) the Municipality of Gral Pueyrredón ± Mar del Plata, and 2) the Province of Santa Fe. UIA-Argentina, Fortalecerse business chamber and CTA labor union, both of Mar del Plata, turned in letters of interest to support project’s future actions.</li> </ul>

	# of draft laws and/or policy proposals developed by key stakeholders to generate the necessary conditions for the inclusion of vulnerable youth in EWBT systems	0	4	15	<ul style="list-style-type: none"> <li>• Inputs to CGT and UOCRA regarding the proposed National Labor Reform</li> <li>• Presentation of a baseline document on the EWBT System to the national Ministry of Education,</li> <li>• Proposal for soft-skills certification, and transferal of the soft-skills development methodology.</li> <li>• Proposal on preparation of a training program on soft skills development and student apprenticeships, to be incorporated into the teacher training program In the Province of Tucumán,</li> <li>• Proposal to modify a new specific regulation for regular secondary schools (Consejo Provincial de Educación y Trabajo, COPRET -BA).</li> <li>• Proposals to train the heads from 37 technical schools in the province has been submitted and approved by the Ministry of Education of the Province of Tucuman, in the framework of the FORMAR Project.</li> <li>• The Director of Technical Education and Professional Training of Tucumán ´s Education Ministry, Matanza´s Secretary of Science, Technology and Educational Policies and General Pueyrredon ´s Education Director submitted letters of interest to work together in the extension project.</li> </ul>
<b>Output 1.1.1.: Stakeholders debate proposals to promote WBT for vulnerable and marginalized youth</b>					
<b>OTP.1.1.1</b>	# of stakeholders engaging in discussions about WBT proposals	0	50	337	<p>Several roundtables, events, workshops and conferences were organized or co-organized by the project in relation to WBT issues. Some examples are.</p> <ul style="list-style-type: none"> <li>• Two inter-sectoral roundtable dialogues were held. One was national, in coordination with the GAN and the UIA.</li> <li>• Encounter of educators, with the participation of teachers and education unions from Buenos Aires, Santa Fe, Tucuman, Rio Negro and Neuquen).</li> <li>• At national level, the team organized four advocacy events, some of them in collaboration with Global GAN, GAN Argentina and ILO.</li> <li>• Other types of conferences and dissemination events were organized with educational partners and the Faculty of Philosophy of the University of Buenos Aires</li> </ul>

					<ul style="list-style-type: none"> <li>• The Project participated in 8 working groups, organized by international organizations (2), the private sector (1) and governmental bodies (5).</li> <li>• At local level, the Project participated in 24 multi-stakeholder meetings, most of which mainly were activities between the productive sector, young people and educational institutions</li> <li>• The project participated in at least 11 events in which the Noemi Project was presented.</li> <li>• 5 discussion forums were held on public policies related to work and education.</li> </ul> <p>The evaluation team has interview some of the participants in these events.</p> <p>No sex disaggregated figure available</p>
<b>Outcome 2: Employers, workers' organizations, and other stakeholders implement good practices related to educational workplace-based training for youth, including vulnerable and marginalized youth</b>					
OTC2	# of stakeholders reporting to be using good practices related to WBT for youth	0	20	51	<p>TPR Oct 2018:</p> <p>In the four territories where the project is working, the EWBT systems are operational and have incorporated</p> <ul style="list-style-type: none"> <li>• Educational Institutions: 18</li> <li>• Grassroots or CSO: 2</li> <li>• Employers 20/25</li> <li>• Government entities: 7</li> </ul>
<b>Sub-outcome 2.1: Attitudes about WBT for youth, including vulnerable and marginalized youth are improved</b>					
S-OTC2.1	% of stakeholders with changed attitudes about EWBT for youth, including vulnerable and marginalized youth	N/A % to be calculated among	25%	42%	<p>Noemi Project carried out the KAP study in 2019. It was done to a total of 206 respondents who represented 52 stakeholders involved in the project.</p> <p>42.3% of the stakeholders changed in a positive way their perceptions about EWBT.</p> <p>NOTE: According to PMP this figure was figure was going to be obtained via the comparison between the initial assessment carried out the first year and the final assessment carried out the last year. Instead, it has been calculated in one single moment (the KAP study)</p>

		those who participate in the project			<p>by asking the participants about their changes in attitudes, knowledge, etc. before and after the EWBT experience.</p> <p>The study also evaluated the change in the practices of stakeholders, and the survey showed that 100% of the employers offering EWBT placements interviewed changed their practices following their involvement with the project; along with 100% of respondents from educational institutions, 96.9% of participating youth and 40% of social organizations, unions, government, and university respondents.</p>
<b>Sub-outcome 2.2: Knowledge about best practices related to WBT, including vulnerable and marginalized youth, is enhanced</b>					
<b>S-OTC2.2</b>	% of stakeholders with increased knowledge about WBT for youth, including vulnerable and marginalized youth	N/A % to be calculated among those who participate in the project	25%	59.6%	<p>Based on the results, the study identified that 59.6% of the stakeholders reported an increase in knowledge of at least one of the following indicators: legal age to perform EWBT, regulatory framework and state social programs. The biggest change was in the legal age to perform EWBT and their regulatory framework and the smallest change in the awareness of state EWBT programs.</p> <p>Same notes about calculation of the indicator (see indicator above <b>S-OTC2.1</b>)</p>
<b>Sub-outcome 2.3: Improved EWBT practices are implemented by key stakeholders</b>					
<b>S-OTC2.3a</b>	# of stakeholders that implement monitoring system on EWBT	0	4	6	<p>All of the stakeholders implementing the project's monitoring system, have adopted the changes and improvements to the data collection instruments and methodologies that the monitoring team developed for the extension phase, and adapted to the distancing and virtual means of communication imposed by the COVID pandemic.</p> <p>There are 6 organizations currently using the Project's monitoring and information system: the Project's four regional partner organizations, the SES Foundation and the DyA Foundation. The monitoring team has developed a digital database which all project partners and teams can access to enter and view information. The evaluation team has had access to this database.</p>

<b>S-OTC2.3b</b>	# of common work plans implemented between stakeholders	0	10	19	<p>19 agreements or workplans have been reported throughout the whole implementation period. The evaluation team has interviewed several representatives of the organizations/entities involved in these agreements and they all expressed a high degree of interest and commitment towards the EWBT model</p> <ul style="list-style-type: none"> <li>• 8 plans in Gonzalez Catan between the school and different employers and public institutions. An agreement has been also signed with the Secretariat of Education and of Youth of the Municipality of La Matanza.</li> <li>• 5 plans /agreements in Mar del Plata between schools and companies: Quicksilver, Fishery, Accenture, Tarjeta Naranja, Azotea Radio. Another agreement was signed with the Secretariat of Education of General Pueyrredon (Mar del Plata) and</li> <li>• In Tucuman, Crecer Juntos brought together the Directorate of Technical Education and the Planning Department to sign an agreement to offer internships. In this province, also an agreement was signed with the Department of Technical Education of Tucuman Province, to jointly carry out the piloting of the EWBT system in 8 technical schools. An agreement with Metanoia.</li> <li>• One workplan in Santa Fe with Naranpol.</li> <li>• in Santa Fe with the gastronomic company Pic Nic.</li> </ul>
Output 2.1.1.: A communications/ outreach strategy is implemented to raise awareness about stigmas and prejudices that prevent youth from accessing EWBT					
<b>OTP2.1.1</b>	# of communicational campaigns implemented	0 (the count starts with the project)	6	17	<p>NOEMI has displayed a great communication and dissemination effort. Lists and materials related to this area have been presented throughout the different TPRs and compiled in a excel worksheet that has been made available to the evaluation team.</p> <ul style="list-style-type: none"> <li>• Communications campaign linked primarily to the launching and positioning of the project.</li> <li>• Campaign around the Project's presence at the Conference on Educational Research of the University of Comahue (through a Forum and an Expert Panel).</li> <li>• <sup>3</sup>That's how I want my school' campaign.</li> <li>• Campaign associated to the G20 Summit. The Noemí Project participated in both C20 (civil society) and B20 (business)</li> </ul>

					<p>events, at which the communications team recorded interviews and published stories in social networks.</p> <ul style="list-style-type: none"> <li>• The joint outreach campaign with GAN Global targeting the private sector.</li> <li>• Campaign originated with the Encounter of Educators.</li> <li>• Communication campaign with GAN Argentina 'Encouraging Opportunities for Young People'</li> <li>• Work Paths for Young People through the Model of Workplace Based Training'</li> <li>• Communication campaign 'Boosting Opportunities for Youth', implemented with GAN</li> <li>• Dissemination of the KAP study</li> <li>• National campaign - #ConexionesQueImportan (#ConnectionsThatMatter),</li> <li>• Local campaign: #DejarlaHuella (Leave your mark)</li> <li>• Childrens Rights</li> </ul>
Output 2.2.1.: Research is conducted and disseminated about mechanisms to access WBT between stakeholders					
<b>OTP2.2.1</b>	# of research studies disseminated	0 (the count starts with the project)	4	4	<ul style="list-style-type: none"> <li>• The pre-situational analysis</li> <li>• Study of perception regarding the workplace-based practices with partial funding from INET.</li> <li>• The KAP study findings were disseminated through online media and in the year-end events to report on project results.</li> <li>• "Guidelines for the implementation of educational workplace-based training (EWBT) in secondary schools",</li> <li>• "Study on the costs of policies to assist youth who are not in school</li> <li>• 'Adolescents who work and the protected adolescent employment system in Argentina: the case of Tucumán and Misiones'</li> <li>• Study on the estimated costs of the EWBT methodology</li> </ul>
Output 2.3.1.: Technical assistance provided to diverse stakeholders at the national and local levels					

