



International
Labour
Organization

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

Examples of research designs and tools



▶ **Toolkit for mixed-methods research on child labour and forced labour**

Examples of research designs and tools

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► Introduction

This document is part of the *Toolkit for mixed-methods research on child labour and forced labour*, and provides practical illustrations of how mixed-methods approaches have been applied in diverse research contexts.

Examples rather than standards tools

Quantitative and qualitative methods can be combined in different ways, depending on the research objectives and questions and the characteristics of the target population. Consequently, the research tools can substantially differ from one research scenario to the other and must be adapted to the research objective and the context of the research. It is therefore impossible to provide researchers with all the possible combination of designs and tools to meet their specific needs.

Therefore, rather than presenting a menu of standard tools from which to choose, we present examples showing how the research design and methods selected lead to a specific combination of tools to help researchers to walk through the process that leads from the research design to the selection and elaboration of the appropriate tools. With this perspective in mind, these examples can be used by researchers as a basis to develop tools for their own mixed-methods research on child labour and forced labour.

A variety of examples

Research examples have been selected to cover research on child labour and forced labour in a variety of forms, with different research objectives and research designs. The examples provided were selected from a comprehensive inventory of mixed-methods research on child labour and forced labour developed for the toolkit. The cases were chosen on the basis of the quality of the research (presentation and discussion of the research design, inclusion of research tool and presentation of results) and to ensure research questions are covered that are more common in research on child labour and forced labour.

One example looks at the worst forms of child labour aiming at providing reliable estimates of the phenomena as a basis for the development of policy recommendations (child beggars in Dakar); two study child labour in a specific crop aiming at providing policy recommendations, but one focuses on the occupational health and safety of working children (vanilla production in Madagascar) and the other one focuses on assessing the existence, magnitude and characteristics of the phenomenon (sugarcane production in Panama); another study focuses on assessing the existence of forced labour in a specific industry (electronics in Malaysia); and the last one studies working conditions of inmates to assess the compliance with ILO Conventions on forced labour (prison labour in Mongolia).

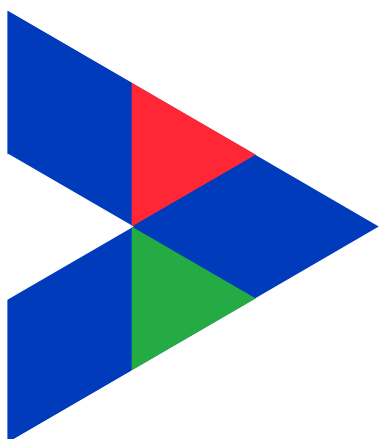
Each example starts with an introduction presenting an overview of the research, describing its objectives and research questions, the main stakeholders involved and the target population, as well as the context in which the research took place. Then it continues with a description of the methodology, summarizing the mixed-methods design and the rationale for choosing it, its strengths and limitations, the structure of the qualitative and quantitative components and how they were combined or integrated, the different tools used, and the sampling approaches.

Note of caution

It is important that researchers bear in mind that the tools presented in the Examples must not be seen in isolation. As emphasized throughout the toolkit, data collection tools must be defined in the framework of the research design. The choice, format and application of each tool should respond to specific objectives for which the data collection will be used within the research (such as to complement, triangulate or explain data obtained with other tools), and should be tailored to the population they are intended for and to the conditions of the fieldwork.

▶ 1

Estimating street children and understanding their characteristics for intervention design



Summary data	
Target	Children involved in begging in the Dakar region (Senegal)
Key research questions	▶ What is the number and distribution of child beggars in the Dakar region? ▶ What are the main characteristics of child beggars? ▶ What are the living conditions of child beggars? ▶ What are the national legal and policy responses to child begging? ▶ What recommendations can be made for strategic options to improve protection and prevention measures and to strengthen national capacity to eradicate child begging in Dakar?
Approach	▶ Quantitative dominant research based on a capture-recapture survey. ▶ Qualitative component to complement quantitative results and validate recommendations
Tools	▶ Quantitative ▶ Survey questionnaire ▶ Qualitative ▶ Review of legislation and policies ▶ Stakeholder consultation
Reference	Understanding Children's Work (UCW), <i>Enfants mendiants dans la région de Dakar</i> . UCW Working Paper Series, 2007.

Objectives of the research

The aim of the study was to provide estimates of the number of child beggars in the Dakar region and to describe their profile and situation in order to support government agencies and non-governmental organizations in the definition of strategic options to accelerate and strengthen the national response to child begging.

The main research questions addressed by the study and the main methods used to respond to each questions are summarized in the table below.

▶ **Table 1: Main research questions and tools used**

Research questions	Tool
▶ What is the number and distribution of child beggars in the Dakar region?	▶ Capture – recapture survey
▶ What are the main characteristics of child beggars?	
▶ What are the living conditions of child beggars?	
▶ What are the national legal and policy responses to child begging?	▶ Legislation and policy review
▶ What recommendations can be made on strategic options to improve protection and prevention measures and to strengthen national capacity to eradicate child begging in Dakar	▶ Consultations with stakeholders

Study design and methodology

The research design combined the use of a survey-based quantitative component with a qualitative component based on literature review and consultations with stakeholders. The estimates of prevalence and characteristics of child beggars produced by the quantitative component as well as the review of existing policy and legal responses were inputs for the stakeholders' consultations to develop evidence-based recommendations to improve policy action to eliminate child begging, that were included in the final research report. The quantitative component of the research consisted of two surveys applied with a capture-recapture method and respondent-driven sampling (RDS) to estimate the population of child beggars.

Capture-recapture methodology

The method is based on double sampling, which consists of compiling two separate lists (capture and recapture), each representing a sample of the population to be estimated. The number of individuals on each of the two lists is then counted, as well as the number of people on both lists. The size of the target population is then estimated from the three figures obtained.

The capture-recapture method is based on four basic assumptions:

1. The population under study must be closed, unaffected by any change in births, deaths, immigration or emigration during the sampling process. This criterion was met by conducting the capture and recapture with a short time interval of 24 to 48 hours, to make negligible the possible changes in the population between surveys.
2. The probability of capture must be non-zero for all individuals. The accomplishment of this assumption was maximized through the combination of capture-recapture and respondent-based sampling methodologies. Capture I caught the visible children. Capture II, by making visible begging children recruit from their network of peers, allowed reaching children regardless of the location where they were begging.
3. Individuals who have already been interviewed must be precisely identified. The recapture survey included a question on whether the child had already been interviewed.
4. The fact of being captured should have no impact on the probability of being recaptured. To meet this criterion, children in capture I were not informed about capture II.

The first capture (capture I) resulted in a census of child beggars. Capture II (recapture) was used to identify the children contacted during the capture phase, by adding the following question to the questionnaire used during the respondent-driven sampling (RDS) work: "Have you ever been interviewed or put on a list in the last week?" If the answer was yes, the child was considered to have been "recaptured".

