

Companion Guide to the OCFT Standard Indicators

August 2019

Table of Contents

1. Overview	3
2. Expectations of Recipients	3
3. Standard Indicator Reference Information	5
4. Dealing with Attrition in Service Provision and Trainings	22
5. Cross-cutting Key Definitions of OCFT Standard Indicators	22

1. Overview

In an effort to collect comparable information related to the outputs and outcomes of its technical assistance recipients, the Office of Child Labor, Forced Labor, and Human Trafficking (OCFT), Bureau of International Labor Affairs (ILAB) has developed a set of standard indicators. All OCFT-funded recipients are required to measure and report on the OCFT standard indicators, as applicable. Taken together, the indicators broadly measure the contributions and outcomes of OCFT recipients as part of international efforts to combat child labor, forced labor, or other or other violations of workers' rights through education, improved livelihoods, awareness raising, and increased country capacity.

Results from several of OCFT's standard indicators feed into the OCFT and USDOL's performance reporting. This performance reporting is closely integrated into USDOL's planning and budget activities.

Relevant cross-cutting definitions are referenced at the end of the document (e.g. child labor, forced labor, worker rights, etc.).

2. Expectations of Recipients

Recipients are expected to work with their OCFT Monitoring and Evaluation point of contact (M&E POC) and project manager (PM) to identify relevant OCFT standard indicators and the data collection instruments necessary to gather and analyze data needed to report on the indicators. In addition, recipients are required to gather and report data on strategy-specific indicators tailored to the project's theory of change established during the Comprehensive Monitoring and Evaluation Plan (CMEP) development process. These strategy-specific indicators, along with the relevant OCFT standard indicators, are described in Section II of the recipients' CMEP, under the Performance Monitoring Plan (PMP) table. Recipients are required to report results against indicator targets in their semi-annual Technical Progress Report, Annex A (Data Reporting Form). For more information on the CMEP development and implementation process, please see ILAB's [CMEP Resource Guide on the Department of Labor's website](#).

The OCFT standard indicators and the type of recipients that typically report on them are as follows:

Indicator	Project Type
C1. Number (#) of countries with increased capacity to address child labor, forced labor, trafficking in persons, or other violations of workers' rights	Most Recipients
E1. Number (#) of children engaged in or at high-risk of entering child labor provided an education or training service	Recipients providing education services
E2. Number (#) of children engaged in or at high risk of entering child labor provided formal education services	Recipients providing education services
E3. Number (#) of children engaged in or at high risk of entering child labor provided non-formal educational services	Recipients providing education services
E4. Number (#) of children engaged in or at high risk of entering in child labor provided vocational training services	Recipients providing education services
L1. Number of <u>households</u> receiving livelihood services	Recipients providing livelihood services
L2. Number (#) of <u>adults</u> provided employment services	Recipients providing livelihood services

L3. Number (#) of <u>children</u> provided employment services	Recipients providing livelihood services
L4. Number (#) of <u>adults</u> provided economic strengthening services	Recipients providing livelihood services
L5. Number (#) of <u>adults</u> provided other livelihood services	Recipients providing livelihood services
L6. Number (#) of <u>individuals</u> provided with a livelihood service	Recipients providing livelihood services
OS. Number (#) of individuals engaged in or at high-risk of entering child labor or forced labor, or who have experienced other violations of workers' rights, provided with services other than education or livelihood services to address child labor, forced labor, or other labor abuses	Recipients providing services other than livelihood, or education or training services
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.	Recipients providing trainings in response to capacity-building needs
T2. Number (#) of educators trained	Recipients providing trainings to educators in response to capacity-building needs
POC1. Percentage (%) of direct service participant children engaged in child labor a. POC2. Percentage of direct service participant children engaged in <u>hazardous</u> child labor b. POC3. Percentage of direct service participant children engaged in <u>other worst forms</u> of child labor	Recipients providing services to children (livelihood, education, or other services)
POC4. Percentage (%) of direct service participant children who regularly attend school	Recipients providing direct services to children (livelihood, education, or other services)
CR. Percentage (%) of vocational or other employment-related training participants who complete their program	Recipients providing direct education services
OPTIONAL OCFT INDICATORS	
POH1. Percentage (%) of livelihood service participant HHs with at least one child engaged in child labor a. POH2. Percentage of livelihood service participant HHs with at least one child engaged in hazardous child labor b. POH3. Percentage of livelihood service participant HHs with at least one child engaged in other worst forms of child labor	Recipients providing direct livelihoods services
POH4. Percentage (%) of livelihood service participant HHs with all children of compulsory school age regularly attending school	Recipients providing direct livelihoods services

Section 3 below, *Standard Indicator Reference Information*, provides detailed information for each standard indicator, including definitions, notes on calculation, targeting, and required disaggregation.

3. Standard Indicator Reference Information

C1

Number (#) of countries with increased capacity to address child labor, forced labor, trafficking in persons, or other violations of workers' rights

Description (C1): C1 aims to measure increased country capacity (at the national, regional, local, or sectoral level) to combat child labor, forced labor, trafficking in persons, or other violations of workers' rights. When a project contributes to increased capacity within a country where it implements activities, OCFT will count the achievement and country under C1.

OCFT considers country capacity to have increased when an outcome under the following categories is achieved:

- 1) Adaptation of legal framework to meet international labor standards;
- 2) Formulation and adoption of policies, plans, or programs to combat child labor, forced labor, trafficking in persons, or other violations of workers' rights;
- 3) Inclusion of child labor, forced labor, trafficking in persons, or other violations of workers' rights concerns in relevant development, education, anti-poverty, and other social policies and programs;
- 4) Establishment of a labor monitoring system;
- 5) Institutionalization of research relating to child labor, forced labor, trafficking in persons, or other violations of workers' rights (including evaluation and data collection); and
- 6) Institutionalization of training on child labor, forced labor, trafficking in persons, or other violations of workers' training.

Unit of Measurement: Country level (i.e. national, municipal, sectoral, etc.), number (#)

When to Count C1: To meet the capacity indicator criteria in any of the areas listed above, a project must have played a **substantive role** in achieving the outcome. The substantive role can include direct technical inputs in drafting or designing policies or programs, consultative discussions with policy makers and stakeholders, financial support, provision of data and statistics, etc. Recipients reporting on a capacity outcome (in their TPR) must describe in detail the role of the project in achieving the outcome. In cases where a recipient has more than one project in a single country, and more than one project contributing to a single capacity outcome, the recipient must specify each project's contribution. Additionally, more than one recipient may contribute to a single outcome. The project must explicitly describe the link between the achievement and its potential to reduce child/forced labor, poor working conditions, or other violations of workers' rights. Increased capacity under this indicator will be counted when the **final outcome is achieved** (e.g. child labor policy adopted, legislation amended, etc.) and not at various intermediate stages leading to that outcome. While recipients are encouraged to report in their TPR on updates concerning the progress and process leading to the final outcome, such activities will not count toward the indicator until the final outcome is achieved. Further examples of accepted types of outcomes are described

in the table below.

- 1) Recipients may achieve capacity indicator outcomes by working with actors in government, communities, private sector, international organizations, and civil society organizations, including workers' and employers' organizations.
- 2) Capacity achievements can be on the local, regional, national, and sectoral (e.g., mining, coffee, sugar) levels. For global/regional recipients where capacity was increased in multiple countries, the outcome should be counted for each individual country.
- 3) Copies of adopted legislation, policy and program documents/agreements must be included as an attachment with the corresponding TPR submission.

Targeting: Recipients must set C1 targets appropriately in their TPR, Annex A, keeping in mind what is achievable in the life of the project. If C1 targets need revision, TPR Annex A allows for documenting agreed-upon revisions over the life of the project.

Required Disaggregation: None; but recipients are required to describe which of the 6 categories they meet the C1 requirement through.

C1 Examples Number (#) of Countries With Increased Capacity to Address Child Labor, Forced Labor, Trafficking in Persons, or Other Violations of Workers' Rights
<i>NOTE: The activities under each heading below are illustrative examples and are not intended to be an exhaustive list of possible results.</i>
1. The adaptation of the legal framework to meet international labor standards
<p><u>Achievements in this field could include any of the following:</u></p> <ul style="list-style-type: none">▪ Adoption of revised labor code which increases minimum age for work, harmonizing the country's legal framework with international standards▪ Adoption of new penal code, creating new prohibitions against forced labor and violations of acceptable working conditions▪ Adoption of local-level ordinances establishing regulations to inspect businesses for child labor▪ Adaptation of labor code or education laws to address child labor concerns▪ Adaptation of criminal code to prohibit certain criminal worst forms of child labor (WFCL) and forced labor▪ Development and adoption of a list of hazardous occupations for children▪ Adoption of a law prohibiting forced labor▪ Ratification of ILO Convention 189 on domestic workers▪ Passage of a Ministerial Resolution to expand labor inspection procedures for the verification of compliance with labor standards

2. Formulation and adoption of specific policies, plans or programs to combat child labor, forced labor, trafficking in persons, or other violations of workers' rights

Achievements in this field could include any of the following:

- The National Steering Committee has adopted a policy, plan or program on WFCL or forced labor
- The Ministry of Education has adopted a policy on combating child labor within the education system
- Social Partners have formally established a policy or program on WFCL
- Private sector businesses develop a code of conduct to prohibit child labor, forced labor, trafficking in persons and/or other violations of workers' rights (e.g.; tourism association creates code of conduct against child sex tourism)
- Provincial or local government has established a workplace-based training program for youth of legal working age vulnerable to labor exploitation

3. The inclusion of child labor, forced labor, trafficking in persons, or workers' rights concerns in relevant development, education, anti-poverty, and other social policies and programs

Achievements in this field could include any of the following:

- National or local-level private entities, such as microfinance banks, include child labor reduction as a requirement for loan approval
- Reduction of child labor is included as an indicator in poverty reduction, development or educational strategies, etc. (e.g., UN Development Assistance Framework, Poverty Reduction Strategy Paper, Education for All, Millennium Development Goals)
- The elimination of child labor, forced labor or improving working conditions has been included as an explicit objective in government, private sector, and civil society livelihood programs.
- Child laborers have been considered as a priority group in the poverty reduction, development or educational strategies, etc.
- Ensuring that children go to school and do not work has been set as a condition for families that wish to benefit from social and stipend programs

4. Establishment of a labor monitoring system

To meet this indicator, the labor monitoring system, such as a Child Labor Monitoring System (CLMS), or a related plan is established, and all stakeholders have formally agreed to support the labor monitoring system plan and its implementation.

Achievements in this field could include establishing any of the following systems:

- A comprehensive plan and/or pilot program to develop and establish national, local or sector-specific labor monitoring system
- Development of a system that enables national or local governments to register adolescent workers into an integrated database in order to better protect adolescent workers and report cases of labor violations to the Ministry of Labor
- A CLMS covering various forms of child labor at the national or local level in any formal or informal sector, urban or rural

Establishing a CLMS requires the identification, referral, protection, and prevention of child labor through the development of a coordinated multi-sector monitoring and referral process that aims to cover all children living in a given geographical area. A comprehensive and credible CLMS includes the following characteristics:

- The system is focused on the child at work and/or in school;
- It involves all relevant partners in the field, including labor inspectors if appropriate;

- It uses regular, repeated observations to identify children in the workplace and determine risks to which they are exposed;
- It refers identified children to the most appropriate alternative to ensure that they are withdrawn from hazardous work;
- It verifies whether the children have actually been removed and/or shifted from hazardous work to an appropriate situation (school or other);
- It tracks these children after their removal, to ensure that they have satisfactory alternatives; and
- It keeps records on the extent and nature of child labor and the schooling of identified child workers.

5. Institutionalization of research relating to child labor, forced labor, trafficking in persons, or other violations of workers' rights (including evaluation and data collection)

Achievements in this field could include any of the following:

- Government or a social partner has designed a national or sector or area-based child labor or forced labor survey and has an implementation plan
- Government (at any level), social partners, or other key stakeholder conduct research or data collection on one or several specific forms of labor exploitation at the national, regional, or local level
- The collection of data on domestic workers and child domestic workers, and dissemination to stakeholders, including policy makers, about the number and characteristics of domestic workers and employers.
- Government or social partners or other key stakeholders commission, design or implement a program or impact evaluation of a child labor program or other relevant development program that covers child labor
- Child Labor outcomes and indicators are an area of analysis in impact evaluations, institutional monitoring and evaluations systems, and evaluations/assessments of poverty reduction, development or educational strategies
- A forced labor module has been included in a national labor force survey
- Data has been collected for national child labor or forced labor surveys
- A national child labor or forced labor survey report has been published

6. Institutionalization of training on child labor, forced labor, trafficking in persons, or other violations of workers' rights

Achievements in this field could include any of the following:

- The adoption of curriculum by the Ministry of Education to train teachers on child labor prevention
- The creation of a training program and budget on the identification of and assistance to child laborers or forced for government officials in social service agencies
- The development of an annual child labor or forced labor training program and budget for labor inspectors
- The establishment of a training program and budget for judicial and law enforcement officials on the criminal worst forms of child labor and their identification
- Forced Labor modules inserted into the regular training curriculum for the national police.
- Annual line item budgetary allocations to implement child labor or forced labor training programs for labor inspectors

Key Definitions Relating to C1:

Increased capacity refers to the enhanced knowledge and/or ability of governments, communities, private sector, international organizations, civil society, or workers' and employers' organizations to effectively achieve goals and develop laws, policies, programs, systems, etc., or implementing the laws, policies, programs, systems, etc. in order to sustain those achievements.

ILAB Standard Education Indicators:

E1

Number (#) of children engaged in or at high-risk of entering child labor provided an education or training service

Description (E1): Indicator E1 is an output indicator and requires recipients to track and record the number of children engaged in or at high-risk of entering child labor who are provided an education or training service through project support. **Education services** refer to the provision of or linkage/referral to formal and non-formal education services as well as vocational training services, as described below.

Unit of Measurement (E1): Individual (child), number (#)

When to Count a Child under E1: For the purposes of this indicator, a child should be counted as having been "provided" a service at the point in time when he/she **begins** his/her specific educational/training service (and in the corresponding reporting period in the TPR). A child should **NOT** be counted at the time of enrollment, if that is prior to the start of the service. A child may be counted, and thus reported, only once under the E1 indicator during the life of the project, regardless of the number of services he/she receives. For example, if a child receives a non-formal education service and then another educational support service to transition into formal education later, he/she should be counted only once under E1. E1 should include children who are also reported under indicator E1.1 (children served who have been trafficked or are in CSEC or at risk of being trafficked or in CSEC). Service types provided to children are counted under the service-type indicators E2, E3, and E4. If linkages/referrals are provided, the project is required to follow-up with those participants to validate whether services were actually received.

Targeting: Life-of-Project targets for E1 are typically set at the time of award. If this is the case, these life-of-project targets cannot be changed without a formal modification. Any suggested change in E1 life-of-project targets must be discussed with the Project Manager and M&E POC. TPR Annex A allows for documenting agreed-upon revised targets throughout the life of the project.

Required Disaggregation:

- a) **Child Labor Status:** Recipients are required to classify children recorded under E1 as either (1) **engaged in child labor** or (2) **at high risk of entering child labor** (CAHR). To be eligible for education services, a child must fall in one or the other category. This means recipients providing education services must establish eligibility and selection criteria as part of the CMEP process. The basis of disaggregation into these two categories is the

child's labor status after a project has conducted and verified its eligibility screening, prior to the beginning the service. In other words, a child engaged in child labor (based on project-level definitions) at that time should be disaggregated as in child labor when reported under E1. A child at high risk of entering child labor (based on project-level definitions) at that time should be disaggregated as at high risk. This disaggregation enables the project and OCFT to better understand the profile of child participants prior to their start of project services.

b) Sex

OCFT also requires recipients to disaggregate children recorded under E1 by sex.

c) Country

For multi-country projects, OCFT also requires disaggregation by country.

Key Definitions Relating to E1:

Education Services may include, but are not limited to, the provision of or linkage (including referrals) to formal education services, services that remove barriers to children's access to education, non-formal education services, or vocational training services for children below 18.

