

TERMS OF REFERENCE

School to Work Transition (SWTS)

in Uttar Pradesh (3 Districts)

May 30, 2022

# Background

The transition from childhood to adolescence and further to adulthood is an exciting time for many young women and men, considering the prospect that it brings social and economic independence. However, the challenge of finding gainful employment, let alone satisfying employment can be daunting and the inability to prove oneself as a productive member of society creates a sense of frustration and negativity during a time meant to be full of hope and optimism.

Even before the COVID-19 pandemic globally young people were around three times more likely to be unemployed than adults. With the crisis, the share of young people not in employment, education or training (the NEET rate) has risen in many countries and has not yet returned to pre-crisis levels in most cases. Employment losses among young people translated mostly into an increase in inactivity in 2020, which has not been offset by an increase in education. These figures confirm the need for a broad monitor of labour market outcomes of youth, including labour underutilization and quality of employment.[[1]](#footnote-1)

**Youth employment** has gained significant attention recently all over the world. It becomes even more significant in the Indian context because of the sizable share of youth in the overall population and the need to harness this rich demographic dividend resulting in decent employment. In 2000, young people aged 15-29 in India were 41.1% of the country population.[[2]](#footnote-2) Although the youth percentage of the population has now started to decline, it remains very high requiring specific policy solutions.

However, what is alarming is that the very high share of youth unemployment is not due only to the country large share of the young population. In 2019, 83.3 % of the total unemployed in the country were in the 15-29 youth cohort while the 15-29 cohorts represented a share of 37.5 % of the 15 plus population. Youth unemployment in India is due to reasons pertaining to skills mismatches, limited work experience, a higher tendency to shift jobs, as well as the important matter of jobs not being available for young people.[[3]](#footnote-3)

In this regard, the **transition from school to work** and the time and conditions at which young people enter the labour market plays a key role. Many adolescents and young adults, including girls and young women face difficulties in entering and sustaining themselves in the labour market. Failure to realize decent employment after leaving school tends to have lasting effects on occupational and income patterns over the life course of individuals. High youth unemployment and limited job opportunities for young people results in low returns of education and may drive parents to invest less in their children education.[[4]](#footnote-4)

In India, the share of the youth cohort in the labour force declines, and decline faster than that of the adult population. This is argued to be linked to young people in India being increasingly engaged in education. However, large disparities between young men and young women exit in the country and the low participation rate of youth is largely driven by that of young women. Still, the very low participation rate of women doesn’t mean they are more in education than men but rather that many women are absent from the labour force. The low level of female participation rates is largely explainable by **gender social norms.[[5]](#footnote-5)**

In India, NEET (not in employment, education or training) rates are dominated by women. Women represented 86% of the NEET in 2012 and women’s NEET rate was more than 4 times that of men’s in 2019. NEET rates have been declining over time for the 15-24 group but they have continued to rise slightly for the 15-29 group. This trend is likely driven by gender roles and gender social norms affecting women’s behaviour in their life phases.[[6]](#footnote-6)

In India, the youth NEET are largely out of the labour force, that is, they are not in employment, education or training and are not looking actively for a job. The out of labour force component of the NEET group is dominated by women, which represent 97% of this group. A significant part of the youth female NEET out of the labour force is involved in care, domestic and household work for their own households, which is unpaid and uncounted as employment. The much smaller group of unemployed NEETs is instead dominated by men. They are increasingly becoming more educated and have higher education levels than the female NEET out of the labour force. They also belong to households with a higher per capita consumption expenditure than women NEET out of the labour force.[[7]](#footnote-7)

For the Governments to respond through effective and integrated policies and strategies to improve the transition landscape of youth from school to work, it is critical to strengthen the information base to feed into the design process of targeted employment programmes. However, the standard labour force surveys do not typically allow us to understand the challenges faced by adolescents and young adults while trying to enter the labour market, as also the nature of employment contracts and their job satisfaction. Hence the policymakers don’t have robust evidence to design informed and evidence-based policy actions.

The ILO has developed the School-to-Work Transition Surveys (SWTS) to broaden the information base to address the specific challenges that will allow the young populations to reach their full productive potential. This assignment aims to conduct a SWTS in three districts in Uttar Pradesh to provide local policymakers with the needed data to tackle the specific challenges of youth and leverage their potentials.

# Methodology

The SWTS is a unique tool that generates relevant labour market information on young people aged 15 to 29 years, including longitudinal information on transitions within the labour market. The SWTS builds on an analytical framework with well-defined concepts of transition from education to the world of work along with clear and measurable indicators pertaining to various stages of transition and its quality.[[8]](#footnote-8)

The concept of decent work is embedded into the SWTS framework by defining a transition completed based on some criteria of job quality. A person has not “transited” in the labour market until settled in a job that meets very basic criteria of “decency” namely permanency that can provide the worker with a sense of security (e.g. a permanent contract), or a job that the worker feels personally satisfied with. The school-to-work transition framework is not intended to be normative but acknowledges the subjectivity of job transition. For example, young people in self-employment, including own-account workers and contributing family workers, may express a degree of satisfaction with their job and are therefore likely to have finished their transition even if they might be among the lowest earners possibly because they have not received advanced education and have directly entered into employment.

The SWTS framework defines two key indicators: **the school-to-work transitions stage** and the **school-to-work transition form.** The first indicator classifies youth into three groups according to their stage in the school-to-work transition: (I) transited, (II) in transition, and (III) transition not yet started (see box 1). The transition is considered complete only when a young person has attained a stable job based on a written contract of duration greater than 12 months or has attained a temporary job deemed satisfactory based on the young respondent’s willingness to stay in it. Young persons classified as “in transition” are the ones who have begun the transition process but who have not yet completed it. Finally, the remaining youth are the ones who have not started their transition yet. The analysis of stages of transition can be further broken down to better understand youth transitions looking at school-to-work transition forms within each stage. The sub-categories for each transition status are reported in Box 1 below:  
   
Box 1: **Stages and forms of transition from school to work.**

|  |
| --- |
| **I. Transited –**A young person (aged 15 to 29) who is not in school and currently employed in:  a. A stable job, or  b. Satisfactory self-employment or a satisfactory temporary job  **II. In transition** – A young person (aged 15 to 29) who is:  c. In school and currently employed or unemployed (in the labour force)  d. Not in school and unemployed  e. Not in school and currently employed in a temporary and unsatisfactory job  f. Not in school and not in employment but aiming to be employed later  **III. Transition not yet started –** A young person (aged 15 to 29) who is:  g. Still in school and outside the labour force  h. Not in school, outside the labour force and with no intention of looking for a job |

The stages of transition complement and integrate the standard measure of labour force status. Youth classified as transited are all employed while those classified as in transition may be employed, unemployed, or outside the labour force, and those for whom the transition has not yet started are outside the labour force.

Table 1. Relation between transition phase and status in employment

|  |  |
| --- | --- |
| **Transition phase** | **Possible labour force status** |
| Transited | Employed |
| In transition | Employed or unemployed or outside the labour force |
| Transition not yet started | Outside the labour force |

The ILO *Resolution concerning statistics of work, employment and labour underutilization* (hereafter *the resolution*) adopted in October 2013 during the 19th International Conference of Labour Statisticians (ICLS) sets standards for work statistics.[[9]](#footnote-9) The resolution provides operational concepts for (a) subset of work activities, referred to as *forms of work*, (b) classifications of the population according to their *labour forces status* and main *forms of work*, (c) measures of *labour underutilization*.

The SWTS Framework needs to be updated and upgraded to reflect a school-to-work transition that accounts for **transition in the different forms of work** and not only in employment. In so doing, a definition of transition that accounts both for the quality of the work and the expectations and aspirations of youth for the next future need to be integrated. Looking at the transition into different forms of work will give equal weight to paid and unpaid work and a better understanding of the work performed by young people, especially women. This is crucial in the context of India, where young women are largely found to be NEET and out of the labour force. Integrating the measures of forms of work will help to unpack the group of youth in NEET to see in which form of work they are and how that affect their status in transition.

Kee reference concepts of *work* and *forms of work* are described in the resolution.

**Work** comprises any activity performed by persons of any sex and age to produce goods or to provide services for use by others or their own use.

(a) Work is defined irrespective of its formal or informal character or the legality of the activity.

(b) Work excludes activities that do not involve producing goods or services (e.g. begging and stealing), self-care (e.g. personal grooming and hygiene) and activities that cannot be performed by another person on one’s own behalf (e.g. sleeping, learning and activities for own recreation).

(c) The concept of work is aligned with the General production boundary as defined in the System of National Accounts 2008 (2008 SNA) and its concept of economic unit.