Sampling techniques

The sampling framework **for capture I** was developed by visiting the begging sites (crossroads, traffic lights, public spaces) identified in each department of the region on the basis of information provided by key informants (in particular, NGOs). The fieldwork team went through all the areas known by the social workers from the NGOs to be areas where the child beggars usually are. The children that were on the spots at the time the field team passed were listed. This method allowed all child beggars to have a non-zero probability of being registered in the list.

The sampling method **for capture II** (or recapture) was based on RDS, which is a sampling method based on a snowball approach used to identify hard-to-reach populations. This technique can be used in combination with a listing in capture-recapture to estimate population size.

RDS was used to collect data on the children's characteristics and living conditions to gain a better understanding of the nature of child begging. In each site, the sampling started out with three *seed children* picked from the neighbourhood. Each child interviewed was asked to recruit three new children to be interviewed. The process continues until the target sample size was reached. Children were rewarded for the interview and for recruiting new children.

Phases of the fieldwork

As shown in Table 2, the fieldwork comprised four phases.

► **Table 2: Phases of the fieldwork**

Phase	Key aspects
Capture I (November 2006)	► Enumerators visited all the departments and compiled a list of child beggars, who were asked eight questions to collect data on age, sex, begging status in the week prior to the survey, place of accommodation, identity of the person with whom the child is staying and educational status (questionnaire in 1.1.1) ► A total of 1,062 children were counted during capture I.
Capture II (November 2006)	► The day after Capture I, three child beggars were selected as initial contacts. They were interviewed and asked to find other child beggars, and so on. Each was given a packet of biscuits for answering the questions and two tins of sardines for recruiting three more child beggars. ► A total of 1,619 child beggars were interviewed during Capture II using respondent-based sampling. A four-page questionnaire was used to identify the characteristics of child beggars (see questionnaire in 1.1.2)
Capture III and Capture IV	► The aim was to obtain robust estimates of the child begging population and to ensure that all areas of the Dakar region were covered by the survey, to increase the sample size and to include children who started begging very early in the morning. ► In total, more than 7,600 children were surveyed in Capture III and Capture IV. The methodology was the same as for Capture I. In Capture IV, one question was added to identify recaptured children: "Were you ever put on a list yesterday or last week?"

Questionnaires

Questionnaire used in capture I

This questionnaire was used to compile a list of begging children and profile the different subgroups, and particularly differentiating *talibés* (child beggars linked to religious institutions) and other child beggars.

The questionnaire applied to begging children in capture I needed be short, to avoid scaring children and making them unwilling to answer in Capture II.

Capture child beggars in Dakar				Department: _____				
				Precise description of the place: _____				
Form number: __ __ __				Date: __ __ November 2006				
				Interviewer: _____				
Child number	CR01 Age In whole years DK=99 Delete	CR02 Sex 1 Male 2 Female	CR03 Did you beg yesterday? 1 Yes 2 No 9 NA If NO Delete	CR04 How many days did you beg last week? Write the entire number of days If 1 or less Delete	CR05 Where did you sleep last night? 1 In a house 2 In the streets 3 Koranic school/daara 4 Shelter (Centre d'accueil) 5 Other 8 DK 9 NA	CR06 Who do you live with? 1 Both parents 2 Mother 3 Father 4 Marabout/koranic teacher 5 Spouse/ girl-/boyfriend 6 Brothers/sisters 7 Relatives 8 Friends 9 No one, on my own 10 Other 99 NA	CR07 Have you been out of this department [Dakar, Guédiawaye, Pikine, Rufisque] last week? 1 Yes 2 No 9 NA	CR08 Have you ever attended Koranic school/daara? 1 Yes, currently attending 2 Yes, but not now 3 No, never attended 9 NA
01	__ __	1 2	1 2 9	__	1 2 3 4 5 8 9		1 2 9	1 2 3 9
02	__ __	1 2	1 2 9	__	1 2 3 4 5 8 9		1 2 9	1 2 3 9
03	__ __	1 2	1 2 9	__	1 2 3 4 5 8 9		1 2 9	1 2 3 9
04	__ __	1 2	1 2 9	__	1 2 3 4 5 8 9		1 2 9	1 2 3 9
05	__ __	1 2	1 2 9	__	1 2 3 4 5 8 9		1 2 9	1 2 3 9

Questionnaire used in capture II (recapture, RDS sampling)

This questionnaire aimed at identifying the socio-demographic characteristics of child beggars and the different subgroups, including talibés.

1. RDS child beggars in Dakar				
ID01	Questionnaire number	_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _		
ID02	Recruiter's number	_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _		
ID03	Interviewer number	_		
ID04	Place	Departement de Dakar Departement de Guédiawaye Departement de Pikine Departement de Rufisque	1 2 3 4	
ID05	Interview date	_ _ _ _ - 1 1 - 0 6		
ID06	Start interview	_ _ _ : _ _ _		
ID07	End interview	_ _ _ : _ _ _		

2. Background				
HR01	Was your name put on a list last week?	Yes No DK NA	1 2 8 9	
HR02	Interviewer check: Has hallmark on the left thumb?	Yes No	1 2	
HR03	How old are you?	In whole years DK=99	_ _ _	If ≥18 END
HR04	Sex	M F	1 2	
HR05	Did you beg yesterday?	Yes No NA	1 2 9	If 2→END If 9→END
HR06	How many days did you beg last week?	Write the entire number of days	_ _	If ≤1→END

2. Background (cont.)						
HR07	Which ethnic group do you belong to?	Wolof Pular/Fulani/Peuhl Serer Jola Mandingue Soninké Other _____ DK NA			1 2 3 4 5 6 7 8 9	
HR08	Where were you born? If don't know the region, note the village or the nearest town If abroad, specify country	Dakar Thies Diourbel Ziguinchor Saint-Louis Louga Tambacounda	1 2 3 4 5 6 7	Kolda Fatick Matam Kaolack Abroad _____ DK NA	8 9 10 11 12 98_ 99	_____
HR09	Are you from an urban or a rural place?	Urban Rural NA			1 2 9	

3. Network and social structure				
NE01	Where did you sleep last night?	In a house In the streets Koranic school/daara Shelter (Centre d'accueil) Other _____ DK NA	1 2 3 4 5 8 9	
NE02	How long have you been sleeping in that place?	__ __ days __ __ weeks __ __ months __ __ years		
NE03	Last night, did you have...? Yes=1; No=2; DK=8; NA=9	... a mattress ... a blanket ... a mosquito net ... a soap	1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9	
NE04	Who do you live with? Write only one alternative	Both parents Mother Father Marabout/koranic teacher Spouse/girlfriend/boyfriend Brothers/sisters Relatives Friends No one, on my own Other _____ DK NA	1 2 3 4 5 6 7 8 9 10 98 99	If 1→ED01 If 2→ED01 If 3→ED01

3. Network and social structure (cont.)					
NE05	Why did you leave from home?	I choose to follow a marabout My parents entrusted me to a marabout I was asked to leave by parents To go on adventure Search for money for myself Search for money for my family Mother or father remarried Other _____ — DK NA		1 2 3 4 5 6 7 8 98 99	
NE06	Are your parents alive?	No, both are dead Only mother alive Only father alive Yes, both alive DK NA		1 2 3 4 8 9	If 1→NE09 If 8→NE09 If 9→NE09
NE07	Do you have any contact with your parents [mother/father]? If yes, note day/month/year for last contact	Yes No NA	1 _ _ dd _ _ mm _ _ yy 2 9		If 2→NE09 If 9→NE09
NE08	What kind of contact have you had during the last year Mark all possible answers	Visit Telephone Letter No contact Oral message NA		1 2 3 4 5 9	
NE09	When you first left your parents' home, who did you live with?	Marabout/koranic teacher Lived by myself Lived with friends With siblings Grand parents Uncle/aunt Spouse/girlfriend/boyfriend Other relatives Other _____ DK NA		1 2 3 4 5 6 7 8 9 98 99	

4. Education				
ED01	Have you ever attended Koranic school/daara?	Yes No NA	1 2 9	If 2→ED06 If 9→ED06
ED02	Are you currently attending Koranic school/daara?	Yes No NA	1 2 9	If 2→ED04 If 9→ED04
ED03	How much time did you spend in class on the Koranic school/daara yesterday?	Hours 98 DK 99 NA	__ __	
ED04	How old were you when you first started Koranic school/daara?	In whole years 98 DK 99 NA	__ __	
ED05	For how many years have in total have you attended Koranic school/daara?	In whole years 98 DK 99 NA	__ __	
ED06	Have you ever attended Franco-Arab school?	Yes No NA	1 2 9	If 2→ED10 If 9→ED10
ED07	Are you currently attending Franco-Arab school?	Yes No NA	1 2 9	
ED08	How old were you when you first started Franco-Arab school?	In whole years 98 DK 99 NA	__ __	
ED09	For how many years in total have you attended Franco-Arab school?	In whole years 98 DK 99 NA	__ __	
ED10	Have you ever attended formal school (public or private)?	Yes No NA	1 2 9	If 2→ED14 If 9→ED14
ED11	Are you currently enrolled in formal school?	Yes No NA	1 2 9	
ED12	How old were you when you first started formal school?	In whole years 98 DK 99 NA	__ __	
ED13	What is the highest grade you have completed? Mark stage of education and grade within that stage	Primaire Secondaire Superieur DK NA	1 __ 2 __ 3 __ 8 9	
ED14	Can you read and write in French?	Yes, easily Yes, with difficulty No NA	1 2 3 9	
ED15	Can you read and write in Arabic?	Yes, easily Yes, with difficulty No NA	1 2 3 9	

5. Current activities				
CA01	How long have you been begging?	_ _ days _ _ weeks _ _ months _ _ years		
CA02	Why did you start to beg? Mark all that apply	I'm a talibé/Asked by the marabout Search for money to my family Search for money to myself Assisted a handicapped person Assisted a blind person Other _____ DK NA	1 2 3 4 5 6 8 9	
CA03	Are you begging alone or together with others?	Alone Together others NA	1 2 9	If 1→CA06 If 9→CA06
CA04	Who are you begging together with? Mark all that apply	Younger children Children at the same age as myself Older children Adult relatives Adult non-relatives DK NA	1 2 3 4 5 8 9	
CA05	Are the person(s) you are begging together with handicapped or blind? If yes, describe the handicap (blind, paralysed, leprous etc.)	Yes _____ No DK NA	1 2 8 9	
CA06	Are you begging for food or money or both?	Food Money Both NA	1 2 3 9	
CA07	How much money did you earn on begging yesterday?	999 998 DK 999 999 NA	_ _ _ _ _ _ _ FCFA	If 0→CA10
CA08	How much of the money did you give to others?	999 998 DK 999 999 NA	_ _ _ _ _ _ _ FCFA	If 0→CA10
CA09	To whom did you give the money?	Brother / sister Friend Parents/relatives Marabout Other _____ DK NA	1 2 3 4 5 8 9	
CA10	Did you get any food or other things from your begging yesterday?	Yes No DK NA	1 2 8 9	
CA11	How much time did you spend on begging yesterday?	_ _ hours _ _ minutes		

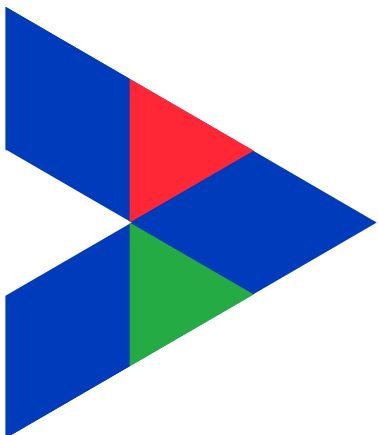
5. Current activities (cont.)					
CA12	Is this less, the same, or more time than you usually spend on begging?	Less The same More DK NA	1 2 3 8 9		
CA13	Last week, did you carry out any of the following activities? Yes=1; No=2; DK=8; NA=9	Porting luggage Collecting garbage Dish washing Stealing	1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9	Selling telephone cards Washing car windows Petit commerce Other _____	1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9
CA14	How much did you earn on these other activities yesterday?	999 998 DK 999 999 NA	_ _ _ _ _ _ _ FCFA		

6. Health and hopes for the future					
HE01	Do you have any chronic illnesses or handicaps? If yes, please describe e.g. blindness, lepra etc.	Yes _____ No DK NA	1 2 8 9		
HE02	During the last two weeks, have you had... Yes=1; No=2; DK=8; NA=9	Fever Diarrhoea Abdominal pain Severe cough Chest pain	1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9	Back pain Tiredness Vomiting Wounds Injury	1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9
HE03	During the last two week, have you used/been drinking... Yes=1; No=2; DK=8; NA=9	... alcohol ... dilutant ... chanvre indien ... other drugs _____			1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9
HE04	How many meals did you eat yesterday?	Write the number of meals DK=8; NA=9		_	
HE05	Did you eat any of the following yesterday? Yes=1; No=2; DK=8; NA=9	Rice Fish Meat Milk	1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9	Bread Fruit Vegetables Pates	1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9
HE06	Have you been in contact with any assistance programmes? If yes – which?	Yes _____ No DK NA	1 2 8 9		

6. Health and hopes for the future (cont.)				
HE07	What do you want for the future? Read all categories	Continue with the current activities Get a better job Go to school Get married Don't care Go abroad Other _____ DK NA	1 2 3 4 5 6 7 8 9	
HE08	How many other children who are begging do you know?	Write the number of child beggars DK=98; NA=99	_ _	

► 2

Assessing occupational safety, health and risks of children working in vanilla production



Summary data

Target	Children involved in vanilla production (Madagascar)
Key research questions	▶ What are the physical, biological, chemical, ergonomic and psychosocial risks for children involved in the production of vanilla? ▶ What are the factors that aggravate or reduce children's vulnerability to those risks?
Approach	▶ Mixed-methods study integrating the following components: ▶ Component A. Gathering key information ▶ Component B. Observation of hazards (plus measurements) ▶ Component C. Structured questionnaire interviews ▶ Component D. Group discussions – reactions and solutions ▶ Component E. Repetition of observations
Tools	▶ Knowledge, Attitudes and Practices (KAP) survey questionnaire: ▶ Children survey questionnaire ▶ Workplace observation, documentation through photos and videos, and measurement of physiologic variables using scales, tape measures and dynamometers. ▶ Focus Group Discussions ▶ Key Informant Interviews
Reference	ILO, <i>Évaluation des risques sanitaires du travail des enfants dans la production de vanille à Madagascar. Conclusions d'une étude de santé au travail</i> , unpublished.

Objectives of the research

ILO Conventions No. 138 and 182¹ both include danger as a key defining characteristic of child labour. While the dangers in some types of work are obvious, others are not. Psychosocial risks and toxic chemicals are sometimes hard to detect. This study of occupational hazards in the vanilla supply chain was designed to provide stakeholders with the information needed to make decisions about what tasks and chores in a particular place or sector should be designated as hazardous child labour and therefore off-limits for anyone under age 18, and which risks might be sufficiently controlled such that children of legal age may engage in them.

The objective of an occupational safety and health (OSH) assessment is to identify the full range of potential physical, moral and psychosocial risks that a worker might face in the tasks and context in which they are working. It also judges the severity and likelihood of an adverse health impact occurring, but not the rate or prevalence of these occurrences; it therefore requires a purposive sample.

An OSH assessment involves a rigorous and strict protocol consisting of direct observation and measurements of the workplace, the workers within it, the tasks they undertake, the tools and products they use, and the atmospheric and psychosocial conditions in which the work is undertaken. Although the method

¹ ILO Working Environment (Air Pollution, Noise and Vibration) Convention, 1977 (No. 148) and ILO Worst Forms of Child Labour Convention, 1999 (No. 182).

is not necessarily difficult, it does require training to administer properly. This is especially important where younger workers are involved as they have unique vulnerabilities due to the fact that they are in a stage of rapid growth and development, and the risks they face will vary according to their age and sex. The Madagascar vanilla study incorporates these modifications to the basic OSH assessment method.

An occupational risk assessment is best accompanied by other qualitative and quantitative methods that provide the information necessary for understanding which age, ethnic and social groups are most likely to be affected, as well as to shed light on the causes and potential impacts of these risks. The Madagascar vanilla study therefore included these additional methods to enhance and interpret the OSH data.

The research questions are presented in the table below:

► **Table 3: Research questions and tools**

Research questions	Tool
► In which Regions, Districts and Communes is vanilla produced, processed and sold? ► In what type of units is it grown and processed? e.g. family farms, cooperatives. ► Who is “in charge” of these units (parents, managers, owners, companies)? ► What are the stages in vanilla production, from planting to export? ► When and for how long do these stages take place? ► In which of these stages are young people involved?	► Literature review ► Key informant interviews
► What are the current trends in vanilla production in Madagascar (is it expanding, becoming mechanized, importing labour, using new methods or products)? ► Are chemical agricultural products sold in the region? ► Do children migrate to the region to work? ► Do children move from one economic sector to another in vanilla-growing areas? ► What economic activities take place in the region in addition to vanilla production? ► What are the economic activities for household use (e.g. gardening)? ► Which of these activities are children sometimes involved in? ► When do these activities take place?	► Focus group discussions ► Key informant interviews
► Do the children do the housework, cooking or other household chores? ► Do the children look after old, infirm or young people? ► Do children look after animals? ► How many hours of the day does this represent? ► What equipment or products do children use to carry out household chores?	► Household questionnaire ► Questionnaire for children ► Workplace observation – hazards and risk assessment

Research questions	Tool
▶ What is the age, sex, ethnic origin and migrant status of child workers? ▶ What is their educational status: level achieved, attendance, obstacles, hours per day? ▶ How much sleep do working children get? ▶ How many hours of play, sport and leisure do working children have?	▶ Questionnaire for children
▶ What tasks do working children undertake on the sites studied? ▶ What equipment, tools or products do they use for these tasks? ▶ Under what social and environmental conditions do they carry out these tasks? ▶ Are the children working under supervision? ▶ What clothes do they wear to work (shoes, cap, mackintosh)? ▶ How far do children have to travel between home and work? ▶ What are the risks they may face (see list: biological, chemical, etc.)? ▶ How are they paid for the work they do (piecework? hourly? daily)?	▶ Questionnaire for children ▶ Health risk assessment ▶ Measures
▶ What work-related injuries and illnesses are seen at local clinics? ▶ What minor injuries have the children sustained in the last week or month? ▶ What major injuries have the children suffered in the past year? ▶ Have there been any fatalities or life-threatening situations in the sector? ▶ What symptoms of occupational illness do working children display? ▶ Which occupational illnesses have been seen by healthcare providers? ▶ What psychosocial distress do working children experience?	▶ Questionnaire for children ▶ Measures ▶ Key informant interviews
▶ How poor are the families of working children? ▶ What is the availability and accessibility of education and social services? ▶ How rigorous is the physical environment (temperatures, terrain)? ▶ What is the crime rate in the region? Incidence of violence?	▶ Discussion groups ▶ Key informant interviews
▶ Is the vanilla industry's "code of conduct" being respected? ▶ Do labour inspectors visit farm sites? How often? ▶ Are there any active committees against child labour in the region? ▶ Is a "community child labour monitoring system" currently in operation? ▶ Have there been any campaigns to raise awareness of child labour in the region? ▶ Are there mechanisms in place to collect data on child labour? ▶ Does the health system keep records of injuries/illnesses suffered by child workers?	▶ Key informant interviews

Study design and methodology

The OSH assessment was complemented by four additional data collection methods: assessment of medical records, individual interviews using a standardized questionnaire, a Knowledge-Attitude-Practice (KAP) survey and semi-structured focus group discussions (FGDs). Key informant interviews, stakeholder consultations and literature reviews were also conducted throughout the study. The study was implemented in three phases:

1. Scoping phase. The study began with key informant interviews and a desk review of legislation, previous research and documentation. These inputs guided the selection of study methodology, locations, timing, collaborators and size. This phase also mapped vanilla production in Madagascar and reviewed existing knowledge on child labour in the sector, incorporating perspectives from local, national, and international stakeholders.

2. Pilot phase. Study tools were tested in a vanilla-producing area outside the main study sites. The questionnaire were substantially revised based on pilot findings. Training sessions for data collection teams were held at both national and local levels.

3. Main study phase. Data collection was conducted at three points in the vanilla production cycle to observe and measure seasonal tasks, tools and conditions. The study also examined related activities such as household work, gardening, and other types of work in which children engage because children seldom confine themselves to just one type of work or chore.

Each phase included the following components:

- **Occupational safety and health (OSH) assessment.** Observation of working children in ten communes selected for diversity in crops, location and exposure to child labour information. In each production cycle, 80 working children were observed (8 working children per commune of which there were 2 girls and 2 boys in each age group of 10–14 years and 15–17 years). Visual observation was complemented by photos, videos, and measurements using scales, tape measures, dynamometers and other tools to identify current and potential hazards and to assess risk levels based on factors such as task duration, tool use, weights loads, temperature, and working conditions. Risks were analysed using a coding system based on the SOBANE framework, which categorized hazards by severity and likelihood of occurrence.
- **Health system data review.** Medical records for the last one year in the health centres in each of the ten communes were reviewed to identify the types and severity of reported health incidents which were likely or possibly associated with work. This was accompanied by interviews with healthcare providers and local clinic staff (midwives, social workers, etc.) to identify areas of investigation not previously considered and to design the knowledge, attitudes and practices (KAP) instrument to gather parents' views on their children's work and health.
- **KAP survey.** Participants in the KAP survey were selected from families involved in the vanilla industry, community leaders and other stakeholders associated with vanilla production. The KAP survey was intended to be conducted both before and after the study to determine whether the study contributed to any change in knowledge, attitudes or behaviour.
- **Focus group discussions (FGDs).** FGDs were carried out in the ten communes, separately with three groups: working children, their parents, and young people, aged 18–24, who had been working in the vanilla industry for several years. The FGDs were intended to gain more detailed information that would help to interpret the findings of the OSH component and their views on what action should be taken accordingly.

The following table summarizes the connection between the research objectives and the research methods and tools.

► Table 2: Research objective by research method

Literature review		Research methods						
		Quantitative		Qualitative				
		Surveys		Workplace observation		Guided discussions		
		Household questionnaire	Questionnaire for children	Hazard-risk assessment	Measures	Discussion groups	Key informant interviews	
The vanilla industry	► Objective: Selection of sites and key informants	x						x
	► Objective: Preparation of a task list and a calendar	x						x
	► Objective: Identification of emerging risks						x	x
Other local economic sectors	► Objective: Preparation of a task list and a timetable						x	x
Housework	► Objective: Estimation of total number of hours worked by children		x	x	x			
Characteristics of working children	► Objective: Identification of populations for priority intervention			x				
Characteristics of child labour	► Objective: Identification of health risks			x	x	x		
Results of child labour	► Objective: Identification of impact on health			x		x		x
Factors that increase vulnerability	► Objective: Identification of aggravating factors (negative drivers)						x	x
Factors that reduce vulnerability	► Objective: Identification of mitigating factors (positive drivers)							x

Sampling strategy

The locations to be included in the study were selected on the basis of several criteria: vanilla being a primary crop, other economic activities being undertaken, exposure to child labour campaigns, recent v. long-term cultivation of vanilla and communes of varying economic levels. Different sampling techniques were utilized for the different components of the research, as detailed below.

- **Sample for survey of children using structured questionnaire.** The survey was implemented in one selected community. Door-to-door screening was carried out to identify households where children

are involved in vanilla production. This selection continued until a sample of 120 children were identified.

- **Sampling for OSH Risk Assessment.** The sample consisted of 8 children working in vanilla production from each of the 10 selected communities, consisting of 2 girls and 2 boys in each of 2 age groups of 10–14 and 15–17, for a total of 80 children.
- **Sampling for KAP.** Purposive sampling and included health providers, labour inspectors, local officials and other stakeholders involved in the vanilla supply chain in the selected communities.
- **Sampling for FGD.** The sample was composed of a total of 100 adults, 20 young people (aged 18–25) and 20 children (aged 10–17) who were selected through purposive sampling.
- **Sampling of rare incidents.** In order to oversample cases of “rare incidents” such as child workers seriously impacted (e.g. died) due to their work, a respondent-driven sampling using the snowball approach was used.

Research team

The research team was led by an international expert on child labour and OSH, an expert from the Société Camerounaise de Sécurité et de Santé au Travail (SCSST) and, at the local level, by a senior expert on OSH from the Ecole Doctorale Sciences de Vie et de la Santé (University of Antananarivo). The research team was composed of young medical school graduates.

A Technical Advisory Committee (TAC), made up of international experts in ergonomics, child development and occupational health and safety in agriculture was also established to help the research team adapt conventional risk assessment methodologies to the requirements of the project.

Phases of the fieldwork

The fieldwork was scheduled according to the main phases of the vanilla growing and harvest cycle. In each of these periods, the research team conducted observation of working conditions in the farms, combined with application of one or various of the other data collection tools.

► **Table 3. Phases of the fieldwork**

Phase	Key activities
Liana planting, mowing, looping (April)	► Implementation of KAP assessments in ten communes. ► Observation of working conditions in the farms.
Vanilla growing (June)	► Observation of working conditions in the farms. ► Interviews with children and anthropometric assessments in ten municipalities.
Harvesting (July/August)	► Observation of working conditions. ► Interview with child workers in one municipality.
Pollination (September)	► Observation of working conditions. ► Group discussions with children and young workers.
Stakeholder discussion of results	► Stakeholder presentation workshop at local level. ► Stakeholder presentation workshop at national level.

Data collection forms: Health centre interviews

Region		Interview date	
District		Identity of the establishment	
Municipality		Respondent	

Part I. Professional observations and impressions

S1	Do you see any children in the 5 to 17 age group?	
S2	What is the most common problem in general?	
S3	What is the most common one that could be attributed to work?	
S4	When do they seek medical care? Preventive care? Minor injuries or illnesses, serious injuries or illnesses?	
S5	What is stopping families or children from seeking treatment earlier? Cost, fear, distance, or other (please specify)?	
S6	Do you ask a child with an injury if it's work-related?	
S7	Do you ask all the children who come to see you if they work and what kind of work they do?	
S8	Are there children who come for treatment who are victims of violence of any kind?	

Part II. Medical records

S9	Does the establishment record all visits?	
S10	What is done with these files – are they compiled or sent to the regional authorities?	
S11	Are files categorized?	
S12	Is there a category for accidents at work and occupational illnesses?	
S13	Is there a category for violence-related illnesses?	
S14	Where are the files kept? Are they on paper or digitized?	

Part III. Potential comparisons

S15	Are there any clinics or health centres that cover both a vanilla-producing commune and a commune that does not produce vanilla?	
S16	If so, can we compare the types, prevalence and incidence of injuries in children by age group? Illnesses? Malnutrition? Conditions related to violence?	

Part IV. Remarks and proposals from the interviewee

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The researcher (name and signature)

Knowledge, Attitudes and Practices (KAP) questionnaire

The exact questions are adapted to the local situation.

Practices

- ▶ I teach new workers how to do the job.
- ▶ Child workers are not allowed to do certain types of work because they are dangerous.
- ▶ I frequently check that others are working safely.
- ▶ I wear shoes, hat and gloves when I work.

Knowledge

- ▶ Work-related risks in vanilla production are very low or non-existent.
- ▶ The law authorizes the employment of children over the age of 15.
- ▶ The age at which children are allowed to leave school is 12.
- ▶ Children should go to the city because they can find better-paid jobs there.

Attitudes

- ▶ Children are very unlikely to be harmed by the type of work they do.
- ▶ Children are more resilient than adults.
- ▶ Children should start learning a trade at an early age.
- ▶ Work experience is better than a school-leaving certificate for future employment.
- ▶ Crime and violence is on the rise in our region
- ▶ Working children are often not obedient and do not follow instructions.
- ▶ Girls are injured more often than boys

Region		Date of session	
District		Start/end time	
Municipality		Number of participants	
Name of moderator		Number of parents	
Assistant's name		Number of children <10 years	
Name of 2 nd assistant		Number of children >10 years	

Objective 1: To understand the extent to which local society is informed about occupational risks (Competence)

CP01	Do you know about health? Health at work? Occupational risks?	
CP02	How did you find out about health? Health at work? Occupational risks?	
CP03	What type of information have you already received?	
CP04	What are the different communication channels and techniques used to obtain information on occupational risks?	
CP05	What are your preferred channels and techniques?	
CP06	Are you aware of the risks at each stage of production? What are they?	
CP07	Do you know the damage resulting from the risks? Which ones?	
CP08	What measures should be taken for each type of risk?	

Objective 2: To identify perceptions of the severity and likely occurrence of negative health effects and appropriate roles for children (Attitude)

CP09	How did you know if a task is dangerous or not?	
CP10	How likely is that child workers will get hurt?	
CP11	What situations and types of work are dangerous?	
CP12	How would you rate the danger for each task in vanilla production?	

Objective 3. To learn how people behave in the light of their understanding of occupational risks. (Learning)

CP13	What are the occupational risk prevention measures?	
CP14	What precautionary measures do you use?	
CP15	Are you registered with CNAPS or health insurance?	

CP16	Is there awareness-raising among your peers, family members or employees?	
CP17	What steps should be taken in the event of an accident at work?	
CP18	What steps should be taken in the event of irreversible damage?	
CP19	Do you have a procedure manual or list of precautions to be taken during work?	
CP20	Do you have a structure for dealing with work-related accidents or illnesses?	

Comments and suggestions from participants

The researchers (Names and signatures)

Focus Group Discussion (FGD) guidelines

Questions on practices (example)

1. In your opinion, are your children at risk of injury or illness when they work? What risks do children run when working with vanilla? Explore:
 - ▶ Is any group more vulnerable to these risks? Which group? Why or why not?
 - ▷ Are there any specific/different risks for girls or boys? What are they?
 - ▷ Are there any specific/different risks for young children or teenagers? Which ones?
 - ▶ In the case that you consider there are no risks, it is because:
 - ▷ I forbid children from dangerous activities/Employers forbid children from dangerous activities.
 - ▷ I keep an eye on my children when they're at work to make sure they don't hurt each other/Employers keep an eye on children to make sure they don't hurt each other.
 - ▷ I provide children with special equipment, e.g. *(add list) when they work/employers provide special equipment, e.g. (add list) when children work.*
2. Do your children work in other sectors/activities? Tell me about the activities your children are involved in. Probes:
 - ▶ Sector
 - ▶ Tasks
 - ▶ Frequency (e.g. always, often, a few times, depending on the season)
 - ▶ For whom/with whom (parents, family members, friends, a third party)

3. Are your children involved in household chores? Probes:

- Tasks
- Frequency (e.g. always, often, a few times)

Questions on attitudes

4. What age do you think is a good age to start working? Tell me about it.

Exploring differences by activity:

- Are there any activities that are specifically desirable for children? Which ones? Why or why not?
- Are there any activities that are specifically desirable for girls or boys? Which ones? Why or why not?
- Are there any activities that are dangerous for children? For example, where children can hurt themselves or find themselves in violent or dangerous situations? Which activities?

5. How can children be protected against these risks?

- What traditional mechanisms exist among children, families and communities to protect children from these risks?
- What other strategies can be used to protect children from these risks?

6. What are the reasons for and implications of child labour in education?

7. In your opinion, what are the reasons for or advantages of child labour?

8. In your opinion, what are the reasons for or advantages of child labour in the vanilla industry?

Questions on knowledge

9. Have you ever heard of legislation concerning child labour and schooling? (*do not read*) Explore:

- How did you hear about this?
- In your opinion, is there an age limit for starting work? What age?
- In your opinion, are there any tasks forbidden to children? Which tasks?
- In your opinion, is there a compulsory school-leaving age? What age?

Exercise: A different perspective on hazards

(Exercise for children and young people)

- Place three large sheets of paper on the floor.
- Ask the children to draw a diagram of each place where they work (vanilla, other agriculture, housework), indicating roads and paths, buildings and structures, etc.
- Ask the children to indicate on this diagram the situations or places that worry them, frighten them or put them in danger.
- Ask them to explain what happened there or why they don't feel comfortable there.

Observation guide

	Physical (Safety)	No	Yes	Comments
You see (in places where young people work) ...				
Drop	Piles of coal/wood, etc. which could fall on someone.			
	Large holes (e.g. wells) into which someone could fall.			
	Unstable, uneven or rocky ground where you can twist your ankle.			
	Slippery (e.g. with oil) or muddy ground.			
	Cliffs or steep spots near the site.			
	Use of stepladders or ladders.			
Equipment	Presence or use of saws or cutting tools			
	Motorized equipment used (gas or electric).			
	Equipment that creates strong vibrations.			
	Equipment with moving parts that can trap a hand or item of clothing.			
Electricity	Exposed or damaged electrical wires.			
	Presence of lamps, tools or electrical cords.			
Transport	Places with little visibility or space for manoeuvring.			
	Places where vehicles sometimes travel at excessive speeds.			
	Young people drive motor vehicles.			
Heat	Presence or exposure to boiling water.			
	Use of open fires, for example to clear undergrowth or cooking.			
	Work in extreme heat.			
Noise	Noises so loud that it is difficult to hear a conversation.			
	Noises during the night that make it difficult to sleep.			
Security	A police unit or persons appointed to maintain order and protect residents in the neighbourhood.			
	Cases of vanilla theft in this district last month (year).			
	Case of excessive drinking during last week.			
	Illegal drug use in the neighbourhood?			

	Chemicals	No	Yes	Comments
You see (in places where young people work) ...				
Toxic substances	Traces of pesticides (cans, sprayers) or chemical fertilizers.			
	Pesticides sold in local shops.			
	Storage or transport of chemical products.			
	Insecticides used to protect vanilla in the field or during storage.			
	Chemicals used to kill rats or insects in the home.			
	Strong cleaning products in the home (e.g. for latrines and toilets).			
Dust	Dry, dusty, sandy ground.			
	Presence of silica in the soil.			
	Visible dust in the air.			
Vapours	Visible smoke in the air.			
	Vapours that cause coughing or stinging in the eyes.			
	A cooker at home emits smoke or fumes.			
	In houses, no windows to let in light and air.			

	Ergonomics	No	Yes	Force		Repetition # time per # min	Posture Uncomfort- able tense	How far (# metres)
				Weight (# kilos)	Duration			
You see (in places where young people work) ...								
General	Young people loading and un-loading materials.							
	Young people move, push or pull objects.							
	Young people are involved in manual handling (carrying loads).							
	If so, which tool(s)?							
Do you see young workers carrying out this task ...								
Head and neck	Something is carried on the head.							
	Work requires the head to be tilted forward.							
	Work requires the head to be tilted back.							
	The neck is bent (twisted).							
Back	Something is carried on the shoulders or back.							
	The back is bent or leaning forward with this task.							
	The task requires twisting.							
	The task involves pulling a load.							
	The task involves pushing a load.							
	A load is lifted (e.g. a baby, water, wood, harvested produces).							

	Ergonomics	No	Yes	Force		Repetition # time per # min	Posture Uncomfort- able tense	How far (# metres)
				Weight (# kilos)	Duration			
Arm	Objects are carried in the arms.							
	The arms are extended above the head during this task.							
	The arms are stretched in other directions: down, sideways, forwards.							
Wrists and hands	Wrists are bent or twisted.							
	The task requires strong pinching with the fingers.							
	The task requires you to pull hard with your hand(s).							
Legs	The task requires squatting.							
	Requires kneeling.							
	Requires climbing.							

	Biological	No	Yes	Comments
You see (in places where young people work) ...				
Climatic conditions	Temperatures below 10 degrees during this period.			
	Temperatures over 35 degrees during this period.			
	Young people work during the coldest hours of the day.			
	Young people work during the hottest hours of the day.			
Water	Streams, flooded areas, mud.			
	Irrigation or water from an open source.			
	Animals that drink from the spring (donkeys, cows).			
	Stagnant water: puddles or containers.			
	Presence of water-borne parasites or diseases.			
	Is the water source a well or a water pipe?			
	Drinking water is boiled, filtered or chemically cleaned.			
Animals	Presence of snakes or other dangerous reptiles.			
	Presence of scorpions or other dangerous insects.			
	Presence of dangerous wild animals.			
	Presence of dangerous domestic animals (e.g. bulls).			
Plants	Dense undergrowth that is difficult to cross.			
	Thorny plants or plants that irritate the skin.			
Sanitation	Is there rubbish lying around?			

	Psychosocial	No	Yes	Comments
You see (in places where young people work) ...				
Facilities	Protection (shelter) against heat and cold on site.			
	Children working in the rain.			
	Shelters or other protection against the rain.			
	Plenty of clean water to drink on site.			
	Water for washing hands on or near the site.			
	Clean latrines for workers.			
	Private areas and toilets for girls/women.			
	A place to rest on the site.			
Protection	Children wear shoes to protect their feet.			
	They wear gloves to protect their hands.			
	They wear clothes that cover their arms and legs.			
Wellbeing	Young people take a break every hour.			
	Young people have at least one hour for lunch.			
	Enough light to study in the evening.			
	The houses are packed.			
	The young people's clothes seem to be sufficient and in good condition.			
	Young people's meals seem healthy and nutritious.			
	Young people eat enough to keep them full.			
Leisure	Areas reserved for children's sports and games.			
Security and Supervision	An adult supervising the young people at all times when they are working.			
	Young people work alone.			
	A young man who works here at night.			
	An adult is always nearby in the event of danger or injury.			

	Condition / appearance	No	Yes	Comments
Look at the young worker:				
	Cough			
	Itches (e.g. head, arms)			
	Appears tired or lethargic			
	Worried, unhappy, stressed			

Questionnaire for working children

Indicators	Questions	Instructions for the interviewer
Age	D1. How old are you?	Calculate the year of birth from the age given. Enter the year of birth. If the child does not know, ask the mother to try and estimate based on events. If the mother does not know, try to estimate on the basis of the child's height.
	D2. How do you know your age?	Optional
Gender	D3. (do not ask)	
Migrant status	D4. Where were you born?	
	D5. Do you still live here or do you move from time to time?	
	D6. How many times have you moved house in the last two years?	Objective: Determination of vulnerability due to frequent dislocation.
Ethnicity	D7. What is your ethnic group, caste, first language you learned to speak, religion?	Optional. Adapt to the common or polite way of referring to ethnic status. Code accordingly. Objective: to determine vulnerability due to social status.
School	D8. Have you ever been to school?	
	D8a. Are you studying now?	
	D8b. Have you missed a day of school in the last week?	
	D8c. Do you go to school when there is no vanilla work?	
	D9. During this school year (or the last school year you attended), what level and class did you attend?	
Family	D10. Who are you living with now?	Do not assume that the child lives with their family. The purpose of this question is to identify very vulnerable children who live outside their family. If the child answers yes, ask D10a.
	D10a. Why don't you live with your parents?	Optional
Duration	W1. When/at what age did you start working with vanilla? LFS	Crucial question. Try to get a precise answer. If the child (or another family member) does not remember, the interviewer should encourage them to use events. For example, was it before or after the time when X happened?
	W1a. How many days did you work on vanilla last week?	
	W1b. Approximately how many hours a day do you usually work with vanilla?	

Indicators	Questions	Instructions for the interviewer
	W1z. (do not ask)	Multiply the answers to W1a and W1b to determine the number of hours per week spent on vanilla-related work.
	W2. In addition to your work with vanilla, did you do any other work last week?	Ask them to say no: explain that it could be a simple “helping hand” and read the list in question W2a. If the answer is still no, go on to question W3.
	W2a. What was this other job?	
	W2b. What kind of remuneration did you receive for this work?	
	Over the past week, have you done any of the following activities, even for just an hour?	(Read each point and circle all that apply) The aim of these questions is to see whether types of work other than work in the vanilla industry can contribute to the disease/injury profile.
	W2b. How old were you when you started this other job?	For W2b, c and d, we consider “other work” as a whole as an indicator of the total time spent working in addition to vanilla work.
	W2c. When you do this job, how many hours a day do you do it?	
	W2d. How many days last week did you do this other work?	
	W2z. (do not ask)	Multiply the answers to W2a and W2b to determine the total number of hours per week spent on collateral work.
House-work	W3. In the last week, have you done any of these tasks for the household where you live?	Read each of the options and circle all the activities undertaken
	W3a. How many hours a day do you normally do this work?	Combine all the W3 tasks to estimate the number of hours per day spent on household chores.
	W3b. How many days last week did you do this work?	
	W3z (don't ask)	Multiply the answers to W3a and W3b to find out the total number of hours per week spent on household chores.
	W4z	On the basis of the answers given in W1z, W2z and W3z, calculate the TOTAL number of hours the child works per week.
	W5. Do you work at other times of the year?	Objective: to identify other possible sources of serious illness or injury.
	W5a. What kind of work were you doing at the time?	
	W6. What are any other types of work you have done in your life?	

Indicators	Questions	Instructions for the interviewer			
Recent health events	H1. Have you felt very tired or exhausted by your work over the last week?	Note: as health-related events are difficult to remember accurately and can be emotionally charged, this section begins with very recent, minor events as a warm-up for the more detailed questions that follow.			
	H2. Have you had any minor cuts or bruises in the last week?				
	H3. Have you had any pain in your body in the last week?				
	H4. Have you felt anxious or afraid in the last week?				
Injuries	H5. Since this time last year, have you suffered any of these injuries?	Read through each of the options. Circle all those that apply (do not ask the respondent to try to attribute them to the job). Use the following table for questions H5a, H5b and H5c.			
	H5a. Which part of your body was injured?	Serious injuries	Bone cases	Sprains	Serious burns
		If several injuries have occurred in one category, ask the child to remember the most serious by answering the following questions:			
	H5b. Where were you when it happened?				
	H5c. What were you doing when it happened?				
	H5d. Did this injury prevent you from carrying out your normal activities (e.g. work, school, housework) for at least one day?				
	H5e. What have you done to treat this injury?				
	H5. Did you or your parent/parents pay for the treatment or medication?				

Indicators	Questions	Instructions for the interviewer			
Specific diseases	H6. In the last month, have you had any of these illnesses?	Breathing	Eye/ear	Skin	Stomach
	H6a. Did this illness prevent you from carrying out your normal activities (e.g. work, school, housework) for at least 1 day?				
	H6b. What have you done to treat this disease?				
General health	H7a. In the last month, have you had any of these health problems?	Fever	Head-ache	Weakness	Malaise
	H7b. Has this health problem prevented you from carrying out your normal activities (e.g. work, school, housework) for at least three days?				
	H7c. What have you done to treat this illness or pain?				
	H8. Since this time last year, have you had any trouble getting to sleep?				
	H8a. How many hours of sleep do you usually get each night?	If estimating time is a problem, ask: how long after sunset do you go to bed; do you get up before sunrise?			
	H8b. Do you take a nap or rest during the day?				
	H9. Are you often hungry?				
	H10. Apart from what you've already mentioned, have you ever had another injury that was really, really bad at work?	Note what the child says. The parent can help. Invitation: Were there any other really serious injuries? If not, go to MS 1.			
	H10a. Please tell me about the injury. What was it about? When did it happen? How did it happen? How did it make you feel?	Open question. Try to note down everything the child says. The parent can help. If the question is work-related, make a note of the activity, tool or other circumstance.			
	H10b. Do you know of any other children who have been very, very seriously injured at work?	Open question for snowball sampling. If yes, obtain the child's name, age, sex and contact details (where to find them). Ask about any circumstances relating to the injury.			
	H10c. Do you know of a child who died as a result of an accident at work?	Delicate question. Pass if the child seems reluctant. Otherwise, try to obtain names and information (age/sex/nature of the incident).			

Indicators	Questions	Instructions for the interviewer							
	H11. Do you know any young people who use drugs or alcohol?	Sensitive issues. Treat with great care, using euphemisms and acceptable local terminology. Objective: to determine whether a more in-depth study is needed in this area.							
	H12. Do you know any young people here who use tobacco products?								
	H13. Do you know a young person who has been sexually or physically abused or who has been subjected to bad things?								
Musculo skeletal	MS1. Over the past month, have you noticed any discomfort or pain in your neck or back?								
	MS1a. On this chart, if red means “very bad”, yellow “not too bad” and green “not bad at all”, how bad was your pain?								
	MS2. At any time during the past month, have you had any difficulties (aches, pains, discomfort) in:	3	4	5	6	7	8	9	10
	MS2a. Over the past month, have you been prevented from doing your normal job because of pain?								
	MS2b. Have you felt unwell at any time in the last 7 days?								
Respira- tory	R1. Since this time last year, have you had difficulty breathing to the point of having difficulty running or talking? Or do you find that you cough a lot?	The purpose of this question is to further explore the extent of respiratory distress that may, or may not, have been mentioned previously. If yes, ask R1a.							
	R1a. Show me, on the same scale, how serious it is.								

Psychosocial functioning						
Indicator	Questions	Instructions to the investigator				
		 Never	 Some-times	 Often	 Always	Explain how to answer the questions
Self-esteem	PS1. Are you proud of your work?					
	PS2. Do you feel you have the necessary skills to do your job well?					
	PS3. Do you think other people appreciate the work you do?					
	PS4. Do you have the impression that some people despise this type of work or despise you because of the work you do?					
	PS5. Do you feel that your family relies on you and needs your help?					
Stress	PS6. Do you feel under pressure to work faster and harder?					
	PS7. Are you bored because there's not enough to do?					
	PS8. Do your family, employer or other people ask too much of you?					
	PS9. Are you bored at work by doing the same thing for several hours at a time?					
	PS10. Do you feel tired because of long working hours or a heavy workload?					
Personal agency	PS11. Do you feel that your work prevents you from doing the things you would like to do?					If so, what do you think is missing?
	PS12. Do you feel that, if you wanted to, you could choose what you want to do and what you don't want to do?					
Relations	PS13. Do you mind the environment in which you work?					Can probe e.g. temperature, sounds, smells, tools.
	PS14. Are you comfortable with the people you work with?					Can survey, e.g. supervisor, colleagues.
Super- vision and training	PS15. At work, do you have the impression that people are watching you to make sure you don't hurt yourself?					
	PS16. Do people at work teach you what to do and how to do it?					
Leisure	PS17. Do you have free time each day to do what you want?					

Psychosocial functioning						
Indicator	Questions	Instructions to the investigator				
		 Never	 Some-times	 Often	 Always	Explain how to answer the questions
Emotions	PS 18. Do you have a lot of energy?					
	PS 19. Do you generally feel fairly confident?					
	PS 20. Do you have trouble sleeping?					
	PS 21. Do you find it difficult to concentrate?					
	PS 22. