



International
Labour
Organization

► Toolkit for mixed-methods research on child labour and forced labour

Selected tools



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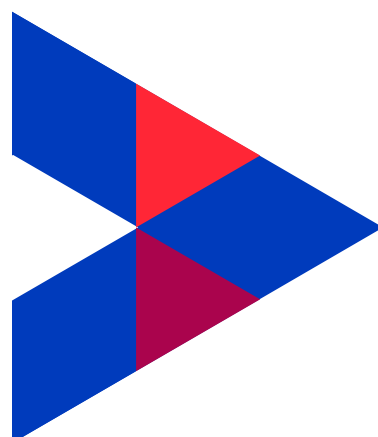


► Introduction

This document is part of the *Toolkit for mixed-methods research on child labour and forced labour*, and is designed to complement the User manual by offering a practical set of tools to support research implementation.

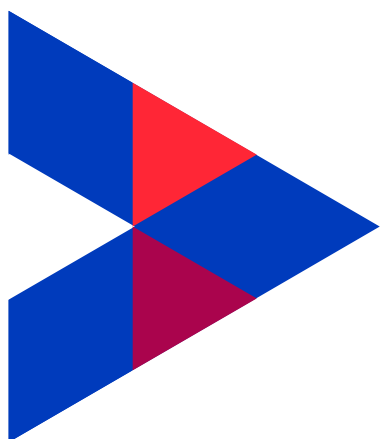
The **Selected tools** document presents a curated collection of templates, guidelines, and frameworks for key research activities. These include stakeholder mapping, literature reviews, supply chain analysis, operational definitions, formulation of research questions, team composition, and reporting. Each tool is designed to be adaptable to different research contexts and objectives, helping researchers navigate methodological complexities and ethical considerations.

By bridging the gap between research design and field implementation, this document ensures that studies are both methodologically sound and practically feasible, supporting the production of actionable evidence to inform policy and programming.



► Tool 1

Guidelines for stakeholder mapping and information needs



This tool can be used to map stakeholders by target group and record their information needs. It requires adaptation based on the target population and local context.

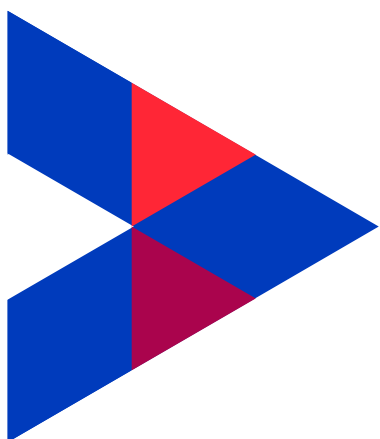
Target group	Who Description of groups or individuals	Needs and priorities What are the knowledge needs, priorities, and intended purposes for uptake/use?	Engagement modalities How can these partners be involved?	Outputs What communications mode or materials do these partners want?	Contact
Beneficiaries, target community members	► Individuals with lived experience of child labour and forced labour, families, communities.	► Information about their rights and how to get help and access to services.	► Advisory role, informants, feedback on the research findings and their interpretation and relevance. ► Dependent on the characteristics of the target population, e.g. literacy level, child or migrant-friendly consultation methods, and on access options, e.g. online, phone.	► Dependent on the characteristics of the target population, e.g. child or migrant-friendly dissemination materials (e.g. video explainers in migrant languages) and on access options, e.g. online, phone. ► Radio broadcasts, illustrated materials, and storytelling formats in local languages. Community meetings and peer-to-peer discussions. Short video clips and phone text-based alerts.	
Programming (local, INGOs)	► Local NGOs and local government (e.g. shelter, education and health services).	► Education, health and social needs of individuals with lived experience of child labour and forced labour; locations and opportunities for accessing the target population; use of technology; service mapping for referral partners.	► Advisory role, informants, feedback on the research findings and their interpretation and relevance for programming.	► Practical toolkits and step-by-step guides. ► Web-based learning platforms and webinars. ► M&E framework for interventions, safe/ethical contact tools.	

Target group	Who Description of groups or individuals	Needs and priorities What are the knowledge needs, priorities, and intended purposes for uptake/use?	Engagement modalities How can these partners be involved?	Outputs What communications mode or materials do these partners want?	Contact
Industry, employer associations	► National and local producers, employer associations.	► Relevance of findings for possible interventions to eliminate child labour (e.g. occupational safety and health) and forced labour from the supply chain and to support children and their families (e.g. encouraging skills training, improving wages). ► Supply chain risk assessment. ► Compliance guidelines and best practices. ► Case studies of ethical business models.	► Advisory role, informants, feedback on the research findings and their interpretation and relevance for programming.	► Clear, actionable guidelines, checklists, and risk assessment tools. ► Interactive trainings, conferences and workshops. ► Infographics summarizing key results.	
Government decision makers, civil servants	► Decision makers in, e.g., Ministry of Labour, Education, Health, Social Welfare. ► Budget holders in each Ministry and/or Ministry of Finance.	► Prevalence, trends and characteristics, root causes, priority target groups (e.g. informal agricultural workers, migrants) and areas (e.g. geographical and sectoral concentration); policy response, including gaps and the effectiveness of interventions; cost-benefit analysis.	► Advisory role, informants, feedback on the research findings and their interpretation and relevance for programming.	► Concise policy briefs, reports and executive summaries. ► National statistics and dashboards. ► High-level meetings, policy dialogues, and technical workshops.	
Other national, local decision makers, advocates, influencers	► National pop or sports stars, religious leaders, local offices of international organizations dealing with child labour, forced labour, and human trafficking (e.g. ILO, IOM, UNICEF, UNHCR, and UNODC).	► Results on prevalence and characteristics, hazards, risks, root causes (including recruitment patterns); health, protection and education needs.	► Advisory role, informants, feedback on the research findings and their interpretation and relevance for programming.		

Target group	Who Description of groups or individuals	Needs and priorities What are the knowledge needs, priorities, and intended purposes for uptake/use?	Engagement modalities How can these partners be involved?	Outputs What communications mode or materials do these partners want?	Contact
Local and international experts	▶ Local university experts on child labour, education, forced labour and human trafficking.		▶ Dependent on the expertise and willingness (e.g. technical research committee/ advisory board).	▶ Peer-reviewed journals, working papers, and open-access research databases. ▶ Academic conferences and expert panel discussions. Data repositories and long-term studies.	
Donors	▶ Various relevant donors (governmental, bilateral and private).	▶ Results on prevalence and characteristics, root causes and policy response, including on the effectiveness of interventions. ▶ Dependent on the donor (e.g. US Department of Labor: child labour and forced labour; US State Department: abuses related to trafficking).	▶ Regular verbal and written updates, feedback on the research findings and their relevance for programming.	▶ Briefing notes.	
Media	▶ National media, local bloggers.	▶ Prevalence and characteristics, root causes and consequences, and policy response.	▶ Consultation, dissemination workshop.	▶ Press releases, investigative reports, and access to real-life testimonies. ▶ Infographics, fact sheets, and short video explainers. ▶ Direct interviews with experts and affected communities.	
Source: Adapted from ILO, ILO Knowledge Mobilization Guide , 2023.					

► Tool 2

**Guidelines for compiling
the literature review on
child labour and forced
labour**



As in any research, a literature review serves the research team to establish an understanding of the current state of knowledge on the topic, as well as to identify gaps in the existing research. At such, it helps researchers and stakeholders in formulating research questions and in determining the appropriate research design. Moreover, it gathers information relevant for the development of the research tools: for example, information on the characteristics of the target population helps the development of the questionnaires and other research tools; information on the geographical and sectoral concentration or on the sampling methodology used by previous research can be useful for the development of the sample design. Finally, it is valuable for interpreting and contextualising the results.

The information to be collected through the literature for mixed-methods research is not necessarily different from those collected for other types of research and shall be identified based on the research objective. However, the information is specific to child labour and forced labour. The table below summarizes the key information to consider in the literature review.

Objective	Topic	Key information on child labour and forced labour	Considerations for research on economic sectors	Considerations for research on specific worst forms of child labour (WFCL)
Operational definition of child labour / forced labour	Legislative framework	▶ Ratification of relevant ILO Conventions. ▶ National legislation concerning: ▷ Minimum age for admission to work. ▷ Provisions for light work. ▷ Provisions for hazardous work. ▷ Definition of forced labour.		
Identify the research target group	Presence and extent	▶ Prevalence data on child labour/ forced labour disaggregated: ▷ by geographical area (<i>national/ region/state, urban/rural</i>). ▷ by sector (<i>agriculture, industry, services</i>). ▷ by characteristics of the population of interest (<i>i.e. by sex, migrant status and area of origin/ of migrant workers, ethnicity, urban vs. rural</i>), age group, etc. ▶ If prevalence data are not available, qualitative data are an important source of information. However, they shall be interpreted with caution.	▶ Prevalence data on: ▷ sectors or subsectors where child labour/ forced labour concentrate. ▷ geographical areas within the sector where child labour/ forced labour concentrate. ▷ economic sectors and subsectors prone to child labour and forced labour. ▶ If prevalence data are not available, qualitative data are an important source of information.	▶ Existing data and information on: ▷ vulnerable groups. ▷ economic sectors and subsectors prone to WFCL.