(d) Work can be performed in any kind of economic unit.

Five **forms of work** distinguished on the basis of the intended destination of the production (for own final use; or for use by others, i.e. other economic units) and the nature of the transaction (i.e. monetary or non-monetary transactions, and transfers) have been identified in the resolution. These are as follows:

(a) **own-use production work** comprising production of goods and services for own final use;

(b) **employment work** comprising work performed for others in exchange for pay or profit;

(c) **unpaid trainee work** comprising work performed for others without pay to acquire workplace experience or skills;

(d) **volunteer work** comprising non-compulsory work performed for others without pay;

(e) **other work activities** comprising such activities as unpaid community service and unpaid work by prisoners, when ordered by a court or similar authority, and unpaid military or alternative civilian service, which may be treated as a distinct form of work for measurement (such as compulsory work performed without pay for others).

Persons may engage in one or more forms of work in parallel or consecutively, i.e. persons may be employed, be volunteering, doing unpaid trainee work and/or producing for own use, in any combination.

Own-use production of goods, employment, unpaid trainee work, a part of volunteer work and “other work activities” form the basis for the preparation of national production accounts within the 2008 SNA production boundary. Own-use provision of services and the remaining part of volunteer work complete the national production accounts i.e. beyond the 2008 SNA production boundary but inside the General production boundary. Figure 1 below illustrates the five forms of work and their relation with the 2008 SNA production boundary.

The update and upgrade of the SWTS Framework needs also to integrate measures of labour underutilization in the youth school-to-work transition. These measures refer to mismatches between labour supply and demand, which translate into an unmet need for employment among the population.

Figure 1: Forms of Work and System of National Account 2008.

Measures of labour underutilization include, but may not be restricted to:

(a) **time-related underemployment**, when the working time of persons in employment is insufficient in relation to alternative employment situations in which they are willing and available to engage;

(b) **unemployment**, reflecting an active job search by persons not in employment who are available for this form of work;

(c) **potential labour force,** referring to persons not in employment who express an interest in this form of work but for whom existing conditions limit their active job search and/or their availability.

These measures can be integrated with other indicators like sill-related inadequate employment, income-related inadequate employment, skills mismatches and slack work, just to mention some.

Further details on the concepts of labour underutilization are reported in the resolution from paragraph 43.

# Objective of the study and research questions

The SWTS serves to observe the challenges that young men and women are facing in their paths to decent and productive employment. Data analysis will reveal strengths and weaknesses in youth labour markets while capturing the characteristics of the transition from the school system to the labour market. In so doing, it will point to the main challenges to be addressed by policy-makers to achieve more effective employment programmes for young people. The results of the analysis will facilitate cross-sectoral and cross-ministerial policy solutions as they will highlight the interconnection between issues related to employment, education, training, gender and productivity, among others.

The three-fold objective of SWTS is as below:

* To collect in-depth information in the three selected Uttar Pradesh districts about the labour market situation of adolescents and young men and women and quantify the relative ease of difficulty of their labour market entry as they exit the school system.
* To provide robust data on youth school-to-work transition in the three Uttar Pradesh districts to make them available for sound and evidence-based policies and programs targeted to youth.
* To show the type of data and information deriving from conducting a SWTS in Indian districts to advocate for the use of SWTS or related tools at the National level.

The SWTS serves to shed light on areas usually not captured by household surveys such as youth conditions at work, difficulties of young people in getting a decent job or running their business, aspirations and expectations after education, skills mismatch, different work paths for young men and women, among others. The survey will generate reliable data for policy-making to monitor progress towards the achievement of several Sustainable Development Indicators with a lens on youth challenges and opportunities.

With a focus on three Uttar Pradesh districts, the study will address the below indicative and not exhaustive list of research questions:

* Who has the most challenging transition paths and where are the most disadvantaged located?
* How disadvantages and vulnerabilities are manifested and what is their long term impact on adolescents and young adults?
* What are the factors pushing adolescents into working in hazardous occupations?
* What are the distinctive factors between successful transitions and difficult ones?
* What are the factors pulling adolescents out of the school system into the world of work?
* What is the extent of unproductive, under-productive, low-paid, insecure work in the labour market at the entry-level? And what is their impact on productivity and prosperity?
* How can policy address smoother labour market entry for fresh job-seekers and foster young people full potential?
* Is labour underutilization an issue for the young population? If so in which form does it arise and how does it affect differently young women and men?
* What should be the policy priorities to promote decent employment and full productivity at entry levels?
* What is the extent of adolescents engaged in part-time study and part-time work? Do young people alternate spells of education and work or once they leave school they do not go back to education?
* How different are the transition paths of young women and young men and to which extend do social norms and gender bias limit young women’s opportunities?
* To which extend are young women and men engaged in unpaid work and how does being in different forms of work contributes to defining the transition status?
* Which employment opportunities arise for different levels of education achieved? Do some educational fields offer better job prospects?
* How to tackle educational miss-match? Are young people educational and job expectations aligned with the labour market needs?

# Consultant responsibilities

The ILO is seeking an Implementing Partner who will be responsible for the development and implementation of the SWTS in Uttar Pradesh as well as the data collection, data analysis and report writing.

As part of this assignment, the Implementing Partner responsibilities, shall include but not be limited to the following six tasks.

## Planning and preparation

The implementation of SWTS will require appropriate institutional arrangements to ensure smooth coordination, facilitation and continuous monitoring of the activity during all its stages. The ILO ARC project on child labour, together with the DWT Office for South Asia and the HQ at Geneva will provide the necessary support to the implementation of SWTS. This involves the identification of appropriate institutional arrangements, coordination mechanisms and implementation partners.

An inter-departmental Technical Working Group (TWG) chaired by the Department of Labour of Uttar Pradesh and comprising of members from the Departments of Education and Industry, State Statistical agency, recruitment agencies and experts from Academia will be created to provide advisory support to the project. It is expected that the TWG will meet on a regular basis to support the day-to-day survey activities will review and advise on the draft questionnaire and the draft report of the survey. The TWG shall establish its own terms of references.

The Implementing Partner will support the creation of the institutional agreement and the TWG and will work collaboratively with all the members of the TWG, participate in regular meetings and report findings through the process.

The Implementing Partner will submit to ILO

* The list of the members of the TWG.
* The TWG’s terms of references.
* The report of the inception meeting with ILO and the TWG.
* The inception report, including the methodology, a proposal for the sampling strategy and the key component of the questionnaire.

Each component listed above will be submitted first in a draft version for inputs and revision for ILO and the TWG and then as a final version with all the feedback addressed.

## Design and develop survey tools

As part of the project, the Implementing Partner will develop survey tools including the survey questionnaire and the counting rules to build key indicators.

The Implementing Partner will explore the possibility of conducting the data collection with CAPI and provide adequate tools such as software, manual for the use of the software and training for the interviewers.

Concerning the questionnaire, the consultant will build on the SWTS questionnaire developed by the ILO. The questionnaire will be adapted to the specific country context and can be shortened or integrated to reflect the specific needs of the research. In particular, the questionnaire will be adapted to ensure that the five forms of work introduced with the 19th ICLS Resolution are well captured as well as measures of underemployment.

Kee variables needed to construct indicators on the school-to-work transition stage and forms include:

* Age group (5 years age band at least from 15 to 29)
* Educational attendance
* Labour Force Status (Employment / Unemployment / Outside the labour Force)
* Status in employment (for persons in employment)
* Contract – Permanent/Temporary (for persons in employment)
* Duration of contract (for persons in employment)
* Whether they are looking for another job (for persons in employment)
* Activities in the last week (D13 in the questionnaire in the Annex)

 To measure the length of transition a set of questions on the work history need to be included in the questionnaire (section D in the Questionnaire in the Annex).

The Implementing Partner will submit to ILO

* The household questionnaire.
* The counting rules to construct key school-to-work indicators.
* The manual for the interviewer.
* The CAPI devise.

Each component listed above will be submitted first in a draft version for inputs and revision for ILO and the TWG and then as a final version with all the feedback addressed.

## Design and implement a sampling strategy

The survey will be implemented in three districts in Uttar Pradesh. Uttar Pradesh is a State in Northern India with over 200 million inhabitants. It is the most populous state in India as well as the most populous country subdivision in the world. As per Census, 2011, in Uttar Pradesh, the share of children in the total population is 22.5% and the share of working children in the total workforce is 2.7%. The literacy rate among workers is 62% and is much lower among marginal workers.

The State comprises 75 administrative units called districts. For the SWTS implementation, three districts will be selected, one from the central region, one from the western region and one from the eastern region. The sample for the SWTS will be designed to be statistically representative of the young population aged 15-29 in each selected district. Districts will be selected in agreement with the State Labour Department in line with its policy priorities. Demographic data of the districts will be provided to the Implementing Partner to identify criteria of selection and ensure the statistical representativeness of the sample.

The Implementing Partner will submit to ILO

* The sampling strategy.
* The EA sketch maps.
* The household selection sheet

Each component listed above will be submitted first in a draft version for inputs and revision for ILO and the TWG and then as the final version with all the feedback addressed.

## Training and data collection

Face to face interviews will be conducted and responses recorded using CAPI devices. Data transmission will be done online in real-time. Young people in the households will be interviewed directly and proxy interviews will not be used for this survey. The Implementing Partner will take into consideration any aspect that may affect the quality of the survey as well as the response rate. For example, the survey will need to be conducted in a period in which schools are open to being able to able to account for young people that combine shooling and work activities. The interview will be conducted at a time that is convenient for the respondents, considering their schooling and work commitment.

Participants should not be harmed in any way as a result of their participation. Given the current circumstances, measures relating to the COVID pandemic are particularly relevant. Ethical principles shall be respected during the conduct of the study.[[10]](#footnote-10) The interviewers shall be trained to ensure the strict respect of confidentially and anonymity of respondents. Interviews will be conducted in conditions that are comfortable for the respondents (e.g. in absence of their parents if that is a condition for them to respond freely). Under no circumstances data will be used for any purpose other than the study.

A report on the data collection, including the data collection procedure, the preparation activities for survey data collection operations, the data collection operations and difficulties encountered in the process and the outcome of the data collection shall be shared by the Implementing Partner with ILO.

Adequate arrangements shall be made for the training of survey coordinators/ master trainers, supervisors and field enumerators who shall be engaged in the data collection activity of the survey. The Implementing Partner shall involve ILO in such training. Participation of ILO in the training will be at the cost of ILO.

A report on the outcome of the training of survey supervisors/ enumerators and other preparation activities for survey data collection operations, the data collection operations and difficulties encountered in the process shall be submitted by the Implementing Partner to ILO.

After the training, the Implementing Partner will conduct a field test of the questionnaire and revise it accordingly. The result of the field test of the questionnaire will be shared in a report with ILO and the TWG.

The Implementing Partner will submit to ILO

* The report of the outcome of the training and preparation activities for the survey.
* The report of the field test of the questionnaire.
* The report of the data collection.

Each component listed above will be submitted first in a draft version for inputs and revision for ILO and the TWG and then as the final version with all the feedback addressed.

## Data processing and data analysis

The Implementing Partner shall make necessary arrangements for editing and coding of questionnaires, data entry, data cleaning, and data processing. Data collection shall be completed and a report on data collection operations and difficulties encountered on data processing activities shall be submitted by the Implementing Partner to ILO.

The Implementing Partner shall develop a tabulation plan for the questionnaire to support the data analysis, seek ILO review/comments, and revise the tabulation plan accordingly.

The Implementing Partner will submit to ILO

* Tabulation plan.
* Draft tabulations and charts to be included in the report.

## Report writing and validation workshop

The report will be written by experienced report writers in such a way as to make it useful for all users, policymakers, planners, researchers, donors and others.

The report will provide estimates on the key indicators of school-to-work transition, forms of work and labour underutilization at disaggregated geographical levels (by rural-urban and by districts), sex and age groups, also including the relevant sampling error, as agreed in the tabulation plan and the detailed outline of the report.

The Implementing Partner will submit the draft report in English (around 35 pages) to ILO for feedback. The feedback process will be of at least two rounds of comments.

The eternal collaborator will organize a validation workshop to be participated in by the TWG and ILO to discuss and make suggestions for the finalization of the revised draft of the report.

Following the workshop, the Implementing Partner will finalize the report and have it edited and printed for distribution. The Implementing Partner will submit to ILO

* Draft report of the SWTS
* Validation workshop and report of the workshop lesson learned and agreed on decisions at the validation workshop.
* The world and pdf file of the final report of the SWTS.
* The full raw and clean dataset (in excel or Stata) with complete documentation in electronic format.

# DELIVERABLES

Inception phase

1. Draft inception report including working plan, detailed methodology, sampling strategy and key elements to be included in the questionnaire.
2. List of the TWG members, TOR of the TWG, and report of the outcomes of the inception meeting with the TWG.
3. Final working plan with feedback from ILO and the TWG addressed.
4. Final inception report including working plan, detailed methodology, sampling strategy and key elements to be included in the questionnaire with feedback from ILO and the TWG addressed.

Design of the survey tools

1. Draft of the household questionnaire.
2. Draft of the counting rules to construct key school-to-work indicators.
3. Draft of the manual for the interviewers.
4. Draft of the CAPI devise.
5. Draft of the sampling strategy.
6. Draft of the EA sketch maps.
7. Draft of the household selection sheet.
8. Draft of the material for the training.
9. Final material for the training and training to interviewers.
10. Test of the questionnaire and report of the field test.

Validation of the survey tools

1. Final household questionnaire with feedback from ILO and the TWG addressed.
2. Final counting rules to construct key school-to-work indicators with feedback from ILO and the TWG addressed.
3. Final manual for the interviewers with feedback from ILO and the TWG addressed.
4. Final CAPI devises with feedback from ILO and the TWG addressed.
5. Final sample strategy with feedback from ILO and the TWG addressed.
6. Final EA sketch maps with feedback from ILO and the TWG addressed.
7. Final household selection sheet with feedback from ILO and the TWG addressed
8. Training for the interviewers and the enumerators and report of the outcome of the training.
9. Data collection and the draft report of the data collection.
10. Final report of the data collection with feedback from ILO and the TWG addressed.

Data processing and data analysis

1. Draft tabulation plan and outline of the report.
2. Final tabulation plan and outline of the report with feedback from ILO and the TWG addressed.
3. Draft tabulations and charts to be included in the report and data analysis including dataset created and syntax (e.g. do-files).
4. The full raw and clean preliminary dataset (in excel or Stata) with complete documentation in electronic format.
5. Preliminary key findings for the SWTS report.

Validation workshop and final report of the SWTS survey

1. Draft report of the SWTS.
2. Validation workshop and report of the workshop lesson learned and agreed on decisions.
3. The world and pdf file of the final report of the SWTS.
4. The full raw and clean dataset (in excel or Stata) with complete documentation in electronic format.

# Contract duration: 8 months

# Consultant qualifications

The following qualifications are necessary for successfully meeting the terms of the consultancy contract:

* A team of experts with consolidated experience in data collection in the field of labour economics and members of the team with a PhD in economics or related discipline;
* Experience in conducting quantitative research and labour surveys statistical representative at the national or local level in India;
* Previous experience in studies concerning the socio-economic status of young people;
* Proficiency in statistical packages such as SPSS and STATA;
* Excellent command of English;
* Proven experience and track record of timely and high-quality completion of assignments.

1. ILO. 2021. An update on the youth labour market impact of the COVID-19 crisis, Statistical Brief, June 2021. Available [here](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/briefingnote/wcms_795479.pdf). [↑](#footnote-ref-1)
2. The share of youth aged 15-24 was 28.5% of the total population in the same year. [↑](#footnote-ref-2)
3. ILO 2021. Young Persons not in employment and education (NEET) in India: 2000-2019. ILO Research Brief, March 2021. Available here: [wcms\_789243.pdf (ilo.org)](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-new_delhi/documents/publication/wcms_789243.pdf) [↑](#footnote-ref-3)
4. ibid [↑](#footnote-ref-4)
5. Ibid [↑](#footnote-ref-5)
6. Ibid [↑](#footnote-ref-6)
7. Ibid [↑](#footnote-ref-7)
8. For further details on the SWTS framework see the ILO School-to-Work Transition Survey webpage [here](https://www.ilo.org/employment/areas/youth-employment/work-for-youth/WCMS_191853/lang--en/index.htm) [↑](#footnote-ref-8)
9. ILO 2013. ICLS 19th Resolution I: *Resolution concerning statistics of work, employment and labur underutilization.* Available [here](C://Users/FRANCAVILLA/Dropbox/0.%20ILO/Background%20docs/1.%20forced%20labour/wcms_230304.pdf) [↑](#footnote-ref-9)
10. ILO 2018. 20th International conference of Labour Statistics, Geneva, 10-19 October 2018. Guidelines concerning the measurement of forced labour. International Labour Office, Department of Statistics. Available here: [Guidelines concerning the measurement of forced labour (ilo.org)](https://www.ilo.org/stat/Publications/WCMS_648619/lang--en/index.htm) [↑](#footnote-ref-10)