<b>OTP2.3.1</b> # of people trained on EWBT systems		0	40	705 (342 teachers)	Including teachers/tutors, representatives of non-governmental organizations and technical personnel from government offices.  No sex disaggregated figure available, as agreed upon in the project CMEP. .
<b>Outcome 3 – The quality of existing public and private programs that provide vulnerable and marginalized youth with prerequisite skills to enter workplace-based training programs is provided</b>					
<b>OTC3</b> # of educational institutions and/or social-educational organizations and/or workplace programs applying methodological proposals on WBT		0	8	23	16 pilot schools participated in the pilot phase: 5 in Tucuman, 8 in Mar del Plat and 3 in La Matanza. Additional work was done to train educational outreach workers at the schools, with whom the Project is developing methodologies for training tutors to promote educational inclusion and continuity. <sup>3</sup> more schools are expected to join in June from General Puyrredón
<b>Sub-outcome 3.1: Coordination/collaboration between service providers reaching vulnerable and marginalized youth and WBT programs is strengthened</b>					
<b>S-OTC3.1</b>	# of agreements reached between multiple stakeholders	0 (the count starts with the project	9	22	Agreements reached with UCAYA, CGERA, Romatex, Merva, the Santo Tomas de Aquino School, El Colmenar Civil Association, Cirujas Civil Association, CODEc, Naranpol cooperative, the Terranza Civil Association agreement between the Secretariat of Planning and the National University of Tucuman to provide internships for students at Crecer Juntos.  Agreement with the State Secretary of Public Management and Planning of the province of Tucuman; the agreement on joint actions between the ENVION PODES program and Project NOEMI; and an agreement with the Direction of Technical Education of Tucumán and Crecer Juntos.  Agreement with a District Education Office of Buenos Aires Province to authorize virtual EWBT apprenticeships at CITLAM.
<b>Sub-outcome 3.2: Relevance of skills training programs available to vulnerable and marginalized youth is improved</b>					

<b>S-OTC3.2a</b>	# of public and/or private educational programs applying improved methodologies to address vulnerable and marginalized youth		4	5	<p>The EWBT System Management Course has been approved and is included within the official teacher training system of the Ministry of Education of the Province of Tucuman (FORMAR). Also the Training Course and the Envió-Podés Program for the Province of Buenos Aires. Then, in the extension stage, at the request of USDOL</p> <p>Under this indicator is also reported the co-management with the provincial and municipal states, which allowed for improvements in the management of the educational programs of these institutions. These are:</p> <ul style="list-style-type: none"> <li>• Secretary of Education of General Pueyrredón,</li> <li>• Directorate of Technical Training and Professional Training of Tucumán</li> </ul> <p>Secretary of Educational Policies and Technological Innovation of La Matanza.</p>
<b>S-OTC3.2b</b>	# of people in work places applying methodologies on EWBT		20	38	<p>Tutors have been trained in different workplaces:</p> <p>2 from La Parada SRL (Tucumán); 1 from Quicksilver (Mar del Plata) and 2 from the Terranza Civil Association in Santa Fe. 3 in Santa Fe and 2 in Gonzalez Catan.</p> <p>4 from "La Azotea" Radio, 3 tutors from "Mardi" Fish Shop, 3 from CODEC, 1 from "La Salle" school, 1 from "Cirujas" Greenhouse, 1 from "Quick Silver" and 2 Radios: "San Justo" and "Radio Popular "</p> <p>3 from Accenture and 3 from Tarjeta Naranja.</p>
<b>Output 3.1.1.: Methodological proposals are developed to promote coordination among actors</b>					
<b>OTP3.1.1</b>	# of methodological proposals developed to promote coordination among actors		4	5	<p>The Methodological Manual of the EWBT System was completed including a toolbox with different methodological guidelines: 6.1. Formulario de Anteproyecto Escolar; 6.2. Descripción de los roles de los participantes del Proyecto; 6.3. Guía del docente y tutor escuela y tutor oferente; 6.4. Cuaderno del y la Estudiante; 6.5. Cartilla para el Tutor para el uso del Cuaderno del y la Estudiante; 6.6. Guía de Definiciones, Abordaje e Indicadores de HSE; 6.7. Detalle de normas para llevar a cabo las PELT; 6.8. Guía de relacionamiento con Instituciones Oferentes; 6.9. Guía para la sistematización de la experiencia del Sistema PELT en la Jurisdicción; 6.10 Guía para la sistematización de la experiencia del Sistema PELT en la Escuela</p>



Output 3.2.1.: Proposals are generated for improving the pedagogical structure and management systems for implementing EWBT in educational institutions					
<b>OTP3.2.1</b>	# of proposals for improving the pedagogical structure and management systems for implementing EWBT in educational institutions		4	23	<b>Same as OTP 3.1.1</b>
Output 3.2.2.: Proposals are generated for improving the pedagogical structure and management systems for implementing EWBT in workplaces					
<b>OTP3.2.2.</b>	# of proposals for improving the pedagogical structure and management systems for implementing EWBT in <b>workplaces</b>		4	17	<b>Same as OTP 3.1.1</b>

### PAR Project

Project Objective: To increase action by labor and agriculture stakeholders to address child labor in agricultural areas in Argentina					
Indicator	Indicator Definition and Unit of Measurement	Intake /baseline	Target	Actual	Description
Overall Project Indicator	Number of actions conducted by labor and agriculture stakeholders to address child labor	0	20	0	This indicator will be reported at the end of the project.
Project Specific Training-related Result					

T1	Number of individuals provided with training or other support to improve enforcement of, or compliance with child labor, forced labor, or other worker rights laws or policies	0	100	734	<p>Trainings related to different topics were carried out: communications strategy, methodologies, regulations and laws, child labor risks, child labor identification. Trainings have included representatives from the three sectors targeted by the project: public, private and third sector (CSO). It can be detailed</p> <ul style="list-style-type: none"> <li>• Managers, technicians and workers (foreman, farm, transportation) from the blueberry production chain.</li> <li>• Rural workers and contractors in the province of Tucuman</li> <li>• Representatives from the national, provincial and local governments.</li> <li>• Relevant institutions</li> <li>• Member of the COPRETI's</li> <li>• Civil Society organizations ('Sueño para Misiones', Association of brickmakers, Association of yerba pickers).</li> <li>• Methodology development team</li> </ul> <p>Description of the training events and disaggregated figures can be found in the TPR Reports (Narrative and Annex A).</p>
<b>Outcome 1. Increased knowledge of the challenges and opportunities for addressing child labor in agriculture</b>					
OTC 1a	Number of informational products on CL in agricultural areas disseminated	0	6	14	<p>Throughout the period, different communication pieces were produced:</p> <ul style="list-style-type: none"> <li>- Advertisement posted on buses used in the province of Misiones</li> <li>- Informational brochure on the PAR Project</li> <li>- Videos for social media and WhatsApp distribution</li> <li>- Infographics related to the Webinars and to the Compliance System</li> <li>- Webinar Live Streaming</li> <li>- Newsletters</li> <li>- Articles in media outlets</li> <li>- Stories about the project in blogs, magazines and news</li> <li>- Posts on social media of KAP Study</li> </ul> <p>Description of the informational products can be found in the TPR Reports (Narrative).</p>

OTC 1b	Percentage of people with increased knowledge on child labor in agricultural areas	51%	50%	0%	The baseline indicator refers to the % of stakeholders surveyed in the initial KAP study who have some knowledge about child labor in agriculture. This indicator will be reported at the end of the project, when the second part of the KAP study is carried out that will enable the project to update the %. This situation was impacted by the COVID-19 crisis throughout 2020, which continues into 2021.
Output 1.1 Research based evidence is disseminated					
OTP 1.1	Number of research studies on CL in agriculture generated	0	6	5	<p>Different Research studies were carried out within the framework of the project:</p> <ul style="list-style-type: none"> <li>- A stakeholder mapping at the national, provincial (Tucumán and Misiones) and local level (municipalities of Jardín América -Misiones- ; Sargento Moya and Santa Lucía -Tucumán-).</li> <li>- A characterization of the yerba mate and blueberry production systems</li> <li>- KAP survey</li> <li>- Gender Focus Study for child labor prevention initiatives in Rural Areas</li> <li>- Study on Protected Adolescent Labor with RENATRE and UATRE</li> </ul> <p>By the end of the period the study of systematization of the piloting of the SCS for blueberries was started. Description of the studies can be found in the TPR Reports (Narrative).</p>
Output 1.2 Awareness raising campaign is implemented					

<p>OTP 1.2a</p>	<p>Number of awareness raising campaigns on CL in agriculture issues implemented</p>	<p>0</p>	<p>5</p>	<p>12</p>	<p>During this period different raising campaigns on child labor were held:</p> <ol style="list-style-type: none"> <li>1. Horas libres de trabajo infantil</li> <li>2. Posicionamiento del proyecto PAR</li> <li>3. Cosecha de arándanos</li> <li>4. Acompañamiento ABC</li> <li>5. Me gusta el mate sin trabajo infantil</li> <li>6. Resultados CAP</li> <li>7. Derechos del NnyA</li> <li>8. Campaña invisibilidad PAR redes sociales</li> <li>9. #CuidarnosEsCuidarlos</li> <li>10. visible #trabajoinfantil</li> <li>11. #CultivemosFuturo</li> <li>12. Difusión de actividades del proyecto PAR, (a continuous campaign)</li> </ol> <p>Description of the campaigns can be found in the TPR Reports (Narrative and Annex A).</p>
<p><b>Outcome 2 Increased capacity of labor and agriculture stakeholders to address CL in agriculture</b></p>					

OTC 2.a	Number of stakeholders adopting good practices related to CL	0	5	53	<p>Stakeholders and participants of the project have been adopting good practices as well as meetings to proceed with this knowledge in the territories related to child labor in both provinces where PAR has insertion. Some examples are:</p> <p>For Misiones:</p> <ul style="list-style-type: none"> <li>- Private Institute of Higher Education (IMPESMI)</li> <li>- Knowledge Park</li> <li>- Ministry of Labor</li> <li>- National University of Misiones</li> <li>- Sueño para Misiones</li> <li>- COPRETI</li> <li>- Secretariat of Municipal Affairs</li> </ul> <p>For Tucumán:</p> <ul style="list-style-type: none"> <li>- Council of Sargento Moya</li> <li>- Blueberry producers (with RENATRE and APRATUC)</li> <li>- INTA Famaillá</li> <li>- Department of Training and Community Organization</li> <li>- Ministries of Health</li> <li>- Ministry of Education</li> <li>- Secretariats of Labor and Employment</li> <li>- CSR departments of companies</li> <li>- Directorate of Children, Adolescents and Family</li> </ul> <p>The project also worked with COPRETI Buenos Aires for organizing forums and to seek for a Diplomate course on Child Labor. Further description can be found in the TPR Reports (Narrative and Annex A).</p>
OTC 2.b	Number of stakeholders adopting good practices related to CL	0	25%	0%	This indicator will be reported on at the end of the project.
Sub-Outcome 2.1 Civil Society actors increase their knowledge in policy advocacy, outreach and protection efforts					

OTC 2.1.a	Number of CSO with CL topics included in their agendas	0	3	4	<p>The project worked with different CSO help embodied in accompaniment in technical assistance, in communicational support, in tools for the prevention and eradication of child labor, in sustain of the platform of CSO agreements:</p> <ul style="list-style-type: none"> <li>- Association Conciencia</li> <li>- Sueño para Misiones (SPM)</li> <li>- Oleros (Brick Makers) Association</li> <li>- Tareferos Association of Jardín América</li> </ul> <p>Description of the way the CSOs included the topic can be found in the TPR Reports (Narrative and Annex A).</p>
OTC 2.1.b	Percentage of CSO with CL topics included in their agendas	0%	50%	0%	This indicator will be reported on at the end of the project.
Output 2.1.1 Exchange activities between CSO are generated					
OTP 2.1.1	Number of members of CSOs that participate in exchange activities	0	10	14	<p>Exchange activities were held with:</p> <ul style="list-style-type: none"> <li>- Arepa Viva</li> <li>- Sueño para Misiones (3)</li> <li>- Sale el Sol</li> <li>- Fundación Tupa Renda</li> <li>- Fundación Manos Comunitarias</li> <li>- Fundación Prosperita</li> <li>- Association Conciencia</li> <li>- Association OASIS</li> <li>- Association Preservar Nuestros Orígenes (2)</li> <li>- Fundación ALAMEDA</li> <li>- ACEHNCO</li> </ul> <p>Due to the pandemic, the diploma program, which will include civil society organizations, was postponed until July. The Diploma Program includes 3 seminars for exchanging experiences. The project also started links with the CSOs in the PAMPA 2030 meeting</p> <p>Description of the exchanges can be found in the TPR Reports (Narrative and Annex A).</p>
Output 2.1.2 Training programs on CL issues implemented					

OTP 2.1.2	Number of members of CSOs trained on CL issues	0	8	10	<p>Member of different CSOs were trained on child labor:</p> <ul style="list-style-type: none"> <li>- Sueño para Misiones (2),</li> <li>- Conciencia (2),</li> <li>- Fundación Argentelemon (2)</li> <li>- Fundación Trapani (1).</li> <li>- Crecer Unidos (2)</li> <li>- Fundación Ephiphaneia (1)</li> </ul> <p>Due to the pandemic, the diploma program, which will include civil society organizations, was postponed until July. The details of the training programs are in the TPR Reports (Narrative).</p>
Sub-Outcome 2.2 Government organizations protection, oversight and enforcement systems are improved					
S-OTC 2.2	Number of agreements signed between the project and government organizations	0	6	9	<p>Different agreements were held with government (national and subnational) during this period:</p> <ul style="list-style-type: none"> <li>- RENATRE</li> <li>- UDPM in Tucuman province</li> <li>- Secretariat of Labor of Tucuman</li> <li>- Ministry of Labor of the Province of Entre Rios and the Blueberry Producers Association (APAMA)</li> <li>- Ministry of Labor and the Municipality of Jardin de America in Misiones (2)</li> <li>- Ministry of Labor in Misiones</li> <li>- Directorate of Municipalities of the Ministry of Justice in Misiones</li> <li>- COPRETI of the Province of Entre Rios</li> <li>- COPRETI of Buenos Aires</li> </ul> <p>The details of the agreements can be found in the TPR Reports (Narrative, Annex A and files attached).</p>
Output 2.2.1 Response tools to protect working children and adolescents are revised					
OTP 2.2.1	Number of response tools modified	0	1	3	<p>The project completed the design of three tools for protection of working children and adolescent were revised:</p> <ul style="list-style-type: none"> <li>- Protection protocol design Misiones</li> <li>- Protection protocol design Tucumán</li> <li>- Attention protocol to Blueberry producing companies in coordination with local governments.</li> </ul> <p>For further information, see TPR Reports (Narrative).</p>
Output 2.2.2 Oversight and/or enforcement tools are tested to monitor child labor in production processes					

OTP 2.2.2	Number of oversight and/or enforcement tools modified to monitor CL in agriculture	0	2	2	<p>The project reported two tools to monitor child labor in agriculture:</p> <ul style="list-style-type: none"> <li>- App to register attempts of child labor and to monitor the protected adolescent labor; with subsequent advice to companies.</li> <li>- List of permissible activities for adolescents in blueberry production</li> </ul> <p>In addition, the project worked on:</p> <ul style="list-style-type: none"> <li>- training videos were produced for all personnel at the companies (with Spread the World)</li> <li>- Register adolescent workers with RENATRE.</li> </ul> <p>Description of these tools are detailed in the TPR Reports (Narrative and Annex A).</p>
OTP 2.2.3	Number of government officials trained	0	10	145	<p>At the beginning of the project, PAR started meetings with different government institutions (RENATRE, CONAETI, INTA, UATRE) in order to start the training process. Trainings of government officials and representatives were reported throughout 2020 and 2021 in different government institutions and different topics to address child labor:</p> <ul style="list-style-type: none"> <li>- Municipalities and communes (87)</li> <li>- Specialized governmental areas, secretaries and directorates (health, education, labor, Defensor) (42)</li> <li>- Health and Educational institution (3)</li> <li>- National and subnational registries (8)</li> <li>- CONAETI and COPRETI (5)</li> </ul> <p>Description of the trainings can be found in the TPR Reports (Narrative and Annex A).</p>
Sub-Outcome 2.3 Private sector actors adopt a SCS model to prevent, monitor, and address agricultural CL					
OTC 2.3	Number of private sector actors that have adopted a SCS model	0	2	0	<p>The project designed and developed the SCS model for blueberry and yerba mate production. Although the indicator will be reported at the end of the project, the blueberry producers will pilot the SCS. The design of the model and the pilot can be found in the TPR Reports (Narrative and Annex A).</p>
Output 2.3.1 Private sector actors of yerba mate and blueberries pilot a Social Compliance System					



OTP 2.3.1	Number of private sector actors that pilot the SCS	0	6	4	<p>Private sector actors piloted the SCS in the blueberry production:</p> <ul style="list-style-type: none"> <li>- ExtraBerries (Entre Ríos)</li> <li>- PDJ (Tucumán)</li> <li>- King Berry (Tucumán)</li> <li>- La Loma (Tucumán) This is the company that piloted some of the tools of the SCS</li> </ul> <p>After the piloting, three companies are participating in the systematization of the experience. The advances can be found in the TPR Reports (Narrative and Annex A).</p>
<b>Stakeholder Engagement</b>					
OTP 2.3.2	Number of stakeholders that participate in workshops organized by the project	0	12	97	<p>Different stakeholders participate in workshops organized by PAR:</p> <ul style="list-style-type: none"> <li>- COPRETIs</li> <li>- CSOs</li> <li>- Health and educative institutions</li> <li>- Implementor partners</li> <li>- INTA</li> <li>- Inter-union table</li> <li>- IPESMI</li> <li>- Misiones and Tucumán agricultural sector (cooperatives, producers, Municipalities and comunnes</li> <li>- Park of Knowledge of Misiones</li> <li>- Producers</li> <li>- RENATRE, REPROCON</li> <li>- Specialized governmental areas, ministries, secretaries and directorates (health, education, labor, Defensor)</li> <li>- Unions</li> </ul> <p>Description of the workshops are in the TPR Reports (Narrative and Annex A).</p>

### OFFSIDE Project

Project Objective: To increase action by labor and agriculture stakeholders to address child labor in agricultural areas in Argentina					
Indicator	Indicator Definition and Unit of Measurement	Baseline	Target	Actual	Description
Project Objective: To increase action by labor and agriculture stakeholders to address child labor in agricultural areas in Argentina					

Overall Project Indicator	Number and percentage of relevant government actors with strengthened capacities to prevent and eradicate Child Labor in agriculture.	0	16	7	<p><b>INTA:</b> The work carried out together with INTA allows us to affirm that their capacities to address child labor have been strengthened through:</p> <ul style="list-style-type: none"> <li>- Development of a cycle of virtual seminars on child and adolescent labor.</li> <li>- Two thousand of its technicians have received training in Good Agricultural Practices, where the recommendations on the prevention of child labor and the protection of adolescent labor can be found.</li> <li>- Transfer of specific content for technicians who will be part of the research on the impact of water access technologies.</li> <li>- Training on child labor prevention for technicians from all over the country, being part of specific research on the impact of water technologies in the activities of children from rural areas.</li> <li>- Training Proposal under the ILO Convention No. 169</li> <li>- Inclusion of the Decent Work in Agriculture Perspective in the 2020-2023 Strategic Training Plan</li> <li>- Communication Activities as part of the Study 'Effects of Innovation Technologies in Family Agriculture Labor Organization: Access to Water for Comprehensive Use Projects'.</li> <li>- Presentation of INTA Radio Decent Work Dictionary</li> </ul> <p><b>COPRETI Buenos Aires:</b> Due to the project's decision to support the design of a child labor monitoring portal for COPRETI Buenos Aires, COPRETI Buenos Aires decided to create a specific Child Labor Monitoring team, with the consequent budget allocation and hiring of personnel exclusively for this task.</p> <p><b>OTIA:</b> Strengthened technical research strategies:</p> <ul style="list-style-type: none"> <li>- Inclusion of questions on children and adolescents' activities in UNICEF's MICS survey.</li> <li>- Qualitative study in Children, Adolescents and Young People Living in Rural Areas in the Context of the Preventative Social and Compulsory Lockdown Phone Survey.</li> </ul> <p><b>Ministry of Agrarian Development:</b> Strengthened capacities through:</p> <ul style="list-style-type: none"> <li>- Diagnosis and observatory that include child labor.</li> <li>- Awareness campaign that will focus on agricultural workers' labor rights, awareness of child labor and protection of adolescent labor, occupational health and safety, and the prevention of labor exploitation and forced labor.</li> </ul> <p><b>Central Market of Buenos Aires:</b> Strengthened capacities through:</p> <ul style="list-style-type: none"> <li>- Actor mapping is held with the Central Market of Buenos Aires to identify possible activities that lead to child labor.</li> <li>- Communication strategies were also held.</li> </ul> <p><b>SENASA and MAGyP:</b> Strengthened capacities through:</p> <ul style="list-style-type: none"> <li>- Training course for extension technicians</li> </ul>
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Project Specific Training-related Result					
T1	Number of individuals provided with training or other support to improve enforcement of, or compliance with child labor, forced labor, or other worker rights laws or policies	0	2080	4805	<p>Various trainings that the project has carried out with various institutions are included. Of these trainings, 1876 were oriented to the problem of child labor.</p> <ul style="list-style-type: none"> <li>- Training on Good Agricultural Practices for the production of fruits and vegetables</li> <li>- Training for Community leaders in the fight against child labor in rural areas.</li> <li>- Training for teachers: INTA-INET.</li> <li>- Workshops: <ul style="list-style-type: none"> <li>o Child and Adolescent Labor and its impact on health.</li> <li>o Escuelagro</li> </ul> </li> <li>- Webinars: <ul style="list-style-type: none"> <li>o ILO Convention 169 on Indigenous and Tribal Peoples.</li> <li>o Health and Safety at Work. Agricultural sector</li> <li>o Women, Work and Rurality. How to reverse these inequalities.</li> <li>o Methodologies for studying the impact of water access technologies on the eradication of child labor.</li> <li>o Challenges and opportunities for youth work in rural areas and the agricultural sector</li> <li>o Just Transitions to a Green Economy</li> <li>o Decent Work and Child Labor in the Agricultural Sector</li> </ul> </li> </ul>
<b>Outcome 1: Increased knowledge of the challenges and opportunities for addressing child labor in agriculture</b>					

OTC 1.1	Number and percentage of national and provincial government structures that implement some action regarding child labor	0	16	12	<p>Different institutions were involved in the implementation of actions regarding child labor that can be traced in the TPR reports (Annex A)</p> <p><b>COPRETI Mendoza:</b> Planning Workshop and Working Breakfast (October 2019). Specific training for health workers on the effects of child labor in children’s health (October 2020)</p> <p><b>COPRETI Buenos Aires:</b> Sectorial Workshop (October 2019). Training workshop on Child Labor for communitarian leaders in La Plata (November 2020). The institution organized the agricultural roundtable to discuss specific issues regarding child labor in the sector.</p> <p><b>COPRETI Santa Fe:</b> Planning Workshop (October 2019) Santa Fe Provincial Directorate of Decent Employment are working in a Monitor of Child Care Centers in Santa Fe</p> <p><b>INTA:</b></p> <ul style="list-style-type: none"> <li>- Signature of a cooperation agreement with ILO for the prevention of Child Labor in Agriculture and to promote decent work in rural areas.</li> <li>- INTA implemented training on Child Labor in agriculture for technicians all over the country with contents provided by OFFSIDE.</li> <li>- Dictated a webinar for its employees and technicians to raise awareness of the issues inherent to the Decent Work Agenda, as a driving force for development in rural areas.</li> <li>- Launching of the training proposal on ILO Convention 169 for the institution's personnel. Institutional capacity building through a training plan for personnel, aimed at working with indigenous peoples, addressing issues such as decent work and child labor from a multicultural perspective.</li> <li>- The topics addressed have been Decent Work in Rural Areas and Child Labor in Agriculture. It was carried out a survey among its technicians in Mendoza, to collect information about their perceptions and points of view about Child Labor in Agriculture.</li> <li>- In February 2021, INTA presented an initiative of radio spots under the title "Dictionary of Decent Work" within the framework of the Agreement with the International Labour Organization for the promotion of decent work in the agricultural sector. The campaign consists of 5 spots, highlighting messages related to "Indecent Work" and its implications for child labor, and occupational health and safety, among others. The messages will be broadcast through INTA Radio, which is a virtual platform for the production, exchange and free downloading of radio contents related to rural areas.</li> <li>- As a result of the institutional alliance generated with INTA, through the signing of the Framework Agreement signed in 2019, the institution</li> </ul>
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					<p>incorporated under resolution 1208/20 of its Board of Directors the "Annex 1: Decent work perspective for the agricultural sector" in its strategic training plan. These contents cover all the thematic axes linked to the Framework Agreement. Consequently, INTA's Strategic Training Plan (PEC) for 2021-2023 includes Decent Work as one of its lines of action as a central axis of institutional training.</p> <p><b>RENATRE:</b> The institution announced the launch of a virtual course for INTA and SENASA technicians. The training course will be focused on Child Labor and Adolescent Work and will take place in late 2020-early 2021. Offside is working along with RENATRE providing technical assistance to develop the course.</p> <p><b>OTIA:</b></p> <ul style="list-style-type: none"> <li>- workshop among the institutions that are carrying out research studies for the project, providing advice and recommendations.</li> <li>- OTIA called a meeting with OFFSIDE to discuss the potential of rural EANNA to research children's activities during the COVID-19 Pandemic.</li> </ul> <p><b>Central Market of Buenos Aires:</b></p> <ul style="list-style-type: none"> <li>- Mapping is held with the Central Market of Buenos Aires to identify possible activities that lead to child labor.</li> <li>- Communication strategy</li> </ul> <p><b>Buenos Aires Ministry of Agrarian Development:</b></p> <ul style="list-style-type: none"> <li>- create different diagnosis and observatory that include child labor.</li> <li>- The Ministry launches an awareness campaign that will focus on agricultural workers' labor rights, awareness of child labor and protection of adolescent labor, occupational health and safety, and the prevention of labor exploitation and forced labor.</li> </ul>
<b>OTC 1.2</b>	Number of actions addressing child labor and adolescent work adopted by government entities as a result of the exchange program	0	13	0	
<b>Output 1.1 Updated, gender-sensitive research conducted on child labor and adolescent work in agriculture.</b>					

<b>OTP 1.1.1</b>	Number of new technical studies conducted by the project about child labor and adolescent work in agriculture available	0	10	1	<p>In December 2020, OFFSIDE completed the study developed together with INTA: 'Effects of Innovation Technologies in Family Agriculture Labor Organization: Access to Water for Domestic Use and Farming'.</p> <p>Other six studies were launched and are currently in progress:</p> <ul style="list-style-type: none"> <li>- Qualitative Study on Children, Adolescents and Young People Living in Rural Areas in the Context of the Preventative Social and Compulsory Lockdown Phone Survey (with OTIA)</li> <li>- National Study on Child Labor in Agriculture in Argentina (ENTIA). Stage 2. The objective of Stage II is to establish a diagnosis on the capacity and potentiality of the sources identified in Stage I for the understanding of Child Labor in rural areas</li> <li>- Assessment Review and Socio-Economic Characterization for the Promotion of Decent Work (with Central Market of Buenos Aires)</li> <li>- Prevention and Elimination of Child Labor in Santa Fe Agricultural Sector. Childcare Centers (with Santa Fe COPRETI)</li> <li>- Decent Work Assessment Review and Evaluation in the Wine Producing Chain (Mendoza)</li> <li>- Child Labor and Adolescent Work in Agriculture of Current Issues in the Garlic and Tomato Chains (Mendoza)</li> </ul>
Output 1.2 Awareness campaigns on the importance of eradicating child labor and protecting permitted adolescent work in agriculture conducted					
<b>OTP 1.2.1</b>	Number of participants attending workshops about the project's research results	0	300	0	For the time being, no workshops have been organized to present the results, but it is expected that the next one will be held soon.
Output 1.3 Improved materials, tools and methodologies on child labor and adolescent work in agriculture are available for labor and agriculture stakeholder					
<b>OTP 1.3.1</b>	Number of new or adapted materials on child labor and adolescent work in agriculture transferred to governmental agencies and other actors.	0	12	2	<p>The Project adapted the training materials for the Good Agricultural Practices Program of INTA and SENASA, including a section with recommendations for preventing child labor and protecting adolescent work. The module "Child Labor in Agriculture" developed for CONAETI was finished. A training module on Child Labor in Agriculture was transferred to INTA, for the development of specific training for INTA Technicians who will participate in the research activities on the impact of water access on children's activities. The training module on Child Labor and Adolescent Work for the Good Agricultural Practices course was updated and adapted for the 2020 cohort.</p> <p>Trainings regarding labor rights (that include children rights) with the Buenos Aires Ministry of Agrarian Development.</p> <p>No new training materials have been transferred or adapted during this period.</p>

<b>OTP 1.3.2</b>	Number of participants completing the course in Good Agricultural Practices Program Training Course. (contributes to T1)	0	1600	1748	SENASA, one of the institutions that oversees the courses, informed us the participation in the course was lower than they expected. A second cohort was started in May 2020, with 1468 Trainers who passed the course and to 354 advisors trained, reported to date according to records provided by SENASA.
Output 1.4 Good practices and lessons learned on child labor and adolescent work in agriculture exchanged among government entities					
<b>OTP 1.4.1</b>	Number of government entities participating in exchange programs coordinated by the project	0	60	0	Activity not yet started
<b>Outcome 2 Increased capacity of labor and agriculture stakeholders to address CL in agriculture</b>					
<b>OTC 2.1</b>	Percentage and number of labor inspectors that demonstrate an increase in knowledge after being trained.	0	80	0	Activity not yet started
<b>OTC 2.2</b>	Percentage and number of civil servants that demonstrate an increase in knowledge after the 'Put an End to Child Labor' course	0	144	0	Activity not yet started
Output 2.1 Stakeholders trained to plan, coordinate, manage, and monitor child labor and adolescent work in agriculture					
<b>OTP 2.1.1</b>	Number of labor inspectors trained on child labor and adolescent work in agriculture (contributes to T1)	0	300	0	Activity not yet started
<b>OTP 2.1.2</b>	Number of civil servants trained through the 'Put an End to Child Labor' course (contributes to T1)	0	180	0	Activity not yet started
<b>OTP 2.1.3 Training Indicator</b>	Number of individuals trained on Child Labor and Adolescent Work in agriculture. (contributes to T1)	0		128	1) 34 teachers trained in a special training organized by INET and INTA, within de Good Agricultural Practices program for teachers. 2) 94 INTA technicians trained who will participate in the research activities on the impact of water access on children's activities.
Output 2.2 Technical and social innovation adopted.					
<b>OTP 2.2.1</b>	Number of prototypes implemented	0	2	0	Not applicable for this period.
Output 2.3 Technical assistance provided to targeted municipalities to address child labor and adolescent work in agriculture					

<b>OTP 2.3.1</b>	Number of awareness raising activities carried out at the local level	0	18	1	The national context, marked by the political transition, has not allowed progress in awareness raising actions at the local level. Due to the pandemic situation, was not possible to develop local campaigns in the provinces. OFFSIDE carried out a local awareness-raising campaign in the Central Market of Buenos Aires, spreading short videos, banners and social media posts focused on decent work and child labor in Agriculture. Mendoza COPRETI identifies difficulties regarding pandemic situation.
Output 2.4 Government intervention models updated based on good practices and lessons learned.					
<b>OTP 2.4.1</b>	Number of child care strategies updated based on research	0	6	0	Activity not yet started



## APPENDIX B: LIST OF DOCUMENTS REVIEWED

Project	Document	Supporting Documentation	Author	Date	Format
NOEMI	2020 CMEP Revision	Annex A	DyA	2020	Word/Excel
NOEMI	2017 CMEP	Annex A	DyA	2017	Word/Excel
NOEMI	Presituational Analysis		DyA	2020	PDF
NOEMI	Presituational Analysis Executive Summary		DyA	2020	Word
NOEMI	CMEP Project Extension	Annex A	DyA	2020	Word/Excel
NOEMI	Methodological manual of the system of educational practices in the workplace (EWPT System)	Toolbox (25 files)	DyA	April 2020	Word
NOEMI	Adolescent Employment Research - Final		DyA	2020	Word
NOEMI	Project Extension		DyA	2020	Excel
NOEMI	Project Modification		DyA	2019	PDF
NOEMI	Recommendation Tracker			May 2019	Excel
NOEMI	Interim Evaluation (non PII)		Mauricio Garcia Moreno	December 2018	PDF
NOEMI	Project Document		DyA	June 2017	Word
NOEMI	Project Work Plan		DyA	April 2016	Excel
NOEMI	Budget Narrative		DyA	April 2016	Word
NOEMI	Budget Package		DyA	June 2017	
NOEMI	Grant Modification		DOL	November 2016	PDF
NOEMI	Notice of Award Modification 1		DOL	July 2019	PDF
NOEMI	Notice of Award Modification 2		DOL	March 2020	PDF
NOEMI	2021 MPG		DOL	December 2020	PDF
NOEMI	DyA Technical Proposal		DyA	April 2016	Word
NOEMI	April 2017 TPR	TPR Narrative	DyA	April 2017	Word
		Appendix 1 ± List of Informants	DyA	April 2017	Excel
		Appendix 2 ± Relatoría Encuentro Inaugural	DyA	April 2017	PDF
		Appendix 2 ± Relatoría Segundo Taller	DyA	April 2017	PDF
		USDOL Comments on TPR	DyA	April 2017	Word
		Response to USDOL Comments	DOL	April 2017	Word
		Updated Work Plan	DyA	July 2017	Excel
NOEMI		TPR Narrative	DyA	October 2017	Word
		Comments on TPR	DyA	October 2017	Word
		Participant Story	DyA	October 2017	PNG

Project	Document	Supporting Documentation	Author	Date	Format
	October 2017 TPR	Annex A - Indicator Tracking	DyA	October 2017	Excel
		USDOL Comments on TPR	DOL	October 2017	Word
		Work Plan Updated Jan 18	DyA	January 2018	Excel
NOEMI	April 2018 TPR	TPR Narrative		April 2018	Word
		Annex A - Indicator Tracking	DyA	April 2018	Excel
		Documento Sistema PEL Presentado	DyA	April 2018	PDF
		Matriz Cronograma 2018	DyA	April 2018	Excel
		USDOL Comments on TPR	USDOL	April 2018	Word
		Responses to USDOL Comments	DyA	April 2018	Word
		Nota portal - Mar del Plata	DyA	April 2018	JPG
		Nota punto noticias - Mar del Plata	DyA	April 2018	JPG
	Work Plan Updated	DyA	April 2018	Excel	
NOEMI	October 2018 TPR	TPR Narrative		October 2018	Word
		USDOL Comments on TPR	USDOL	October 2018	Word
		Annex A - Indicator Tracking	DyA	October 2018	Excel
NOEMI	April 2019 TPR	TPR Narrative	DyA	April 2019	Word
		Annex A - Indicator Tracking	DyA	April 2019	Excel
		Annex G.	DyA	April 2019	
		Tucuman Proposal Submission	DyA	April 2019	PDF
		Research Based Analytical Document	DyA	April 2019	PDF
		Common Agreement Among Stakeholders	DyA	April 2019	Word
		Mid Term Systematization	DyA	April 2019	Word
		Agreement Reached with Secretary of State	DyA	April 2019	PDF
		USDOL Comments	USDOL	April 2019	Word
		Annex C. Responses to DOL Comments	DyA	April 2019	Word
		Annex A - Indicator Tracking	DyA	April 2019	Excel
NOEMI	October 2019 TPR	TPR Narrative	DyA	October 2019	Word
		Supporting Letters (7)		October 2019	PDF

Project	Document	Supporting Documentation	Author	Date	Format
		Annex A - Indicator Tracking	DyA	October 2019	Excel
		Annex A with OCFT Comments	DyA and DOL	October 2019	Excel
		KAP Summary Report	DyA	October 2019	Word
		USDOL Comments	USDOL	October 2019	Word
		Joint signature arrangement Decree Buenos Aires		September 2019	PDF
		Deed Agreement La Matanza	DyA	October 2019	Word
		Ministry of Social Development Declaration of Interest		August 2019	PDF
		Annex C ± Response to USDOL Comments from Last TPR	DyA	October 2019	Word
		Annex D ± Project Activities Update in Response to MTE Recommendations	DyA	October 2019	Word
		Annex F	DyA	October 2019	Word
		Annex G	DyA	October 2019	Word
		KAP Summary Report	DyA	October 2019	Word
NOEMI	April 2020 TPR	TPR Narrative	DyA	April 2020	Word
		Annex A ± Indicator Tracking	DyA	April 2020	Excel
		Annex B ± Workplan	DyA	April 2020	Excel
		Annex C ± Response to DOL Comments on Last TPR	DyA	April 2020	Word
		Annex G	DyA	April 2020	Word
		Proposed Logframe Noemi II	DyA	April 2020	Excel
		Proposed Logframe	DyA	April 2020	Excel
		Proposed Monitoring Plan	DyA	April 2020	Word
		Research ± Orientaciones	DyA	April 2020	Word
		USDOL Comments	USDOL	April 2020	Word
NOEMI	October 2020 TPR	TPR Narrative	DyA	October 2020	Word
		Annex A ± Indicator Tracking	DyA	October 2020	Excel
		USDOL Comments	USDOL	October 2020	Word

Project	Document	Supporting Documentation	Author	Date	Format
		Annex C ± Responses to DOL Comments on Last TPR	DyA	October 2020	Word
		Updated CMEP	DyA	October 2020	Word
		Annex D	DyA	October 2020	Word
		Annex F	DyA	October 2020	Word
		Annex G	DyA	October 2020	Word
		Annex B ± Work Plan	DyA	October 2020	Word
		Costing research	DyA	October 2020	Word
NOEMI	FOA		USDOL	2016	PDF
PAR	Indicator Tracking Table		USDOL		Excel
PAR	Budget		USDOL	March 2019	Excel
PAR	FOA		USDOL	2018	PDF
PAR	Project Narrative Final		DyA	March 2019	Word
PAR	Work Plan Final		DyA	March 2019	Excel
PAR	Actor Mapping research	Subnational Actor Matrix (3) Summary	DyA	October 2019	Word /Excel
PAR	Presituational Analysis Yerba and Blueberry Production		DyA	2019	PDF
	Awareness Raising Campaigns		DyA	2019	JPG
PAR	April 2019 TPR	TPR Narrative	DyA	April 2019	PDF
		USDOL Comments on TPR	USDOL	April 2019	Word
PAR	October 2019 TPR	TPR Narrative	DyA	October 2019	PDF
		USDOL Comments on TPR	USDOL	October 2019	Word
		Executive Summary APS	DyA	October 2019	Word
		Pre-Situational Analysis	DyA	October 2019	Word
		Annex A ± Indicator Tracking	DyA	October 2019	Excel
		Annex A -Indicator Tracking OCFT Comments	DyA and USDOL	October 2019	Excel
PAR	April 2020 TPR	TPR Narrative	DyA	April 2020	PDF
		KAP Final Report	DyA	April 2020	Word
		Annex A ± Indicator Tracking	DyA	April 2020	Excel

Project	Document	Supporting Documentation	Author	Date	Format
		USDOL Comments on TOR	USDOL	April 2020	Word
		Criterion Magazine Article		November 2019	JPG
PAR	October 2020 TPR	TPR Narrative	DyA	October 2020	PDF
		Proceeding of Agreement SPM	DyA	October 2020	PDFs
		Agreement with Stakeholders (4)	DyA	October 2020	PDFs
		Gender Strategy	DyA	October 2020	PDF
		Social Protection Flow chart	DyA	October 2020	JPG
		Annex A ± Indicator Tracking	DyA	October 2020	Excel
		USDOL Comments on TPR	USDOL	October 2020	Word
		Extraberry Protocol	DyA	October 2020	Word
PAR	April 2021 TPR	TPR Narrative	DyA	April 2021	PDF
		Annex A ± Indicator Tracking	DyA	April 2021	Excel
OFFSIDE	CMEP	Annex A± Indicator Tracking	USDOL	2019	Word /Excel
OFFSIDE	Internal Mid-Term Review of Child Labor in Argentina			April 2021	Word
OFFSIDE	FOA		USDOL	2018	PDF
OFFSIDE	Technical Proposal		ILO	August 2018	Word
OFFSIDE	Outcome Based Budget		ILO	August 2018	Excel
OFFSIDE	Notice of Award		USDOL	November 2018	PDF
OFFSIDE	Project Narrative		ILO	August 2018	PDF
OFFSIDE	Work Plan		ILO	2018	Excel
OFFSIDE	Outcome Based Budget Revision		DOL	2019	Excel
OFFSIDE	Project Revision Form		USDOL	2019	Word
OFFSIDE	April 2019 TPR	TPR Narrative	ILO	April 2019	Word
		Handouts to Stakeholders (2)	ILO	April 2019	PDF
		Annex: Meetings held by the Project.	ILO	April 2019	PDF
		Updated Work Plan	ILO	April 2019	Excel
		USDOL Comments on TPR	USDOL	April 2019	Word
		Survey on Child Labor in Agricultural Sector	ILO	April 2019	PDF
OFFSIDE	October 2019 TPR	TPR Narrative	ILO	October 2019	Word

Project	Document	Supporting Documentation	Author	Date	Format
		Annex A. ± Indicator Tracking	ILO	October 2019	Excel
		Annex A. ± Indicator Tracking USDOL Comments	USDOL	October 2019	Excel
		Annex: Meetings held by the Project.	ILO	October 2019	Word
		Report on Mendoza Workshop	ILO	October 2019	PDF
		Report on Santa Fe Workshop	ILO	October 2019	PDF
		Report on Buenos Aires Workshop	ILO	October 2019	PDF
		Good Practices Recommendations	ILO	October 2019	PDF
		Child Labor Brochure	ILO	June 2019	PDF
		Annex B. Updated Work Plan	ILO	October 2019	Excel
		USDOL Comments on TPR	USDOL	October 2019	Word
OFFSIDE	April 2020 TPR	TPR Narrative	ILO	April 2020	Word
		COVID-19 ILO Release	ILO	April 2020	PDF
		INTA Survey Results	INTA /ILO	2019	PDF
		USDOL Comments on TPR	USDOL	April 2020	Word
		Annex A. ± Indicator Tracking	ILO	April 2020	Excel
		Annex B. Updated Work Plan	ILO	April 2020	Excel
		Fact Sheet	ILO	2019	PDF
		National State organization chart		2020	PDF
		Good Practices Minute	ILO	February	PDF
		OFFSIDE Responses to USDOL Comments	ILO	April 2020	Word
OFFSIDE	October 2020 TPR	TPR Narrative	ILO	October 2020	Word
		Annex A. ± Indicator Tracking	ILO	October 2020	Excel
		Annex B. Updated Work Plan	ILO	October 2020	Excel
		USDOL Comments on TPR	USDOL	October 2020	Word
		OFFSIDE Responses to USDOL Comments	ILO	October 2020	Word
		Sustainability Strategy	ILO	October 2020	Word
		Annex H. Meetings held by the Project.	ILO	October 2020	Word

Project	Document	Supporting Documentation	Author	Date	Format
		Annex H. Training Material	ILO	October 2020	Word
		Annex H. GAP Module	ILO	October 2020	PDF
OFFSIDE	April 2021 TPR	TPR Narrative	ILO	April 2021	PDF
		Data Reporting Form	ILO	April 2021	Excel

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## APPENDIX C: INTERVIEW AND FOCUS GROUP GUIDES

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### Grantee Representatives and Implementing Partners Staff

#### Introduction

The purpose of this interview is to discuss your organization's activities related to the project PAR/NOEMI/OFFSIDE including challenges, successful strategies, perceived outcomes, and sustainability plans. This interview will last approximately 60 minutes. With your permission, we will audio record the discussion to assist with note-taking. **No one outside the evaluation team will have access to this recording.**

This interview will work best if you do most of the talking. Feel free to speak openly and candidly about your experiences and perspectives regarding this project. Your participation in this interview is voluntary. If, at any time, you wish to discontinue participation, you may do so without penalty.

The data gathered through these interviews will be reported in an aggregate manner, highlighting informational points from specific project activities and not from particular individuals. **You will not be identified by name or position.**

Do you have any questions for me before we begin? Okay, let's get started.

#### Interviewee Background

1. What is your title?
2. How long have you been involved in the PAR /OFFSIDE /NOEMI project and in what capacity?

#### Relevance

1. Based on your understanding of the project context and its objectives, what are the strengths of the project's design? What are its weaknesses? Do you feel the design adequately addresses the assumptions underlying the theory of change?
2. Are the project strategies appropriate to the target audience and stakeholders? Are some strategies especially well-conceived? Are any project strategies or components less relevant? Why?
3. Do you think the project was well-planned and realistic in terms of its objectives, desired outcomes, targets, and timeframe? Why or why not?
4. How well does the project fit with the regulatory framework, socio-economic, and cultural context of the **country**? Have there been any developments in the context since the project started that have affected the relevance of strategies? If so, how has the project responded?

5. Did the project conduct a pre-situation analysis? If yes, to what extent has it been used to inform the project's strategies?
6. How successful have the project's efforts been to engage with government-led and other stakeholder efforts (including donors) to eliminate child labor in the agriculture in Argentina?
  - National level engagement
  - Regional engagement
7. (*For NOEMI only*). To what extent were the interim evaluation recommendations implemented and what were the results of implementing those recommendations?

### **Coherence**

8. To what extent do you think the Project has lent continuity to previous interventions supported by USDOL or showed links, synergies, and interactions with the government's strategy, policies, and plans in Argentina?

### **Efficiency**

9. Are the project's activities proceeding as originally planned/scheduled? Have there been any significant implementation challenges? How has the project team responded? What effects has the COVID-19 pandemic had on project implementation and how successful were the projects in adapting to this situation?
10. Are financial resources sufficient to achieve project outcomes, and have you been able to improve efficiency in the use of financial resources? If yes, how?
11. Are there any other inputs or resources needed to achieve the project outcomes which has not/is not being provided? (e.g. availability of technical resources)
12. Are you satisfied with the CMEP structure and indicators as a means of tracking progress and informing management decisions? Can you explain any changes made to the indicators/targets? Do you have any examples of how the M&E data has informed decision making?
13. Have you encountered any challenges in setting up and using the CMEP? How effective is the monitoring strategy for collecting regular and reliable data? What are the strengths and gaps in the monitoring system?
14. Can you comment on the capacities and performance shown by your implementing partners (if any)? Have there been any coordination issues with them related to the implementation and reporting of results?

### **Effectiveness**

15. What progress has the project made towards achieving the outcomes and goal of the project to date?

**OFFSIDE:**

- (1) generating knowledge and information on child labor and adolescent work in agriculture;
- (2) raising awareness of and advocate for a solution to the problem;
- (3) helping labor and agricultural stakeholders build their capacities to address child labor; and,
- (4) designing local-level models, methodologies, tools, good practices, and lessons learned.

**PAR:**

- (1) Increased common understanding of the challenges and opportunities for addressing child labor in agriculture.
- (2) Increased capacity of labor and agriculture stakeholders to address child labor in agriculture

**NOEMI:**

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

16. What were the key internal or external factors that limited or facilitated the achievement or progress toward achieving the projects' outcomes? What has helped the project achieve the desired outcomes and what has made it difficult?

17. To your knowledge, are the target groups and communities satisfied with the project's activities?

18. How is the project addressing gender issues related to child labor in the agriculture sector?

**Impact**

19. What are the impacts of the project? Would you like to highlight any particular change or dynamic that can be reasonably associated to the project? Is the project successfully influencing any particular area of the fight against child labor in the country?

(Examples of how the project has strengthen institutions and enable them for labor law compliance)

(Examples models, mechanisms, changes in procedures, systems set in motion by the project)

20. Have there been any unintended impacts of the project? (*can be positive or negative*)

### **Sustainability (15 minutes)**

21. What strategies are the project taking towards sustaining results? (*Prompt: coordination with government, community organization, other international organizations, etc.*)
22. What aspects of the project's implementation model are not sustainable beyond the life of the project? What could increase sustainability beyond the life of the project? Any factors that are likely to limit or facilitate the sustainability of results? (*Prompt: financial sustainability, institutional sustainability, etc.*).
23. Do you see encouraging signs of sustainable outcomes? Any risks to sustainability at this stage in implementation?

### **Conclusion (5 minutes)**

24. What innovations, lessons learned, and good practices have you observed from your collaboration with Noemi/PAR/OFFSIDE so far?
25. Do you have any recommendations for the PAR/OFFSIDE project to help improve its effectiveness or impacts going forward?
26. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

## **Governmental stakeholders/ Civil Society/ Private Sector involved in the project implementation and management**

### **Interviewee Background**

1. What is your name?
2. What is your title? How long have you been with [government agency/organization]?
3. Can you tell me about what your role has been related to the project PAR/NOEMI/OFFSIDE? How long have you been involved with this project?

### **Relevance**

1. What motivates you/your [department/agency/organization] to participate in the project? Can you tell us about your engagement in the design and implementation of the project?
2. To what extent do the strategies of this project meet the needs and interests of the government and your [department/unit] in particular? of your [organization/institution]? Are any key issues not addressed in the project strategies?
3. To what extent do you feel that the project design appropriately addressed the needs and challenges to combating child labor in the agricultural sector? How can the project adapt to better address those needs and challenges? What is the added value of the project?
4. Do think the project has selected the appropriate geographical areas at provincial level to intervene?
5. Do you have any comment on how the project has approached gender issues?

### **Coherence**

6. Are you aware of any other USDOL funded interventions in the country? If yes, how do you assess the complementarity between those interventions?
7. To what extent has the project coordinated or taken into consideration other interventions/initiatives led by national stakeholders? Are there any examples of how the project has benefited from the synergies and /or complementarity with any of these interventions? Have you identified any coordination issue?

### **Efficiency**

8. Has the project been able to integrate the existing local capabilities (institutional knowledge, networks, existing mechanisms, etc.) in order to optimize the implementation structure and enhance the efficiency?
9. Are you satisfied with the performance of the project in terms of providing the inputs/resources necessary for the implementation of the activities?

10. Do you think that the involvement and participation of your [organization/institution] in the design, implementation and follow-up of the project has been adequate?
11. To what extent has the project enabled your organization to interact with other institutions and get involved in networking activities to help combat child labor?

### Effectiveness

12. **Progress and achievements:** Considering the progress so far, what do you observe as the key contributions of the project together with its partners, nationally and regionally? For example, towards:
  - a. Changing in the regulatory framework;
  - b. Generating a better understanding, knowledge and information on child labor and adolescent work in agriculture;
  - c. Raising awareness of and advocating for a solution to the problem;
  - d. Building the capacities of agricultural stakeholders to address child labor; (e.g. a sector compliance system in place);
  - e. Developing local-level models, methodologies, tools, good practices, and lessons learned; and
  - f. Developing educational training opportunities and workplace-based itineraries for the integration of vulnerable youth into the labor market.
13. What have been the main achievements in relation to the work carried out by your [department/agency/organization]? Have your policies/programs been strengthened?
14. What factors are helping the project and its partners to achieve its intended results, and what factors make it difficult? (*Prompt: internal/organizational factors/external factors*) Taking each of the following outcomes in turn:
  - a) Opportunities or limitations of the regulatory and policy framework to combat child labor?
  - b) Understanding or resistance among government, private sector, local communities, and agricultural stakeholders of acceptable work conditions for children and adolescents?
  - c) Ability or difficulties of the labor inspection to identify cases and the social services to provide alternatives?
  - d) Other factors?
15. To your knowledge, has the implementation of some activities/components been **more successful** than others? If so, which ones? Why? What are the challenges? How has the COVID-19 pandemic affected the project progress/children's situation?

### Impact:

16. Would you like to highlight any particular change or dynamic that can be reasonably associated to the project? Is the project successfully influencing any particular area in the fight against child labor in the country?

(Examples of how the project has strengthen institutions and enable them for labor law compliance; development of models, mechanisms, changes in procedures, systems set in motion by the project)

17. Have there been any unintended impacts of the project? (*can be positive or negative*)

## **Sustainability**

18. What is the project doing toward sustaining improvements in child labor protection in the agricultural sector (regarding regulations, awareness, reporting and access to remedies beyond the project duration)? What role, if any, will the government/your department have in ensuring sustainability of the outcomes?

19. In your opinion, is there anything about the project that could be strengthened or done differently to enhance the prospects of sustainability?

## **Conclusion**

20. What innovations, lessons learned, and good practices have you observed from your collaboration with Noemi/PAR/OFFSIDE so far?

21. Do you have any recommendations for the PAR/OFFSIDE project to help improve its effectiveness or impacts going forward?

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

## **Teachers, Principals and Representatives of Training/Educational Institutions who Participated in the Project Activities (mainly training)**

### **Interviewee Background**

1. What is your name?
2. What is your title?
3. How long have you been a teacher/trainer/principal for this institution?

## **Questions**

4. Can you tell us about what your role has been related to the project? How long have you been involved with this project?
5. What are the main challenges families in this community face in sending their children to school/training institution and supporting their education/training? Do you feel that the project adequately addresses these challenges and the needs of families and community members?
6. What types of training, resources, or other preparation did you receive from the project? Can you give me examples of anything you have learned more about, improved, or acted differently about because of the project?
7. In your opinion, which project activities have been most successful? Which activities have been least successful?
8. From your perspective, what has the project achieved?
  - a. Do you think the program has influenced youths' career and educational goals? Please explain.
  - b. Do you think the program has provided increased opportunities for families? Please explain.
  - c. Do you think the program has changed people's knowledge, attitudes, and behaviors about child labor? Please explain.
2. What, if anything, has changed in the communities where you teach/train to improve compliance with core labor standards and national labor laws?
3. In your opinion, do you think the achievements you identified will continue without the project support and resources? Please explain.
4. Knowing what you know now, is there anything you would recommend doing differently in order to have a more successful program?
5. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?



**Civil Servants, employers, union leaders and other socio-economic stakeholders who received support from the project (training, coordination, new tools and instruments, etc.)**

### **Interviewee Background**

1. What is your name?
2. What is your title?
3. How long have you been in this position at your institution/organization?

### **Questions**

4. Let's talk about your specific engagement with the project
  - a. What is the main motivation for your organization to be engaged in the project?
  - b. What kind of resources do you receive? Who provides those resources, and when? What did you like about this? Are these resources sufficient? Are there any areas where you need more support?
  - c. What kind of support/training do you receive? Who provided those trainings, and when/how often? What did you like about these trainings? What have you learned? Are there any areas where you need more support?
  - d. Which organization(s) have been involved? How have they been involved? How useful is their involvement? What suggestions do you have to improve their involvement?
5. Were there any activities you tried to do this year or last year which were not successful? Which were the least successful and why? What needs do you think are still unmet? Were there any negative outcomes that were surprising to you?
6. What challenges have you faced during the implementation of the activities? How has COVID-19 affected implementation of your activities? How have you adjusted your implementation given COVID-19?

Next, I'd like to talk a little about the impact you think the PAR/OFFSIDE/NOEMI project has or will have on your work/organization.

7. **Progress and achievements:** Considering the progress so far, what do you observe as the major contributions of the project towards your organization? (*Prompt: more awareness, new tools, better understanding, better connection, etc.*)
8. What have been the key factors that have contributed to the achievements of these results? What have been the key barriers?
9. At national and provincial level, do you feel that the project has been successful in the achieving the following:
  - Developing the regulatory framework;

- Generating a better understanding, knowledge and information on child labor and adolescent work in agriculture;
  - Raising awareness of and advocate for a solution to the problem;
  - Building the capacities of agricultural stakeholders to address child labor; (e.g. a sector compliance system in place);
  - Developing local-level models, methodologies, tools, good practices, and lessons learned; and
  - Developing educational training opportunities and workplace-based itineraries for the integration of vulnerable youth into the labor market.
10. In your opinion, what activities are do you think will be sustained after the project ends and why? What activities do you think are least likely to be sustained and why?
11. *[If applicable]* To what extent are you able to mobilize resources (internal/external) to implement activities to address child labor?
12. Knowing what you know now, is there anything you would recommend doing differently in order to have a more successful program?
13. Lastly, is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

### **Inspection Offices (RENATRE, INTRA, MLSE)**

To begin, I'd like to go around and ask each person to introduce themselves. Please tell me:

1. Your first name or nickname.  
**\*The first question will not be recorded.**
2. What are your main roles and responsibilities as a labor inspector? How long have you been in this position?
3. What have been the most significant obstacles you have faced in carrying out your work?
4. What types of training and other preparation did you receive from the project OFFSIDE/PAR to prepare you to carry out your duties and/or improve your working conditions? Can you give me examples of anything you have learned more about, improved, or done differently because of project?
5. What have been the most significant factors affecting compliance with core labor standards and national labor laws in recent years/since you began your work?
6. What, if anything, has changed because of your efforts to improve compliance with core labor standards and national labor laws?
7. In your opinion, do you think the improvements you identified will continue without the project support and resources? Please explain.

8. What additional efforts are needed to ensure that you can continue and improve your work?
9. Have you witnessed any change in the role/capacity of inspectors to promote compliance with core labor standards and/or national labor laws in recent years?
10. Have you learned anything from your experience as a labor inspector to date that you think could be helpful for others taking up the position?
11. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today?

### **Children/Adolescents**

To begin, I'd like to go around and ask each person to introduce themselves. Please tell me:

1. Your first name or nickname;
2. Where you live; and
3. Try to establish the extent of their participation in the project activities. Check that they can identify the activities that will be addressed during the discussions.

#### **\*The first question will not be recorded.**

Thank you. I'd like to start today's discussion by talking about your experience in the PAR or NOEMI. You may have to stretch back into your memory a bit to answer, so just let me know if you need a minute or two to gather your thoughts before responding.

4. I'd like to go around all the faces of the group and ask each of you why you decided to enroll in the activities promoted by the project PAR OR NOEMI (Creceer Juntos, Jovenes Solidarios, Amstrong Foundation, etc.)? How did you become involved in those activities?
5. Can you tell us, what were you doing in your daily life before you joined the project activities? Studying, training, nothing, a bit of everything? Can you tell us about your daily routines? What did you do in a normal day?
  - a. For those of you who were working, what kind of work did you do? How many hours each day did you work? Did you earn money for this work?
  - b. How many of you are still working (by show of hands)? What work do you do? When do you work?
6. Thinking about your time in the project activities/training what kinds of things did you learn?
  - a. Is this similar or different than what you hoped to learn?

- b. What parts of the activities/training do you think have been the most helpful to you? Why?
  - c. What parts of the activities/training do you think have been the least helpful? Why?
7. All programs have some good and some bad aspects. But it's always good to talk about what can be done to make things better. So, let's talk about some of the problems with the program. Do you face any problems in the program? How do you think the program can address these problems?
8. Can you tell us something that has improved for you after you participated in the activities/training? Tell us, if something good happened to you recently.
  - a. Have you gone to school or received further training? If so, what type of school/training?
  - b. Have you been working? If so, what type of work? For those who worked before, are you in the same type of work?
  - c. How did you find this work? Did the project help you find this work, for example have you been referred to other programs, or was there a recruitment and apprenticeship program or any other support to find safe work opportunities after the training?
9. Let's pretend you had not participated in the activities/training. Do you think you would be doing the same thing you are doing today if you had not participated in the project? Please explain.
10. What type of job would you like to have in the next two years? What kind of work do you think you'll actually be doing two years from now? If different, why?
11. What is the highest level of education you would like to reach in the future? What has influenced your education aspirations?
12. In your opinion, what are the advantages of attending school and completing studies?
13. When do they think that a person is prepared to start working? At which age?
14. Are some types of work acceptable for adults to do but not young persons of your age? Can you explain why? (*try to establish their understanding of child labor and the concept of "rights"*)
15. Why do you think youth like you in your area engage working in the agriculture sector?
16. Is there anything that I did not ask about that you would like to share with me, or do you have any additional thoughts about what we have discussed today