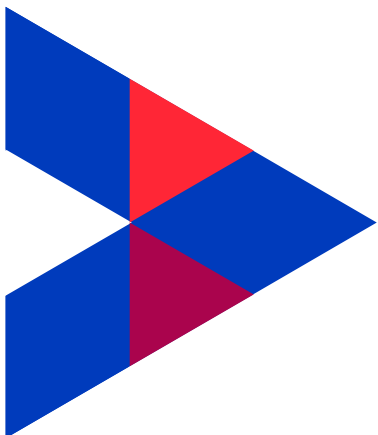
Objective	Topic	Key information on child labour and forced labour	Considerations for research on economic sectors	Considerations for research on specific worst forms of child labour (WFCL)
	Characteristics of child labour/forced labour	► Characteristics of activities performed by children or workers at risk of forced labour, seasonal patterns of activities (<i>occupations and tasks</i>). ► Recruitment patterns. ► For forced labour only: ▷ Characteristics related to involuntariness and coercion. ▷ Characteristics of forced labour related to unfree recruitment, work under duress and impossibility of leaving the employer. ▷ Means of deception and coercion used by recruiters/employers. ► Occupational safety and health. ► Access to freedom of association and collective bargaining.	► Characteristic related seasonality. ► Types and characteristic of activities by level of the supply chain and subsector.	► Qualitative studies on characteristics of WFCL.
	Characteristics of the target population	► Socio-economic drivers of child labour and forced labour (<i>socio-economic conditions, household and community context, access to social protection/education, access to basic services, attitudes, etc.</i>).		► Drivers related to vulnerability of children to WFCL (<i>socio-economic condition, household and community context, etc.</i>). ► Drivers related to incentives for exploiters (<i>lack of effective enforcement and prosecution</i>). ► Drivers related to lack of systems for prevention, withdrawal and support to victims.

Objective	Topic	Key information on child labour and forced labour	Considerations for research on economic sectors	Considerations for research on specific worst forms of child labour (WFCL)
Understanding the context	Overall context	▶ Statistics on demographics (including migration patterns), economics and development, including poverty and inequality, education, economic performances and labour market characteristics, and human development indicators (HDI).	▶ Total production (at national or regional level), value added to GDP, destination of production (national/local consumption, export); labour force. ▶ It might also be relevant to gather information on the levels in the supply chain (primary production, processing, etc.). ▶ Geographical areas where child labour concentrate. ▶ Economic sectors and subsectors prone to child labour and forced labour.	
	Policy framework and institutional capacity	▶ Policies directly targeting child labour/forced labour: mapping policies and institutions. ▶ Policies that affect child labour/forced labour, such as education, social protection, labour market and migration: mapping policies and institutions (information on target beneficiaries and gaps in coverage are particularly relevant. Depending on the research objective, this list can be further expanded or reduced). ▶ Enforcement of legislation concerning child labour/forced labour and gaps in enforcement.		
	Stakeholders	▶ Their role. ▶ Their relationships with other actors. ▶ Their capacity to play their role effectively and the constraints they face. ▶ Their expectations/attitudes towards child labour/forced labour issues. ▶ Their research needs/interests, attitudes towards research.		

Source: Adapted from ILO. [Hard to see harder to count: Survey guidelines to estimate forced labour of adults and children](#), 2012.

► Tool 3

Guidelines for supply chain mapping



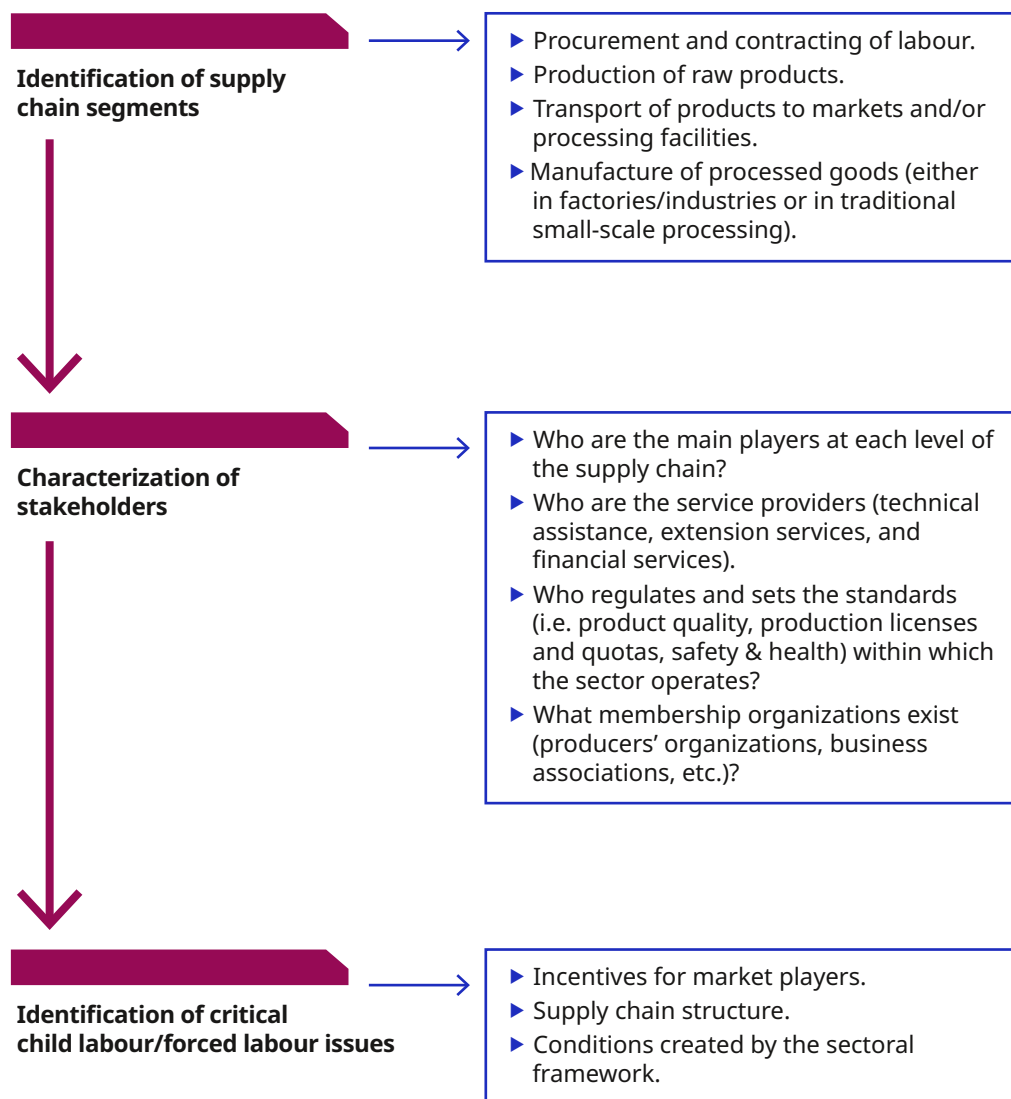
Child labour and forced labour are rarely evenly distributed throughout the supply chain. Instead, they tend to be concentrated in specific segments where the drivers for their occurrence are stronger. In some cases, the economic sector is highly concentrated in a narrow supply chain while in others it is divided into different subsectors interconnected by a complex supply chain ranging from large-scale production for international markets to medium, small and micro enterprises. Identifying the different subsectors is important because there may be significant differences in terms of the presence, characteristics and causes of child labour and forced labour at each level.

Supply chain mapping

The supply chain map should be developed with the involvement of stakeholders as they are best placed to provide good insider knowledge. As figure 1 shows, the process of mapping the supply chain can be divided into three general steps:

- 1. Identification of supply chain segments.** Mapping the key segments, subsectors and links in the supply chain, focusing on those where there is evidence of the presence of child and forced labour.
- 2. Characterization of stakeholders.** Identifying the stakeholders involved at each segment, both those directly involved in the supply chain (farmers, producers, landowners, intermediaries and labour recruiters, processing companies, and national and international buyers) and those who set the framework within which the sector operates (regulatory and standard-setting institutions, providers of technical assistance, development and financial services, business associations, producer organizations, NGOs, etc.) with a focus on those who play a key role and should be considered for research, either as research subjects, facilitators, providers of information or users of research results.
- 3. Identification of critical child labour/forced labour issues.** Assessing the critical issues related to child labour and forced labour in each segment, in terms of the positive and negative incentives that facilitate or prevent them. These might include: the composition of the workforce (e.g. permanent workers, temporary or casual workers), the sourcing practices, the working conditions across subsectors and levels of the supply chain, the regulatory and oversight mechanisms, and the corporate compliance and due diligence practices that range from broad social responsibility programmes to specific measures such as clauses in supply contracts prohibiting child labour and forced labour.

► **Figure 1. Steps in the development of the supply chain map for child labour and forced labour research**



Depending on the context, the information available and the research objectives, supply chain mapping can combine different tools including literature reviews, interviews with experts, workshops and scoping missions (see figure 2).

- The supply chain literature review is conducted as part of the broader scoping study. Sources may include industry reports (including corporate social responsibility and compliance reports), national and global production and trade databases, such as UN Comtrade, reports from oversight and regulatory bodies, and other sources as appropriate.
- Expert interviews help to fill information gaps and to obtain information on specific issues, such as sectoral practices regarding child labour or forced labour, structure and linkages between subsectors, recruitment practices and geographical and seasonal concentration of activities. Experts may also be

useful in liaising with sector stakeholders. If the supply chain literature is scarce and/or sector experts are not available, or if a more detailed supply chain map is required for research planning (e.g. if the research objectives have a strong focus on the supply chain), specific supply chain mapping exercises such as supply chain mapping workshops are recommended.

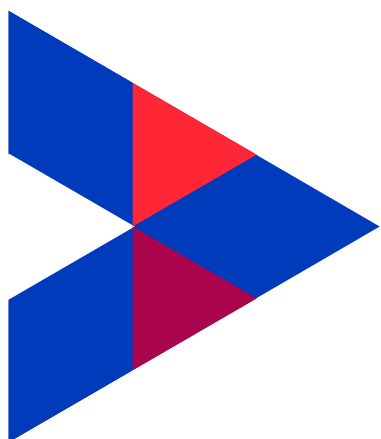
- ▶ Supply chain mapping workshops bring together, as appropriate, market players (producer organizations, cooperatives, companies, industrial operators, etc.), support organizations (government regulatory and supervisory agencies), employers' and workers' organizations, NGOs, etc. The workshop agenda can be organized around the three steps of supply chain mapping mentioned above.
- ▶ Scoping missions serve a variety of supply chain mapping purposes. They allow for expert interviews and stakeholder mapping workshops. Scoping missions are also a good opportunity to conduct exploratory field research to improve understanding of the sector and supply chain organizations through visits to production areas and worksites.

▶ **Figure 2. Tools to conduct the supply chain map**



► Tool 4

Guidelines for elaborating operational definitions of child labour



Child labour comprises work or employment that children are too young to perform and/or work or employment that, by its nature or circumstances, is likely to harm children's health, safety or morals, where a child is any person below the age of 18.

When undertaking research on child labour, it is important to align the research questions and measurements to the international conventions and national laws and regulations related to child labour. For example, for quantitative research, this might mean ensuring the child labour measurement module reflects both international and local definitions so findings are relevant to the local government and facilitate the comparability of child labour statistics. Moreover, the definition of child labour will be especially important for determining the sampling criteria and design.

International standards relating to child labour

Three main international human and labour rights standards – the Convention on the Rights of the Child, the ILO Minimum Age for Admission to Employment Convention (No. 138) and the universally ratified ILO Worst Forms of Child Labour Convention (No. 182) – set legal boundaries for child labour and provide the grounds for national and international actions to end it (see box 1).

► Box 1. International conventions relating to child labour

- **ILO Minimum Age Convention, 1973 (No. 138):** stipulates that the minimum age for admission to employment or work shall not be less than the age of completion of compulsory education and shall in no case be less than 15 years, or 14 years in countries whose economy and educational facilities are not sufficiently developed (art. 2). It also sets the minimum age for hazardous work at 18, defined as *“any type of employment or work which by its nature or circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons”* (art. 3.1).

Convention No. 138 applies to all sectors of the economy and to all children, whether they are employed or working on their own account or with their own family. However, exceptions are allowed under article 5: i) limited categories of work or employment may be excluded by the competent authorities (art. 4); and ii) national laws or regulations may permit the employment of persons aged 13 to 15 (or 12 to 14) in work which is not likely to be harmful and does not interfere with school attendance (art. 7).

- **United Nations Convention on the Rights of the Child (CRC), 1990:** sets out the rights that must be realized for children to develop their full potential. In particular, as far as child labour is concerned, article 32 of the CRC recognizes the right of the child to be protected from economic exploitation and from performing work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
- **ILO Worst Forms of Child Labour Convention, 1999 (No.182):** calls for the prohibition and elimination of the worst forms of child labour, which encompass: a) All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, and forced or compulsory labour, including the forced or compulsory recruitment of children for use in armed conflict; b) The use, procurement or offering of a child for prostitution, for the production of pornography or for pornographic performances; (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.

There are several key concepts related to child labour that will be relevant to any research design, including:

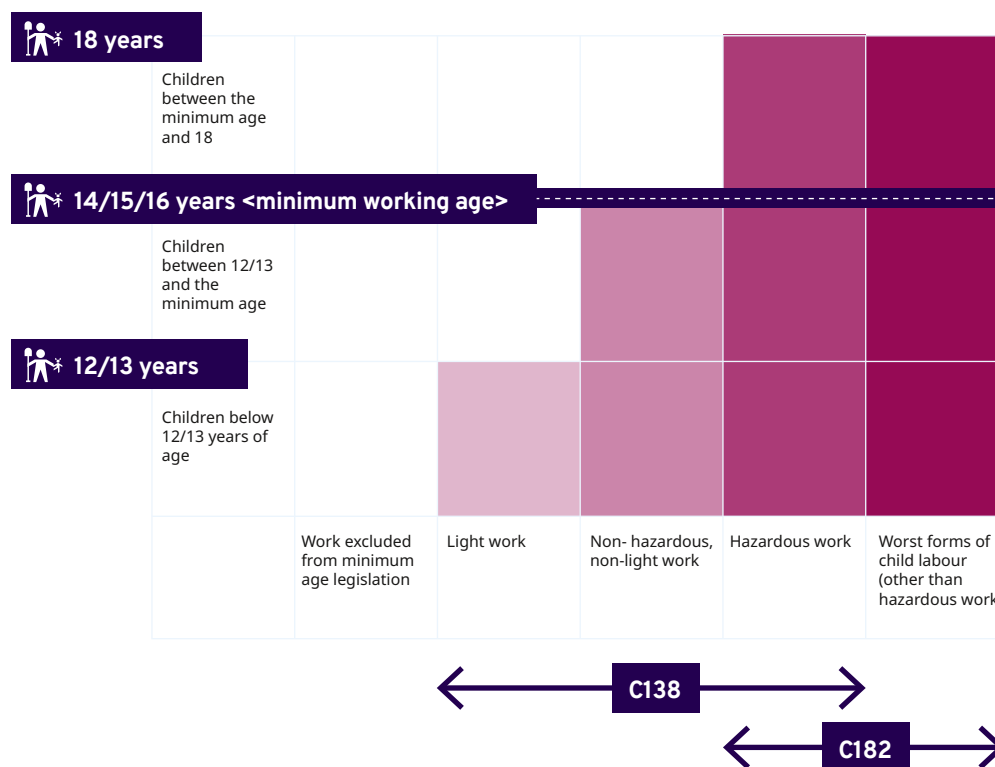
- **Minimum working age:** Not less than the age of completion of compulsory education and in no case less than 15 years (article 2 of ILO Convention No. 138). However, it might be reduced to 14 years in exceptional cases.
- **Light work:** Work that is not likely to harm children's health or the development of persons from 13 years of age (or 12 years in countries that have specified the general minimum working age as 14 years) (article 7 of ILO Convention No. 138).
- **Worst forms of child labour:** They entail all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict; the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and hazardous work (article 3 of ILO Convention No. 182).
- **Hazardous work:** Work that, by its nature or circumstances, is likely to harm children's health, safety or morals (ILO Convention No. 138 and ILO Convention No. 182). The minimum age for hazardous work is 18 years (ILO Convention no. 138) and the list is decided by individual countries. For research, it is useful to consider the categories laid out in the ILO Worst Forms of Child Labour Recommendation, 1999 (No. 190):
 - ▷ Work that exposes children to physical, emotional or sexual abuse.
 - ▷ Work underground, underwater, at dangerous heights or in confined spaces with dangerous machinery, equipment and tools, or that involves the manual handling or transport of heavy loads.
 - ▷ Work in an unhealthy environment that may, for example, expose children to hazardous substances, agents or processes or to temperatures, noise levels or vibrations damaging to their health.
 - ▷ Work under particularly difficult conditions, such as for long hours or during the night, or that does not allow returning home each day.

Figure 3 shows the basic elements of child labour embodied in the principal international legal standards. It illustrates how legal categories interact with age ranges in establishing the boundaries of child labour for its effective abolition.

- Among young children below the minimum age for light work, child labour encompasses all work and employment with the exception of those forms – if any – excluded from the scope of the Convention.¹
- Among children in the age range specified for light work, child labour constitutes all employment and work except excluded forms and light work.
- For children at or above the minimum working age, child labour consists of hazardous work and other worst forms.

¹ Article 4 of ILO Convention No. 138, states that in so far as necessary, the competent may exclude from the application of the Convention limited categories of employment or work in respect of which special and substantial problems of application arise. These limited categories cannot include employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of children.

► Figure 3. What is child labour?



Shaded area = child labour for abolition

Source: ILO. 2018.

Operational definition of child labour

The operational definition of child labour shall build on the national legislation and the relevant International Conventions. The guidance provided in this section is based on the development of the statistical definition of child labour;² however, this is also useful for the definition of child labour for qualitative research.

The following elements are of critical importance for the development of the operational definition of child labour:

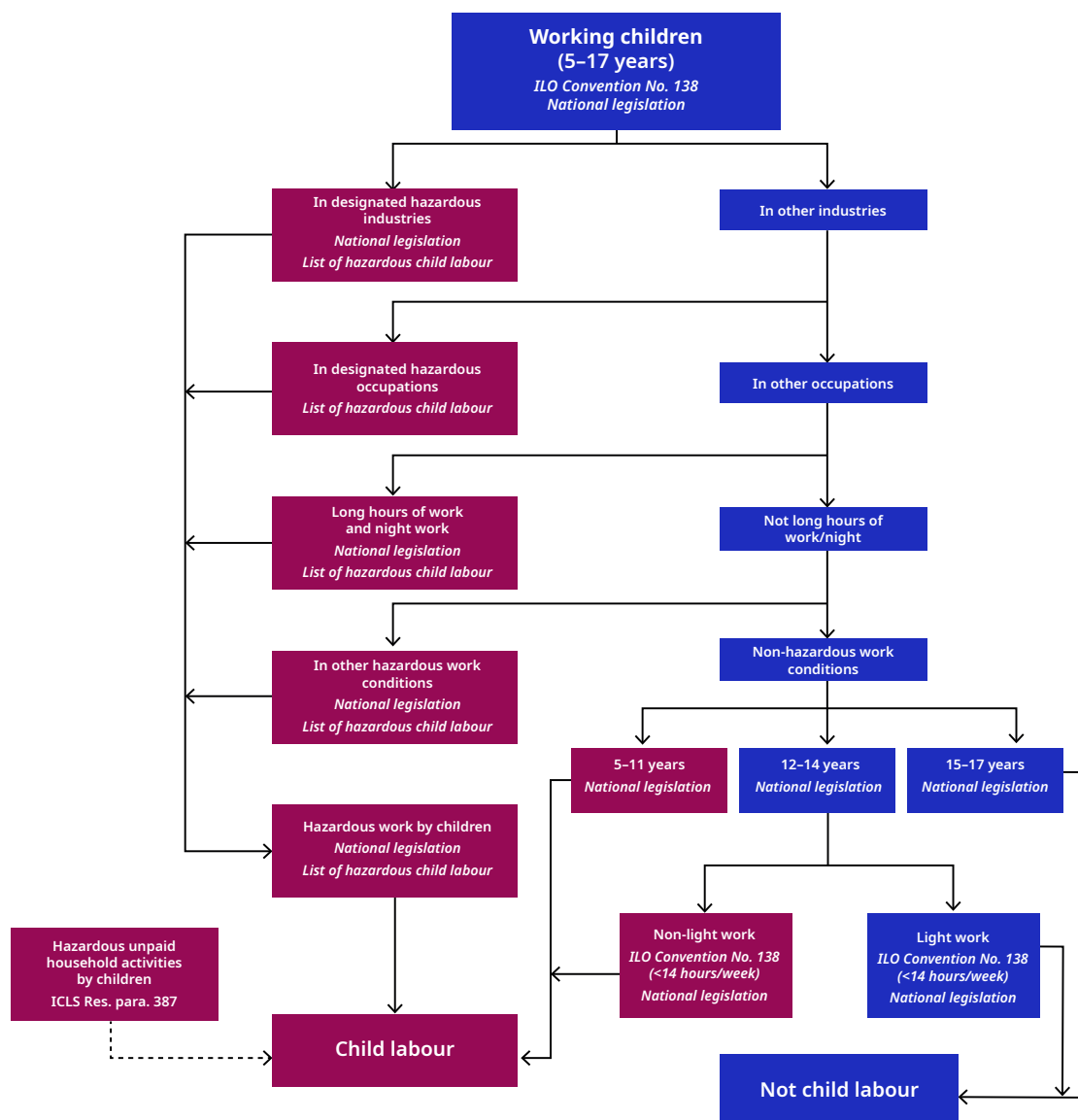
- **Work:** In any activity in which the child is involved, either to produce goods or services for others or for their own use, child labour can be measured with reference to the SNA (excluding unpaid household services and voluntary work) or the general production boundary (including unpaid household services and voluntary work), and researchers shall specify the measurement framework adopted.
- **Age of the child:** It is the primary factor in determining whether the child is legally allowed to work. Age limits must be in accordance with ILO Convention No. 138 and the national legislation.

² ILO, *Resolution II, Resolution concerning statistics, of child labour*, ICLS/18/2008/III, 18th International Conference of Labour Statisticians (ICLS), 2008.

- **Hazardous work:** The national legislation must be consulted to identify whether and how it defines hazardous industries, occupations and conditions of work (including working hours). In many countries, a hazardous work list exists.
- **Light work:** The national legislation must be consulted to identify whether it contains provisions for light work, i.e. work permissible to children below the minimum working age, both in terms of age limits and of working conditions.

Based on these elements, the operational definition of child labour can be elaborated in the form of a decision tree to identify whether a child meets any of the criteria and therefore should be classified as in child labour.

► Figure 4. Statistical identification of child labour: decision tree



Source: Adapted from ILO and UNICEF, [Child Labour: Global estimates 2020, trends and the road forward](#), 2021.



Case study 1. Rapid assessment on child labour in agriculture in the Republic of Serbia

This rapid assessment in Serbia^a illustrates the process of developing operational definitions of child labour based on the legal framework. The research team considered three main international conventions – the UN Convention on the Rights of the Child and ILO Conventions No. 138 and No. 182 – as well as the relevant national legislation: the Labour Law, the Law on Employment and Unemployment Insurance, the Government of Serbia Regulation on Hazardous Work and the Family Law.

The Labour Law sets the minimum working age at 15 years (Art. 24), defines a maximum of 35 hours per week and 8 hours per day for workers younger than 18, and prohibits night work and certain types of hazardous work. The Law on Employment and Unemployment Insurance stipulates that a person must be at least 15 years old to be eligible for employment (see the table below for details on the national legal framework).

According to international conventions, national laws or regulations permit children from 12 or 13 to engage in “light work”. In the case of children aged 11 or younger, any type of employment or work is considered child labour. Therefore, for the purposes of the study, child labour excluded those aged 12 to 14 years old in light work, defined as non-hazardous^b work for less than 14 hours a week^c.

National legislation related to child labour in Serbia

Labour Law	▶ Regulates child work and employment. ▶ Defines the minimum age for employment in 15 years (Art. 24). ▶ Stipulates conditions for signing employment contracts with a child below the age of 18 (parents' consent, confirmation of healthcare institution). ▶ Prohibits certain hazardous works and night work (with some exceptions). ▶ Set limits of 35 hours per week and 8 hours per day for a person under 18, banning overtime.
Law on Employment and Unemployment Insurance	▶ Defines unemployed persons as all persons aged 15 and over. ▶ Stipulates that a person seeking employment must have attained 15 years of age.
Regulation of the Government of Serbia on Hazardous Work for Children	▶ Defines hazardous work for children in line with ILO Recommendation No. 190 as: ▷ Work which exposes children to physical, psychological, or sexual abuse. ▷ Work underground, under water, at dangerous heights, and in confined spaces. ▷ Work with dangerous machinery, equipment, and tools, or which involves the manual handling or transport of heavy loads. ▷ Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents, or processes, or to temperatures, noise levels, or vibrations damaging to their health. ▷ Work under particularly difficult conditions including long hours, night work, or work where the child is unreasonably confined to the premises of the employer.



Case study 1. (cont.)

Based on the relevant international conventions and national legislation, child labour is defined as including:

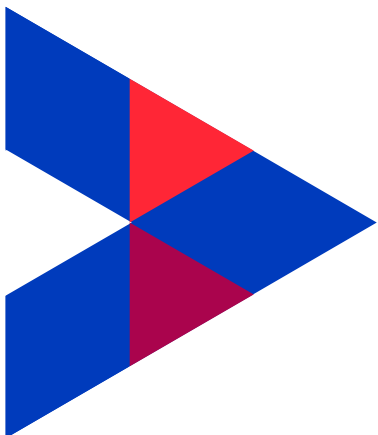
- All working children aged 5 to 17 years involved in hazardous work as per the Regulation of the Government of Serbia on Hazardous Work for children.
- Working children aged 5 to 11 years involved in any type of work (regardless of whether hazardous or not).
- Working children aged 12 to 14 years working 14 hours or more per week.
- Working children aged 15 to 17 years working 35 or more hours per week or 8 or more hours per day.

Notes: a) ILO, [Rapid Assessment on Child Labour in Agriculture in the Republic of Serbia](#), 2018. b) The Regulation of the Government of Serbia on Hazardous Work for Children defines hazardous work in line with ILO Recommendation No. 190 in terms of physical hazards, hazardous conditions, and hazardous industries. This includes work which exposes children to physical, psychological or sexual abuse; work underground, underwater, at dangerous heights and in confined spaces; work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads; work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels or vibrations damaging to their health; and work under particularly difficult conditions including long hours, night work or work where the child is unreasonably confined to the premises of the employer. c) The 14 hours threshold for the age group of 12 to 14 was adopted from the UNICEF multi-indicator cluster survey (MICS) 2014. See Statistical Office of the Republic of Serbia and UNICEF. [Serbia Multiple Indicator Cluster Survey and Serbia Roma Settlements Multiple Indicator Cluster Survey, 2014](#), 2014.



► Tool 5

Guidelines for elaborating operational definitions of forced labour



Forced labour comprises involuntary work or employment that is exacted from any person under the menace of penalty.

As with child labour, when undertaking research on forced labour, it is important to align the questions and measurements to the international conventions and to the national laws and regulations. For example, this means ensuring the forced labour measurement module reflects both international and local definitions, so findings are relevant to the local government and can facilitate the comparability of forced labour statistics.

International standards relating to forced labour

Forced labour is defined by Convention No. 29 as *“all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily”*, with five limited exceptions.³ The essential elements of this forced labour definition are “work or service”, “involuntary” and “menace of any penalty.” The scope of Convention No. 29 is broad – it relates to *“all work or service and is not limited to specific types or sectors of work or specific employment status categories.”* This means that its scope extends to deeply engrained practices of forced labour, such as vestiges of slavery or slave-like practices, serfdom and various forms of traditional debt bondage, as well as new forms of forced labour that have emerged in recent decades, such as human trafficking for forced labour, or potential forced labour within the loosely defined employment relationships of the “gig” economy.

Other international human and labour rights standards – ILO Abolition of Forced Labour Convention, 1957 (No. 105), ILO Worst Forms of Child Labour Convention, 1999 (No. 182), ILO Protocol of 2014 to the Forced Labour Convention, 1930, ILO Forced Labour (Supplementary Measures) Recommendation, 2014 (No. 203) – set legal boundaries for forced labour and provide the grounds for national and international actions to end it (see box 2).

► Box 2. International conventions relating to forced labour

- **ILO Forced Labour Convention, 1930 (No. 29):** defines forced labour as *“any work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself [or herself] voluntarily”* (article 2(1)). Convention No. 29 also provides for exceptions to the definition of forced labour by specifically referring to five situations in which compulsory labour may be imposed: work of a purely military character exacted in virtue of compulsory military service; normal civic obligations; work or service exacted from any person as a consequence of a conviction in a court of law, carried out under the supervision of a public authority; work exacted in cases of emergency, such as wars or natural calamities; and minor communal services in the direct interest of the community concerned (article 2(2)).

3 The five limited exceptions relate to: compulsory military service for work of a purely military character; normal civic obligations; work as a consequence of a conviction in a court of law and carried out under the control of a public authority; work in emergency situations such as wars or other calamities; and minor communal services. (Convention 29, art. 2.2).

- **ILO Abolition of Forced Labour Convention, 1957 (No. 105):** specifies that labour shall never be used as a means of political coercion or education or as a punishment for expressing political views; as a punishment for participating in strikes; as a method of mobilizing labour for the purpose of economic development; as a means of labour discipline; or as a means of racial, social, national, or religious discrimination. The Convention further specifies that while States have the power to impose compulsory work on citizens, the scope of these prerogatives is limited to specific circumstances, for example, compulsory military service for work of purely military character; normal civic obligations of citizens of a fully self-governing country and assimilated minor communal services; work or service under supervision and control of public authorities as a consequence of a conviction in a court of law; and work or service in cases of emergency.
- **ILO Worst Forms of Child Labour Convention, 1999 (No. 182):** states that the “worst forms of child labour” shall include *“all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict”*.
- **ILO Protocol of 2014 to the Forced Labour Convention, 1930:** a legally binding instrument that requires States to take measures of prevention, protection and remedy in giving effect to the Convention’s obligation to suppress forced labour. The Protocol explicitly reaffirms the definition of forced labour in Convention No. 29 and confirms that it encompasses situations of trafficking in persons for the purposes of forced labour.
- **ILO Forced Labour (Supplementary Measures) Recommendation, 2014 (No. 203):** supplements both the Protocol and Convention No. 29 and provides non-binding practical guidance concerning the operationalization of these two instruments.

Neither Convention No. 29 nor the other ILO legal standards on forced labour deal explicitly with what constitutes the forced labour of children and there is hence no agreed legal definition of forced labour among children.⁴ Further methodological development is needed on the measurement of forced labour of children but this is beyond the scope of this toolkit.

Operational definition of forced labour

Forced labour refers to work imposed on a person against their will through the use of coercion. Both these conditions – involuntary work and coercion – must exist for work to be statistically regarded as forced labour.

International measurement standards by the International Conference of Labour Statisticians (ICLS) and ILO guidelines provide valuable support to create an operational definition of forced labour for the study, even though ICLS specifically refers to the development of a *statistical indicator of forced labour*.^{5,6}

4 Article 3 of the Worst Forms of Child Labour Convention, 1999 (No. 182) does, however, make explicit reference to one specific form of forced labour among children – the *“forced or compulsory recruitment of children for use in armed conflict”*.

5 ILO, [Guidelines concerning the measurement of forced labour](#), ICLS/20/2018/3, 20th International Conference of Labour Statisticians (ICLS), 2018.

6 ILO, [Hard to see, harder to count: Handbook on forced labour surveys](#), 3rd ed, 2024.

The following elements are of critical importance for the development of the operational definition of forced labour:⁷

- ▶ **Work** refers to any activity performed by persons of any sex and age to produce goods or to provide services for use by others or for own use. The scope of work for the measurement of forced labour may be broadened to include activities such as child begging for third parties that go beyond the scope of production of goods and services covered by the general production boundary of the System of National Accounts (SNA).
- ▶ **Threat and menace of any penalty** are the means of coercion used to impose work on a worker against a person's will. Workers can be actually subjected to coercion, or verbally threatened, or be witness to threat and penalties imposed on other co-workers. Elements of coercion include: threats or violence against workers or workers' families, or close associates; restrictions on workers' movement; debt bondage or manipulation of debt; withholding of wages or other promised benefits; withholding of valuable documents; and abuse of workers' vulnerability through the denial of rights or privileges, threats of dismissal or deportation.
- ▶ **Involuntary work** refers to any work taking place without the free and informed consent of the worker. Circumstances of involuntary work include unfree recruitment, e.g. born into slavery, hereditary slavery; performing a job of a different nature from that specified during recruitment or in hazardous conditions or for low or no pay against their own will; or forced to live in degrading living conditions imposed by the employer or to work for other employers than agreed on; or work with no or limited freedom to terminate the work contract or to work for a longer period than agreed.
- ▶ **Reference period** may be short such as last week, last month or last season, or long such as the past year, the past two years, the past five years or a lifetime.⁸

The operational definition should consider that both involuntary work and the menace of penalty must exist for work to be defined as forced labour. Moreover, researchers shall keep in mind that involuntariness and coercion can occur at any stage of the employment process – at the time of recruitment to compel a person to take a job against their will, during employment to compel a worker to work and/or live under conditions to which they do not agree, or to compel a person to remain in the job when they wish to leave.⁹

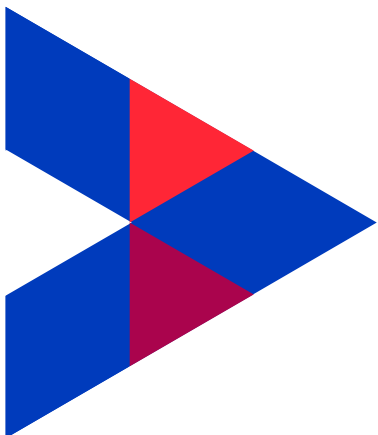
7 ILO, [Statistics of work, employment and labour underutilization](#), ICLS/19/2013/2, 19th International Conference of Labour Statisticians (ICLS), 2013.

8 A short reference period may be appropriate where the objective is the measurement of forced labour among a particular category of workers. A long reference period may be appropriate where the concern is the measurement of forced labour among a general population group.

9 Readers are invited to refer to ILO, [Hard to see, harder to count: Handbook on forced labour surveys](#), 3rd ed, 2024, which provides detailed guidelines and decision trees for the measurement of privately imposed and state-imposed forced labour.

► Tool 6

**Research questions on child
labour and forced labour**

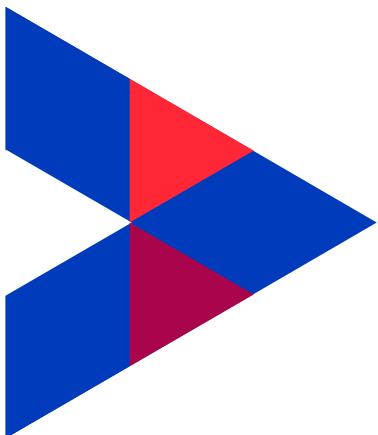


Research questions on child labour and forced labour can vary significantly. However, they can be distinguished in five broad categories, which can help researchers to organize their formulation, as shown below.

Categories	Research questions
Presence and extent	▶ Does child labour and/or forced labour exist in the specific economic sector? ▶ In which subsectors and locations does child labour or forced labour exist? ▶ What is the prevalence of child labour/forced labour within the economic sector? ▶ What is the prevalence of child labour/forced labour across population groups?
Nature and characteristics	▶ What are the subsectors and levels of the sectoral supply chain where child labour or forced labour occurs? ▶ What are the characteristics of households in which child labour or forced labour occurs, including migration dynamics? ▶ What are the characteristics of the work performed (activities and tasks, occupational safety and health (OSH))? ▶ What are the OSH conditions? ▶ What are the involuntary and coercive elements of forced labour in the sector? ▶ What are the consequences of child labour and forced labour (physical and mental health, present and future consequences)? ▶ How does child labour interfere with education of children?
Causes and drivers	▶ What are the economic and social drivers that lead to child labour/forced labour at the household, community and sectoral level? ▶ What are the factors that increase the vulnerability of certain groups to child labour or forced labour? ▶ What are the economic and social incentives for using child labour and forced labour? ▶ What are the perceptions and attitudes towards child labour and forced labour?
Policy and institutional responses	▶ What are the gaps and strengths in the regulatory and policy frameworks for the prevention of child labour and forced labour? ▶ What are the gaps and strengths in law enforcement and policy implementation?
Private sector responses	▶ What measures do sectoral players take to prevent the use of forced labour and child labour in the sector? ▶ How effective are they? What are the main strengths and weaknesses?

► Tool 7

**Guidelines for stakeholder
workshops to formulate the
research questions**



Conducting workshops with key stakeholders can be a cost-effective way of working together to develop a robust set of research questions. The participatory methodology presented here is designed for a workshop of about one day, which can be adapted to a face-to-face or virtual modality. Most stakeholders will not be experts in research design. They may not be able to use the research terminology, but no one knows their interests and needs better. The role of the research team is to provide feedback and to translate into technical terms what the stakeholders are expressing, rather than forcing them to use complicated research design terminology. This will require intensive feedback to ensure that the research team correctly captures the views of the stakeholders when processing the information emerging from the consultations.

Depending on the size and composition of the group, participants can work in plenary or divided in smaller groups. In the latter case, it is recommended that each group elects a spokesperson to present the group's conclusions to the plenary. The starting point is to clarify stakeholders' knowledge priorities on child labour and forced labour. This is followed by the identification of knowledge gaps in response to these priorities, based on the findings of the scoping study. Once key knowledge gaps have been identified, they need to be prioritized according to their relevance for informing policy responses. Again, the scoping study supports this analysis. Finally, the prioritized research questions are agreed, and their formulation refined, including a preliminary identification of possible quantitative and qualitative research methods that can be used.

Workshop sessions

The workshop consists of three sessions, each led by a broad question.

Session 1: Identifying research interests – What are the priority areas of concern?

- ▶ The session may begin with a technical presentation on the concepts and criteria for measuring child labour and forced labour, to provide a common understanding for the discussion. It may also include an overview of the national legislation framework and a summary of the key findings from the literature review. One could also consider starting with a more open brainstorming session, asking participants to come up with examples of child labour and forced labour, before entering the technical presentation.
- ▶ Participants, either in plenary or in groups, brainstorm to express what they would like to learn from the research in terms of questions of interest. In this session the results may come from all directions and may be expressed in different ways by each stakeholder. The results are written down by each participant on a board or similar tool so that everyone in the group can see them. The facilitator works with each group to classify the questions. The results of each group are shared in plenary and organized in a matrix with all the questions and interests. Similar questions are grouped into areas of interest.

Session 2: Identifying the information already available and data gaps – What do we already know?

- ▶ For each question or area of interest identified in the previous session, the group discusses in plenary what information is already available and how it can be accessed. The existing information and data sources for each question are written down and added to the matrix. The group discusses whether the existing information identified is sufficient to meet the knowledge needs, which in many cases may require a combination of different types of information. For example, there may be up-to-date quantitative information on the prevalence and characteristics of child labour in a particular sector,

but there may be a lack of qualitative data on the drivers of child labour for certain vulnerable groups. The result is a matrix in which all questions of interest that lack sufficient information are flagged for further discussion in the next step.

Session 3: Prioritizing research questions – What do we need to know for informed responses to child labour or forced labour?

- In a plenary session or in groups, stakeholders discuss the value of responding to the stakeholder questions identified as having information gaps in the previous step. The main guiding questions for the discussion are:
 - ▷ Why do we want to answer the question of interest?
 - ▷ What will we do with that information?
- Stakeholders review each question of interest and discuss the value of the information it will provide, who will use the information and for what, and how it will be relevant to the prevention and elimination of child and forced labour. It is important to consider not only the value of the information itself, but also whether stakeholders have or will have the capacity to use it for effective action.
- Through these discussions, stakeholders will:
 - ▷ Identify research questions that are critical for strategic policy responses, such as reaching vulnerable groups or areas, filling gaps in protection/prevention services, etc.
 - ▷ Discard research questions that are not relevant for substantive action.
 - ▷ Prioritize research questions based on the feasibility of answering them with the available technical and financial resources and timeframes.

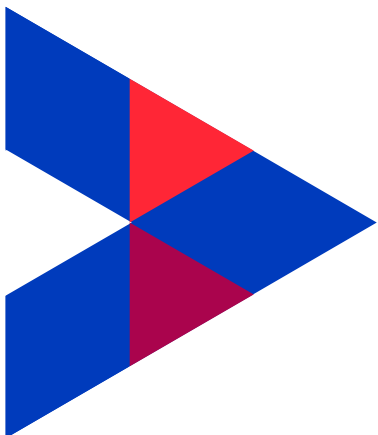
Refinement and validation of research questions and methods

The list of questions identified in the stakeholder workshops may need to be further refined into a detailed set of research questions. As stakeholders are not experts in research design, they may not be able to formulate technically sound research questions. The role of the research team is to translate into technical terms what the stakeholders express in their own terms. Some of the general research questions may need to be broken down into subquestions or supplemented by additional questions. This is usually done by the research team after consultation with the stakeholders. However, it is important that the refinement of the research questions is presented to the stakeholders for final validation.



► Tool 8

Research team composition and roles



Research team members

The team members will include:

- ▶ **Lead researcher:** The lead researcher should be involved as early as possible in the process, ideally in the initial stages of research planning, so that they can be part of the discussion with stakeholders to define the research objectives and formulate the research questions.

The lead researcher must have a thorough understanding of research design and the principles of mixed-methods research. They need to be familiar with both research methods but do not necessarily need to be an expert in both. Previous experience of conducting research and fieldwork specifically related to child labour or forced labour studies is highly advantageous, especially of the specific form of child and forced labour being researched. Prior experience or familiarity with the target population, sector and geographical area will also be beneficial.

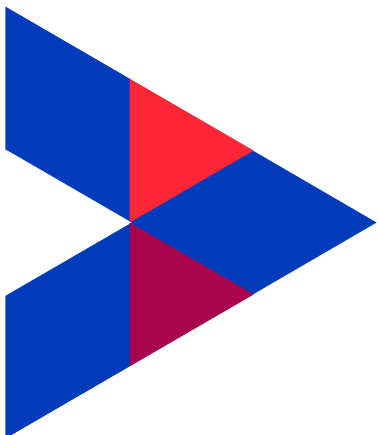
- ▶ **Research personnel:** The research personnel should include staff from a range of methodological, professional and academic backgrounds to respond to the multidisciplinary nature of the research objectives, research questions and research design. In addition to methodological diversity, it is recommended to include members with a strong background in child labour and forced labour research. This will strengthen the team's collective understanding of the issue, enabling them to better contextualize their findings and provide more insightful analysis.
- ▶ **Fieldwork team:** For the fieldwork, it may be necessary to hire personnel to carry out the primary data collection, such as enumerators. It is important to establish clear roles within the fieldwork team. In a regular arrangement, the team is composed of one or more researchers or supervisors and data collection personnel or enumerators who work under their direction.

The principal responsibilities of researchers or supervisors are management, coordination, monitoring and ensuring adherence to procedures and quality of data collection. They communicate with local leaders to inform them of the research objectives and planned data collection activities and may conduct some crucial data collection activities, such as key informant interviews. Another key role is coordinating the work of the data collection personnel, including ensuring that the personnel have all the required materials and helping them to find informants and persuade them to participate in the study.

Data collection personnel are mainly responsible for gathering data, according to data collection tools and protocols and ethical guidelines. They also must report to the researcher or supervisor any issues encountered during data collection.

► Tool 9

Research report general outline



Here is a general outline of a research report with the standard sections for the five main categories of research questions described in tool 6. It also provides recommendations on content and style.

The aim is to provide a general outline of the sections of a results report, so that the research team can use it as a basis for developing a report outline adapted to its needs.

Research report sections

- ▶ **Title:** The title should be short, topic-specific and informative, clearly indicating the purpose and scope of the study. It is good practice to include key words in the title, such as the terms "mixed methods", "child labour", "forced labour" and the thematic focus so that search engines can easily index the report.
- ▶ **Abstract or executive summary:** A concise summary describing the scope and purpose of the research, an overview of the methodology, and a summary of the main results, conclusions and recommendations.
- ▶ **Table of contents:** including the list of tables, figures, boxes and maps.
- ▶ **1. Introduction:** The introduction should provide sufficient background to allow the reader to:
 - ▷ Clearly understand the focus of the chosen topic of study
 - ▷ Identify:
 - The main purposes and objectives to which the research aims to contribute
 - The research sponsors, promoters and funders
 - The methods used.
- ▶ **2. National or sectoral context:** This section helps to contextualize and understand the research results and recommendations. It describes the broader demographic, social, economic and policy environment in which child labour and forced labour occur. It also presents existing knowledge and key gaps in relation to the research objectives.

The content of this section should highlight the issues that are relevant to each situation and context, so it will be tailored to each case depending on the research objectives. For example, if the research objective is to provide knowledge to improve policy effectiveness, the description of the context should place more emphasis on explaining the policy and institutional context. The content can be presented in subsections or integrated into an analytical narrative that explains how they interact, rather than just describing them. It may include:

- ▷ **Demographics and socio-economic characteristics of the population,** including gender differences, migration dynamics, ethnicity, etc.
- ▷ **Existing knowledge on child labour and forced labour in the sector.** A summary of the available knowledge and gaps, to put the research into a broader context and explain how the research will add to the knowledge base. The emphasis on each aspect will vary according to the research objectives, with more emphasis on those aspects that are more relevant to them.
- ▷ **Available evidence on the existence and extent of child labour or forced labour,** including for specific population groups, geographical areas or economic sectors. General limitations of existing data (i.e. lack of representative estimates, lack of disaggregated data for the groups, regions or subsectors of interest).
- ▷ **Available evidence on the characteristics of child labour and forced labour:** e.g. types of activities typically performed by children and common hazardous work issues. Specific issues

affecting child labour patterns may also be considered in the research, such as seasonality or differences in child labour across the supply chain, as well as knowledge of key characteristics related to involuntariness and coercion in forced labour.

- **Available evidence on key drivers:** socioeconomic drivers, incentives and disincentives for the use of child labour and forced labour, vulnerability factors.
- **Economic dynamics of the sector and relevant supply chains** to provide an understanding of the structure and functioning of the economic sector, the stakeholders involved and the characteristics of the levels of the supply chain where child labour or forced labour is more prevalent, and the critical issues related to child labour and forced labour in each segment. The aim is to provide an overview of the incentives for market players to use child labour and forced labour, the entry points for child labour and forced labour in the supply chain structure, and the conditions created by the sectoral framework.

If a supply chain mapping exercise has been carried out, the key findings can be included here to enrich the description, and could include:

- The use and composition of the labour force, labour recruitment practices, working conditions, private sector practices regarding child labour and forced labour, existing regulatory and monitoring mechanisms throughout the supply chain, and the organizational and dialogue architecture.
 - Where relevant, the characteristics of the different subsectors in the supply chain and types of production and how they differ in terms of the presence and dynamics of child labour or forced labour.
- **3. Stakeholders:** There should be a description of the main stakeholders involved in the issue with an explanation of their roles, capacities, power relationships, main interests and needs in relation to the research objectives. The results of the stakeholder mapping may inform this section. The stakeholders will depend on the scope of the study but may include those directly involved in the economic sector or geographical location under study, as well as stakeholders at the regulatory and policy levels: government agencies with a mandate in the economic sector (e.g. ministries of labour, social affairs and education), the private sector (companies and industries, employers' associations, producers' associations, workers' organizations), local authorities and NGOs providing services to vulnerable, hidden or elusive populations.
- **4. Policy and institutional context:** This section should provide an overview of the main policies related to the forms of child labour and forced labour covered by the study, to provide a context for the main policy objectives and challenges. This may include, where relevant, national, local and sectoral policies with a direct and indirect impact on child labour and forced labour, such as related to education, health, society and the economic sector under study. When available, evidence on the effectiveness of these policies should also be presented.

In order to help the reader to understand the contribution of the research to improving policy responses and institutional capacity, it is useful to explain the main institutional architecture for law enforcement and policy implementation to eliminate child labour and forced labour, including, where relevant, policy coordination and implementation mechanisms and social dialogue structures at national and local levels.

This section should draw on existing data from government sources (i.e. existing official statistics), reports from relevant government agencies, international sources (ILO, UNICEF, World Bank and others), research reports (academic papers, research conducted by NGOs and independent organizations) and reports from industry, social partners and others. Where appropriate, it should also identify relevant gaps and contradictions in the existing knowledge that justify the research.

- ▶ **5. Literature review:** A separate literature review is not usually necessary for research reports aimed at policymakers and practitioners, and existing relevant literature could be referenced as part of the description of the context. A full literature review section is recommended when the target audience is the research community.

Aspects to be addressed include: the current state of knowledge on the topic; differences in approaches and methodologies in existing research; strengths and weaknesses of current research; and key gaps in the literature which provide a rationale for the study and support the selected research questions and methodology.

- ▶ **6. Conceptual and analytical framework for child labour and forced labour:** This section introduces the main definitions regarding child labour and forced labour used in the research and explains how they have been translated into the operational definitions for quantitative measurement or qualitative observation (see Tools 4 and 5).

Relevant gaps or inconsistencies between national legislation and international standards should be analysed and how they have been addressed in the definitions of child labour and forced labour used in the research. An example is inconsistencies in the minimum age for employment or in legally accepted practices that may amount to forced labour. Moreover, explaining differences from the definitions of child labour and forced labour used in previous research may be necessary to compare the research results with existing data.

Finally, this section explains how the legal definitions of child labour and forced labour have been translated into operational definitions, observable variables and indicators. Decision trees and tables of indicators can be very useful to present the set of criteria used to develop the operational definitions of child labour or forced labour in a systematic way.

- ▶ **7. Methodology:** This section should provide a description of the methodology used. A more detailed description of the methodology can be included in the annexes (see Tool 10). Points to include in this section are:
 - ▷ The rationale for using mixed methods, justifying how the choice of a mixed-methods approach is appropriate to meet the objectives, answer the research questions and provide credible evidence to fill the knowledge gaps. Any operational constraints that influenced the choice of mixed methods should be described.
 - ▷ Research planning: Describe the process, including stakeholder consultation (who was consulted, how, type of consultation) and any scoping missions carried out and key outputs. Consultation agendas and a list of stakeholders consulted can be included as annexes.
 - ▷ Research design: Describe the mixed-methods design adopted and how the quantitative and qualitative components are sequenced or combined in the mixed-methods design. A diagram of the mixed-methods design showing how the qualitative and quantitative components are organized and how they interact in planning, data collection and analysis can be included here or in the methodological annex.
 - ▷ Overview of the research process: The overview includes details of the sampling design, fieldwork and data collection, data analysis, validity procedures, and how the data were integrated to produce, strengthen or extend the results. These aspects can be presented in a sequence matching the research design. For instance, in an explanatory design, it would first describe the design, tools and implementation process of the quantitative component, and then describe how the explanatory qualitative component was developed to explain the quantitative results.

For the quantitative component, provide an overview of the survey, sample design, sampling frame and sample size, including, where relevant, details of sample disaggregation by geographical area, population group or supply chain sector. Describe the fieldwork to implement the survey and provide

summary figures on the final sample and response rates. Mention any issues encountered in carrying out the survey and how these may affect the results.

For the qualitative component, summarize details of scope and coverage (geographical and sectoral, population groups), tools used and sampling technique (e.g. purposive, random). Summarize the fieldwork carried out, providing figures on the final sample and response rates and details on the participants (e.g. total number and breakdown by relevant categories such as age, gender and type of actor in the supply chain).

Other general aspects to be explained in this section are:

- ▶ The process of selecting and training the research team and fieldworkers.
 - ▶ How the quantitative and qualitative results were incorporated into the analysis, including the validity procedures followed.
 - ▶ The ethical protocols applied to the research including informed consent, protection of participants and anonymity, and whether any incentives were offered to participants.
 - ▶ Limitations: mention any problems encountered in carrying out the fieldwork, how they were dealt with and how they might affect the research results.
- **8. Results:** There is no standard structure for the results section, as it may cover a variety of topics depending on the research objectives and themes. Its content should follow the research questions and can be structured in subsections grouped by topic and category.

Results should be described in detail, leveraging the strengths of the qualitative and quantitative results (see chapter 6.2) and using selected quotes and visual tools such as tables, diagrams, charts and graphs.

- **9. Conclusions:** The focus of the conclusions is explaining and interpreting the results and showing what the research results say in response to the different research questions. It aims to set the stage for the discussion of recommendations. The structure of the section can follow the research questions. If necessary, explain why the results do not answer the question or what aspects remain unanswered or need further research. The value and limitations of the research are particularly important to put in context for the use of the research by policymakers and stakeholders. The conclusions should also discuss possible alternative explanations for the results, particularly those provided by other studies or currently assumed by the stakeholders, and provide arguments as to why the study conclusions are more plausible. The conclusions should also discuss and analyse the implications of research results for national and local efforts to combat child labour and forced labour, focusing on how the results should be addressed by policies.
- **10. Recommendations:** Recommendations should be evidence-based suggestions aimed at designing, implementing or improving policies, programmes or initiatives to address child labour and forced labour. They should clearly identify who the recommendation is being directed to, i.e. the specific stakeholder(s) responsible for acting, and focus on practical steps that stakeholders can take to create meaningful change, detailing to the extent possible the target populations, intervention strategies and implementation mechanisms.

Recommendations should be actionable and realistic, so that the stakeholders can implement them with the existing resources and capacities. Moreover, it is important to indicate whether the recommendation should be implemented in the short or medium term.

Recommendations should not be seen as definitive statements on what stakeholders should do, but rather as guidance on how to translate evidence-based results into action to support stakeholders in the decision-making process to address child labour and forced labour. In this regard, the report recommendations should, as far as possible, be developed with the involvement of stakeholders and participants in the study (see chapter 6.4).

In research on child labour and forced labour, recommendations usually refer to the policy pillars to address these phenomena:¹⁰

- ▷ On improving the legal framework to eliminate child labour and forced labour, protect the victims and ensure law enforcement and prosecution of exploiters.
- ▷ On expanding social protection for children and their families and for vulnerable individuals to reduce socio-economic vulnerability factors of child labour and forced labour.
- ▷ On improving policy measures to facilitate children's access to and retention in quality education, with a focus on access for vulnerable households.
- ▷ On tackling social and cultural attitudes that legitimize child labour and forced labour, as well as discrimination against vulnerable groups.
- ▷ On promoting decent work for adults and young people of legal working age from groups identified as being at high risk of child labour and forced labour.
- ▷ On improving policies that affect access to productive assets, such as land policies and policies that facilitate access to credit for vulnerable households, to reduce reliance on child labour for income generation.
- ▷ On improving monitoring, compliance and accountability across supply chains and economic subsectors, particularly in those at higher risk of child labour and forced labour.

► Glossary

- **References and bibliography:** The bibliography section should include the bibliographic sources cited in the report.

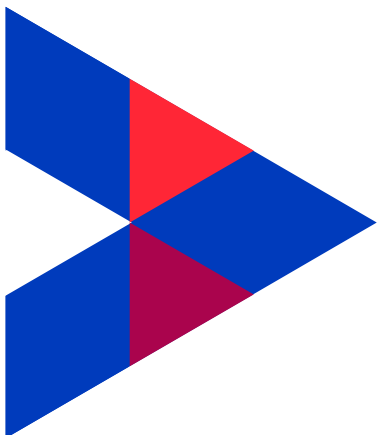
- **Annexes:** The table below describes annexes which could be included and which should be adapted to each case.

Annex	Content
Quantitative component	
Methodology annex	Details of the research design, data collection and analysis methods, including how qualitative and quantitative data were integrated. It should also outline the limitations of the research.
Statistical annex	Describes the sample design (sampling frame, size and design), data processing, response rates, and econometric model used, if any.
Quantitative tools	Survey questionnaire(s).
Qualitative component	
Qualitative tools	Guides for interviews, focus group discussions, observation, case studies, etc.
Consent forms	As separate from data collection instruments.
Sample design	Details on the sampling procedure, whether it was random or purposive and the specific technique used, such as snowball sampling.
List of informants	This can include a list of individuals and organizations that provided information, as well as of stakeholders involved in the research planning, consultations and feedback session.

10 ILO. 2018. [Ending child labour by 2025: A review of policies and programmes](#); ILO. 2018. [Ending forced labour by 2030: A review of policies and programmes](#).

► Tool 10

Guidelines for elaborating a methodological annex



These suggested guidelines to develop a methodological annex should be adapted to each case.

Choice of mixed-methods approach

Provide a rationale for the choice of a mixed-methods research approach, which can respond to different needs.

Research design

Describe the mixed-methods design used and how the quantitative and qualitative components were sequenced or combined together. Explain the interrelationship between the quantitative and qualitative components at different phases, from sampling and instrument design to data collection, data analysis and interpretation and validation of results. A diagram can be helpful in this regard.

Components

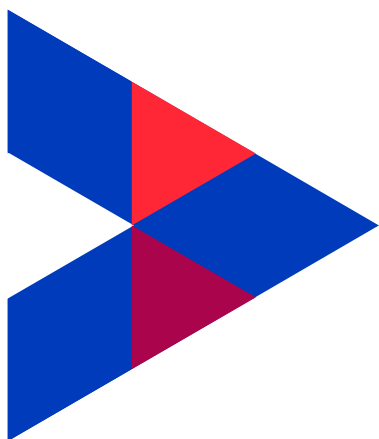
Quantitative component

- ▶ **Scope and coverage of the survey:** The target population of the survey and whether it is a household survey or an establishment survey.
- ▶ **Questionnaire:** The structure of the main survey questionnaire. A brief description of the different modules, if applicable and the key information collected in each. Information on who the questions were addressed to (e.g. children, parents/guardians, adult workers). A copy of the main questionnaires should be included in the annexes.
- ▶ **Sample design, sample size and sample frame:** The design and implementation of the sample.
- ▶ **Fieldwork:** Describe how the survey was implemented, including the composition and training of the fieldwork team, piloting, how data collection was carried out, and any challenges encountered.
- ▶ **Data processing:** The process followed from data entry to data validation. Information on the data entry methods used (e.g. double entry or intelligent data entry). Whether a particular variable has a high proportion of missing values and how this affects the results.
- ▶ **Response rates:** The response rates achieved and how they affect the statistical generalizability of the population (as samples with low response rates might be less representative of the target population). Any information on why target households and/or individuals did not participate in the survey.

Qualitative component

- ▶ **Scope:** Explain whether the qualitative component was aimed at exploring the issue, refining quantitative tools, explaining quantitative results, obtaining qualitative data to be integrated with quantitative data, and more.
- ▶ **Main aspects of child labour and forced labour addressed:** Characteristics, drivers, etc.
- ▶ **Coverage:** Geographical and sectoral, population groups targeted, etc.
- ▶ **Description of tools used:** Key informant interviews, focus group discussions, observation, etc.
- ▶ **Description of the sampling method:** e.g. purposive, random.

- **Data collection process:** Explain the fieldwork carried out to implement the qualitative component and provide summary figures on the final sample and response rates, providing details of the participants (e.g. total number and breakdown by relevant categories such as age, gender, type of actor in the supply chain). Any problems carrying out the fieldwork and how these may have affected the results.
- **Ethical protocols:** Explain the ethical protocols applied to the research: informed consent, protection of participants, anonymity, etc.





**Fundamental Principles and Rights
at Work Branch (FUNDAMENTALS)**

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