E1.1

Children trafficked or in commercial sexual exploitation or at high risk of being trafficked or entering commercial sexual exploitation (only if relevant)

Description (E1.1): E1.1 counts children trafficked or in sexual exploitation, or at risk of these situations. To report on this indicator, a project must have specifically targeted these groups of children in their technical proposal and have strategies for reaching these children with services that are appropriately tailored to their needs. Recipients should discuss with their M&E POC and PM which indicators will be required, based on project strategy.

Unit of Measurement (E1.1): Individual (Child), number (#)

When to Count under E1.1: For the purposes of this indicator, a child should be counted as having been "provided" a service at the point in time when he/she **begins** his/her specific educational/training service (and in the corresponding reporting period in the TPR). A child should **NOT** be counted at the time of enrollment, if that is prior to the start of the service. A child may be counted, and thus reported, **only once under the E1.1** indicator during the life of the project; regardless of the number of services he/she receives. E1.1 is a sub-set of E1 and this reported value contributes to the E1 total for that reporting period. If linkages/referrals are provided, the project is required to follow-up with those participants to validate whether services were actually received.

Targeting: Projects are not required to set targets for this participant group.

Required Disaggregation: Projects reporting on E1.1 must disaggregate by sex as well as by type of E1.1 status (i.e. Children in CSEC, children at high risk of CSEC, children trafficked). The basis of disaggregation is the child’s status at the time when a child begins his/her first service.

Service-type Indicators E2, E3, and E4:

Description (E2-E4): Recipients are required to track and report on the specific *types* of education services they provide under the following types of education service-type indicators:

E2	Number (#) of children engaged in or at high risk of entering child labor provided with formal education services ○ (e.g. vouchers for school fees, school meals, transportation)
E3	Number (#) of children engaged in or at high risk of entering child labor provided with non-formal education services ○ (e.g. after-school enrichment clubs, bridging programs)
E4	Number (#) of children engaged in or at high risk of entering child labor provided with vocational training services ○ (e.g. Safe Youth at Work carpentry program; electrician apprenticeships)

Unit of Measurement(E2-E4): Individual (child), number (#)

When to Count: E2, E3, & E4 count the number of children enrolled in a specific type of service. As it is possible for a child to be enrolled in more than one type of service during the life of the project, the child will need to be counted in each of the different categories of services as they receive them. A recipient should count a child under E2, E3, or E4 at the time they are provided the service(s), and not at the time of enrollment. If a child receives multiple services under the same type of indicator (i.e. multiple types of formal education services such as transportation vouchers, uniform vouchers, school supplies, etc.), that child should only be counted once per reporting period under E2. Please note that in most cases, the total for E1 will not equal the totals for E2, E3 and E4. If linkages/referrals are provided, the project is required to follow-up with those participants to validate whether services were actually received.

Targeting: Targeting against these indicators should be discussed with your GOR and M&E POC during the CMEP development phase.

Key Definitions for E2, E3, and E4:

E2—Formal Education services refer to services that remove barriers to children’s access to education provided or recognized by the government. Formal education may include government schools, private schools, and religious schools. Formal education services include the provision of financial support (e.g., scholarships or payment of school fees and/or transportation costs), goods (e.g., school uniforms, books/learning materials and other school supplies), and/or services (assistance procuring a birth certificate so a child may attend formal school, after-school

programs provided or recognized by the government). These types of support are intended to ensure that a child may attend and stay in school.

E3—Non-formal Education services refer to the provision of education provided by any organization or body outside of the formal school system. This education may include literacy, mainstreaming education, accelerated learning, community-based education, bridge courses, remedial education, life skills, etc. Non-formal education services may lead to mainstreaming into formal education or equivalent school certificates.

E4—Vocational Training services refer to education, apprenticeships, and/or training related to a specific vocation, trade or occupation. Training services for children should be counted as an education service, while vocational training for individuals 18 and over should be counted as a livelihood service under indicator the Livelihood indicators.

ILAB Standard Livelihood Indicators:

L1

Number (#) of households receiving livelihood services

Description (L1): Indicator L1 tracks the number of households receiving project-supported livelihood services. The measurement of L1 is at the **household** level. For a child labor project, a household is eligible to receive livelihood services if one or more children in the household are engaged in or at high-risk of entering child labor. For other projects, a household is eligible to receive livelihood services if one or more members in the household are vulnerable to or engaged in forced labor, or are vulnerable to other violations of worker rights. For child labor projects, the purpose of providing a livelihood service must be to help withdraw or prevent a child from involvement in child labor. Children of legal working age (per the project level definition of child labor) may also receive livelihood services and be counted under L1 with some qualifications, as explained in the key definitions below.

Unit of Measurement (L1): Household (HH), number (#).

When to Count a Household under L1: A household should be counted as receiving a livelihood service when any member of a household is supplied with his/her first livelihood service (and in the corresponding reporting period's TPR). A household may only be counted once even if more than one person in the household receives a livelihood service during consecutive reporting periods. If any individual in the household receives more than one livelihood service, the household can still only be counted once under indicator L1. Indicator L6 allows for the counting of multiple individuals within or outside of a household unit.

Targeting: Life-of-Project targets for L1 are typically set at the time of award. If this is the case, these life-of-project targets cannot be changed without a formal modification. Any suggested change in L1 life-of-project targets must be discussed with the Project Manager and M&E POC.

TPR Annex A allows for documenting agreed-upon revised targets throughout the life of the project.

Livelihood Service-type Indicators L2, L3, L4, and L5:

Description (L2-L5): Recipients are required to track and report on the specific types of livelihood services they provide individuals under service-type indicators L2, L3, L4, and L5. Recipients should discuss with their M&E POC and PM which livelihood indicators will be required, based on project strategy.

L2	Number (#) of <u>adults</u> provided with employment services <ul style="list-style-type: none"> ○ e.g. Financial literacy courses, job placement programs, vocational training programs for adults
L3	Number (#) of <u>children</u> of legal working age provided with employment services <ul style="list-style-type: none"> ○ Same as above, but for children (usually 15-17)
L4	Number (#) of <u>adults</u> provided with economic strengthening services <ul style="list-style-type: none"> ○ e.g. farmer field schools, village savings and loans programs, conditional cash transfer programs
L5	Number (#) of <u>adults</u> provided with other livelihood services

Unit of Measurement (L2-L5): Individual, number (#)

When to Count an Individual under L2-L5: An individual is to be counted at the point in time that he/she receives the specific livelihood service. An individual may be provided with multiple types of livelihood services in any given reporting period if it is applicable to the individual and to the strategy of the project. However, an individual can only be counted once under each of the sub-indicator types of livelihood services per reporting period. For example, an adult who is provided with an employment service in October, and again in January will be counted once under L2 for that reporting period. These may contribute to the denominator of various project-specific outcome indicators. 1

Targeting: Projects are required to target for these indicators; keeping in mind that one adult, or one child, may receive more than one type of livelihood service over the course of the project. This is not considered double-counting.

Required Disaggregation:

- a) Sex (L2-L5);
- b) In addition, L3 requires projects to disaggregate children served according to their work status; i.e. children at risk of engaging in child labor, children engaged in child labor, children engaged in hazardous child labor, children engaged in the worst forms of child labor. This mirrors the work-status disaggregation found in E1.

L6
Number of individuals provided a livelihood service

Description (L6): OCFT standard indicator L6 is an output indicator. It requires recipients to track and record the number (#) of individuals engaged in or at high-risk of entering child labor or forced labor, or who have experienced other violations of workers' rights that are provided a livelihood service through project support. The individual must be counted only once at the time the first service is provided.

Unit of Measurement (L6): Individual, number (#)

When to Count an individual under L6: An individual should be counted as having been "provided" a service at the point in time when he/she begins his/her specific livelihood service, including referrals and linkages, (and in the corresponding reporting period in the TPR). An individual should **NOT** be counted at the time of enrollment, if that is prior to the start of the service. An individual may be counted, and thus reported, only once under the L6 indicator during the life of the project; regardless of the number of services he/she receives. Specific and multiple services provided to an individual are counted under the service-type indicators (L2, L3, L4, and L5).

Targeting: Projects should set L6 targets early in the life of the project, if not during the proposal phase. TPR Annex A allows for documenting agreed-upon revised targets throughout the life of the project.

Required Disaggregation (L2-L6):

a) **Sex:**

Recipients are required to disaggregate L2, L3, L4, L5, and L6 individual-levels of service provision by sex.

b) **Country:**

For multi-country projects, OCFT also requires disaggregation by country.

Key Definitions Relating to L1, L2, L3, L4, L5, and L6:

Livelihood: A **livelihood** is defined as a means of living, and the capabilities, assets (including both material and social resources, such as, food, potable water, health facilities, educational opportunities, housing, and time for participation in the community), and activities required for it. A livelihood encompasses income, as well as social institutions, gender relations, and property rights required to support and sustain a certain standard of living. It includes access to and benefits derived from social and public services provided by the state, such as education, health services, microfinance, and other infrastructure. Sustainable livelihood programs seek to create long-lasting solutions to poverty by empowering their target population and addressing their overall well-being. OCFT child labor elimination recipients focus on ensuring that households can cope with and recover from the stresses and shocks and maintain or enhance present and future

capabilities and assets in a way that helps them overcome the need to rely on the labor of their children to meet basic needs.¹

Household (L1). A household consists of all persons—related family members and all unrelated persons—who occupy a housing unit and have no other usual address. A house, an apartment, a group of rooms, or a single room is regarded as a housing unit when occupied or intended for occupancy as separate living quarters (see http://www.bls.gov/cps/eetech_methods.pdf). Alternatively, recipients may use the predominant definition of household in the country where they operate, which must be approved by OCFT.

Livelihood services (L1—L6) may include, but are not limited to, the provision of or linkage to training, employment services, economic strengthening services, entrepreneurship skills, consumption smoothing services, social capital services, and adult education services. Livelihood services include but are not limited to the following categories:

- **Employment services (L2)** aim to increase employment, job retention, earnings, and occupational skills of participants. Employment services may include the provision or linkage to employment assistance programs, occupational safety and health training, micro-franchise programs, job placement, apprenticeships and public works programs. For adults, employment services may also include education and vocational training services (for children, these types of services must be counted as an education service under indicator E1). Education and training services aim to provide adult participants with the basic skills and knowledge necessary to benefit from social services, financial services, and higher education. Education and training services may include the provision or linkage to life skills, business or leadership training, financial education, and literacy and numeracy programs.
- **Employment services for children of legal working age (L3)** are the same as for adults, with one exception: if a child is receiving or being linked to vocational training or apprenticeships, this service must be counted under education indicator E1.
- **Economic strengthening services (L4)** aim to increase the economic well-being of participants. Economic strengthening services may include the provision or linkage to micro-credit/loan programs, productivity transfers, cooperatives, and consumption smoothing services. Both adults and children of legal working age may receive economic strengthening services. However, as noted below, children may not receive microcredit/loans. Below are some examples of types of economic strengthening services:
 - **Linkage/ referral to micro-credit or loan programs:** providing target groups with access to financial services via linkages or through a network/association of small-scale finance providers. OCFT-funded recipients must assess and safeguard against possible negative impacts of micro-finance on the livelihoods of participants and the potential of encouraging child labor. Under OCFT-funded

¹ Chambers and Conway, 1992, and Masanjala, 2006, see also http://pdf.usaid.gov/pdf_docs/PNADR399.pdf

recipients, children under age 18 may not receive any micro-credit/loan services, though they may receive other micro-finance services.

- **Productivity transfers:** inputs aimed at improving the productivity and/or efficiency of processes and may include, for example, training, seeds, fertilizers, fuel, and labor-saving technologies.
- **Cooperatives** are groups owned and operated by individuals, organizations or businesses for their mutual benefit. For example, agricultural cooperatives or farmers' co-ops may provide services, such as training, to individual farming members; pool production resources (land, machinery) so that members can farm together; provide members with inputs for agricultural production, such as seeds, fertilizers, and machinery; and engage in the transformation, distribution, and marketing of farm products. Please also see ILO Recommendation 193 on Promotion of Cooperatives for further guidance.
- **Consumption smoothing services** aim to mitigate economic shocks by leveling out the consumption of participants over time. Consumption smoothing services may include community-based village savings and loan programs (loans must be used for consumption purposes i.e., medicine, food, or funeral expenses), micro-insurance, micro-savings, remittance services, government cash transfer programs, health services, food programs, housing, and other initiatives that aim to smooth consumption over time.
- **Other Livelihood Services** other than employment and economic strengthening include any project-specific interventions that do not fit under the other service-type indicators.

ILAB Other Services (OS) Indicator

OS1

Number (#) of individuals engaged in or at high-risk of entering child labor or forced labor, or who have experienced other violations of workers' rights provided with services other than education or livelihood services to address child labor, forced labor, or other labor abuses

Description (OS1): This output indicator captures all remaining individuals engaged in or at high-risk of entering child labor or forced labor, or who have experienced other violations of workers' rights, who have been provided a project-sponsored service, or referred/linked to services other than education or livelihood services. Examples of such services are adult victims or potential victims of labor abuses who receive legal aid or counseling on their rights or psycho-social counseling or health services relating to labor abuses.

Unit of Measurement (OS1): Individual, number (#)

When to Count OS1: The individual must be counted at the time the first service is provided. Projects may use service-specific indicator wording to help delineate contributions to OS1, but are required to add an "(OS1)" label to the specific indicator in the PMP and in Annex A. For example, "Number (#) of participants that receive legal aid (OS1)."

Targeting: Projects may set OS1 targets during the CMEP development phase of project implementation.

Required Disaggregation: Projects are required to disaggregate this indicator by sex. Other types of disaggregation are optional.

ILAB Training Indicators:

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.

Description (T1): This output indicator counts capacity-focused training efforts by projects meant to strengthen enforcement and compliance with labor laws or policies. Trainings of this nature are typically provided to labor inspectors, judges, private sector stakeholders, civil society organizations, law enforcement, journalists/other media, or other relevant government personnel. Training of Trainer (TOT) approaches should also be captured under this indicator (i.e. number of trainers trained), but an additional outcome indicator would be needed to help capture whether the trainings have been institutionalized.

Unit of Measurement (T1): individual, number (#).

When to Count: Recipients should count individuals as having received a training when an individual completes a training. Definitions of “completion” should be elaborated in the project’s PMP. Projects should also outline in the PMP whether they will count an individual each time they complete a training or at the time of their first training.

Disaggregation: Projects are required to disaggregate this indicator by sex and by the individual’s job (e.g. labor inspectors, judges, private sector stakeholders, civil society organizations, law enforcement, journalists/other media, or other relevant government personnel). Other types of disaggregation are optional.

Targeting: Since OCFT uses T1 data for various performance reporting purposes and must set its own annual targets, Recipients must submit updated T1 targets annually in their October TPR, Annex A. TPR Annex A allows for documentation.

T2

Number (#) of educators trained

Description (T2): This output indicator is a count of educators trained; this includes teachers, school principals, school board members, and other relevant learning personnel. Training content

may vary based on project strategy, but may include pedagogy, safe and healthy learning environment trainings, administrative trainings such as attendance taking, contextual trainings on child labor, forced labor, occupational safety and health (for vocational training programs), and other labor rights-focused trainings.

Unit of Measurement (T2): Individual level, number (#)

When to Count: Recipients should count educators (individuals) as having received a training when an individual completes a training. Definitions of “completion” should be elaborated on in the project’s PMP. Individuals under this indicator should not be counted again under T1.

Targeting: Projects may set T2 targets during the CMEP development phase of project implementation.

Required Disaggregation: Projects are required to disaggregate this indicator by sex. Other types of disaggregation are optional.

CR

Percentage (%) of vocational or other employment-related training participants who complete their program (completion rate)

Description: This outcome indicator reports on the completion rate of project-supported programs; such as vocational training programs, life-skills training programs, approved apprenticeships or other relevant programs. Participants includes both children and adults. For recipients to report against this indicator, the definition of “program” should include the length of time required for an individual to undertake the class/apprenticeship, etc. Additionally, a robust definition of “completion” must be included and defined in a project’s PMP.

Unit of Measurement: individual, percent (%)

When to Count: Projects reporting on completion rates should use their relevant output service indicator listed in the PMP and Annex A as the denominator in calculating a completion rate.

Required Disaggregation: Projects are required to disaggregate this indicator by sex. Other types of disaggregation are optional.

Project Objective Indicators:

(POC1) Percentage of direct service participant children engaged in child labor, (POC2) hazardous child labor, (POC3) and other worst forms of child labor

Description: Indicators POC1, POC2, and POC3 are outcome measurements of the child labor

status of children who have received one or more project-supported education, training, or livelihood service(s). These indicators are considered Project Objective (PO) – level indicators as they measure a key outcome relating to the project objectives. Recipients must use project-level child labor definitions to determine whether a child is in child labor, hazardous labor, or other worst forms of child labor. It is important to note that hazardous child labor and other worst forms of child labor are both sub-categories of child labor.²

While virtually all direct service recipients involving child participants report on child labor (POC1) and hazardous child labor (POC2), reporting on other worst forms of child labor (POC3) is not standard. This is because recipients must have specific strategies for identifying and assisting children in other worst forms of child labor (which usually involves illegal activities and working with children in extremely vulnerable situations). Recipients typically do not work with children in this category unless they specifically target such groups in the project design and have developed specific protocols for working with these children.

Unit of Measurement: individual children, percent (%)

When to Count: Direct service recipients are required to monitor direct service participants' labor status and report on these indicators every six months (unless an exemption is granted) to provide an indication of how child labor levels are varying among project participants throughout the life of project. A child's initial (baseline) labor status is captured once a project has conducted and verified his/her eligibility screening, prior to beginning the service. Preliminary aggregate baseline values for these indicators should be calculated and reported every six months as new children begin services (and are counted under E1). The final aggregated baseline value is calculated once the project has finished enrolling children, and ALL children have begun services. Ongoing snapshots of participants' labor status are to be captured through the project's direct participant monitoring, which must occur every six months. OCFT requires recipients to continue to track the labor status of child participants throughout the life of the project; even if the child has completed his/her services.

Numerator: Children engaged in child labor/hazardous child labor/Worst Forms of Child Labor

Denominator: All children provided an education or livelihood service (the sum of E1 and L1; on a rolling basis), minus attrition.

Targeting: Recipients should set a final life-of-project target, which can be modified (with OCFT consultation) once all children are enrolled and an aggregated baseline value has been calculated.

Required Disaggregation: The only required disaggregation for POC 1-3 is by sex. Recipients may

² In calculation of these indicators, all participant children counted as in hazardous child labor (POC2) and other worst forms of child labor (POC3) should also be counted as in child labor under POC1.

decide to disaggregate by other factors, including geographical, if deemed useful.

POC4

Percentage of direct services participant children who regularly attend any form of education

Description: Indicator POC4 provides information on children’s participation in education. All direct services projects are required to monitor participants’ formal education status every six months to provide an indication of how education status intersects with children’s other activities, such as child labor. This indicator also provides insight to how child labor levels are varying among project participations throughout the life of project and may help contribute to child labor classifications needed for indicators POC1, POC2, and POC3.

Unit of Measurement: Individual (child), percent (%).

When to Count: If reliable school-attendance data is available, recipients should use this data to determine attendance. If reliable attendance data is not available, the expected methodology for data collection against this indicator is self-reporting. Children and households may self-report their attendance but should not be privy to the project’s definition of “regularly attending” so as to avoid positivity bias and other reporting measurement errors. Children’s initial (baseline) education status is captured once a project has conducted and verified its eligibility and selection screening, prior to beginning the service. Ongoing snapshots of participants’ education status are to be captured through the project’s direct participant monitoring (via self-reporting or family-member reporting), which must occur every six months. If a project is providing a participant access to education, OCFT requires the project to track his/her attendance throughout the project. Recipients providing referrals to education services (formal/informal) are expected to track the attendance outcomes of those children.

Targeting: No targets are required for this indicator.

Required Disaggregation: Recipients are required to disaggregate by sex and by age. Projects may decide to disaggregate by other factors, including geographical, if deemed useful.

For more detail on the POC indicators, please see the Performance Management Plan sample, which contains information on indicator calculation, definitions, reference periods, etc.

Key Definitions relating to POC4

The definition of **regularly (in terms of attending school regularly)** should be defined by national legislation. If this is not available, the project may define its own threshold for regular attendance (such as 75% or 80%).

Optional Project Objective Indicators (Livelihood Households):

POH1

Percentage of livelihood service participant HHs with at least one child engaged in child labor (POH1), hazardous child labor (POH2), and other worst forms of child labor (POH3)

Description: Indicators POH1 through POH3 measure the child labor status of **all** children in households that have received one or more project-supported livelihood service(s). These indicators track changes in child labor status that may result from livelihood services (a common theory of change is that such services lead to increased income and less dependence on child labor). Projects may choose to report on the POH indicators if they have a significant livelihood component designed to prevent and reduce child labor.

Unit of Measurement: Household, percent (%)

When to Count: A household counts toward the numerator if even one child is in CL. Recipients are required to monitor and report on the child labor status of all children in participant households, regardless of whether the child(ren) have participated in project-supported education services. To minimize the burden of reporting on this indicator, projects may choose to collect data on these indicators only twice during the life of the project for each household – once when the project has conducted and verified the household eligibility screening (baseline value) – and once towards the end of the project (final value). Since most projects enroll households in livelihood services on a rolling basis, Recipients should revise its indicator baseline value in TPR Annex A as the livelihood participant pool grows. The final value can be collected at the time the project believes is most appropriate (towards the end of the project) and is reported in the final or next to final TPR.

Targeting: No targets are required for these indicators.

Percentage of livelihood service participant HHs with all children of compulsory school age attending school regularly (POH4)

Description: Indicator POH4 measures the educational participation of **all** children in households that have received one or more project-supported livelihood service(s). It is measured at the household level, and tracks changes in education status that may result from project livelihood services (a common theory of change is that such services lead to increased income and increased participation in education by children in the household).

Unit of Measurement: Household, percent (%)

When to Count: A household is counted in the numerator only if ALL children of age attend school regularly. Recipients reporting on this indicator should monitor and report on the education status of all children in participant households who are of compulsory school age, regardless of whether they have participated in project-supported education services. Recipients may choose to collect data on these indicators only twice during the life of the project for each household –

once when the project has conducted and verified the household eligibility screening (baseline value) – and once towards the end of the project (final value). Since most projects enroll households in livelihood services on a rolling basis, grantees should revise its indicator baseline value in TPR Annex A as the livelihood participant pool grows. The final value can be collected at the time the project believes is most appropriate (towards the end of the project) and is reported in the final or next to final TPR.

Targeting: No targets are required for this indicator; snapshot reporting of baseline and final values only.

Required Disaggregation: Recipients must disaggregate this indicator by geographic location

Key Definitions relating to POH4

The definition of compulsory school age will vary from country to country. If the country has national legislation dictating the compulsory school age, that age should be used by the project. If there is no such legislation, the project should define an appropriate age.

The definition of **regularly** (in terms of attending school regularly) should be defined by national legislation. If this is not available, the project may define its own threshold for regular attendance (such as 75% or 80%).

4. Dealing with Attrition in Service Provision and Trainings

Direct service and long-term training programs will experience attrition. This may be due to myriad reasons, such as children or adults moving away, dropping out, changing jobs, and/or a combination of these reasons and others.

Requirements of Recipients: Recipients are required to report on some characteristics of attrition to OCFT, and will need to consider attrition-related data when calculating some performance indicators (education, livelihood, other services, and longer training programs for ministry personnel/private sector personnel, etc. as appropriate). Whole number values of attrition should be reported in TPR Annex A within the pre-established row labeled “attrition”, and according to the instructions provided in the TPR. Additional aspects and characteristics of attrition should be addressed through the CMEP development process in consultation with the Recipient’s M&E POC so that they constructively inform project strategy and management throughout the life of the project.

5. Cross-cutting Key Definitions of OCFT Standard Indicators

Child labor includes employment below the minimum age as established in national legislation (excluding permissible light work) and the worst forms of child labor, including hazardous unpaid

household services. Child labor is thus a narrower concept than children in employment, as child labor excludes children who work only a few hours a week in permitted light work and those who are above the minimum age who engage in work not classified as a worst form of child labor. It also includes all work performed by a person below the age of 18 in the following practices as described in ILO Convention 182 on the Worst Forms of Child Labor: (A) all forms of slavery or practices similar to slavery, such as the sale or trafficking of children, debt bondage and serfdom, or forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict; (B) the use, procuring, or offering of a child for prostitution, for the production of pornography or for pornographic purposes; (C) the use, procuring, or offering of a child for illicit activities in particular for the production and trafficking of drugs; and (D) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of children. The work referred to in subparagraph (D) should be determined consistent with international standards, including ILO Recommendation 190, and is generally determined by the laws, regulations, or competent authority of the country involved. Recipients are responsible for developing project-level definitions of child labor (see [OCFT Guidance on Developing Project-level Child Labor Definitions](#)).

Children at high-risk of entering child labor refers to children who are not yet in child labor and who experience or are exposed to a set of conditions or living circumstances (family environment or situation, proximity to economic activities prone to employ children, etc.) that make them more likely to be working in child labor (e.g. siblings of working children). Recipients reporting on indicator E1 are responsible for developing project-level definitions of children at high-risk of entering child labor (see OCFT Guidance for Developing Project-level Child Labor Definitions).

Forced labor, under international standards (ILO Conventions 105, and 29, and the 2014 Optional Protocol to Convention 29 on Forced Labor), is defined as all work or service for which the worker does not offer himself voluntarily and which is exacted from any person under the menace of any penalty for its non-performance. Forced labor includes work provided or obtained by force, fraud, or coercion, including (a) by threat of serious harm to, or physical restraint against, any person; (b) by means of any scheme, plan, or pattern intended to cause the person to believe that, if the person did not perform such labor or services, that person or another person would suffer serious harm or physical restraint; or (c) by means of the abuse or threatened abuse of law or the legal process. Forced labor occurs during unfree recruitment, work or life under duress, or the inability to leave the employer.

Forced child labor is a categorical worst form of child labor under ILO C. 182. Children older than the minimum age for work are in forced child labor if work is involuntary and the children or their parents are under the menace of threat or penalty. For children younger than the minimum age, voluntariness does not need to be established because children cannot legally consent to work. All children who are made to work as a result of parental forced labor are engaged in forced child labor.

Trafficking in Persons is defined using the Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children ([Palermo Protocol](#)):

- (a) "Trafficking in persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;
- (b) The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;
- (c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in subparagraph (a) of this article;
- (d) "Child" shall mean any person under eighteen years of age.

Workers' Rights refers to ILO core labor standards and acceptable working conditions.

Core labor standards refers to compliance with ILO Conventions related to 4 areas:

- a) Child Labor;
- b) Forced Labor;
- c) Discrimination;
- d) Freedom of Association and Collective Bargaining (FOACB)

Acceptable working conditions refers to compliance with national labor laws pertaining to:

- a) Compensation
- b) Contracts & Human Resources
- c) Occupational Safety & Health
- d) Working Time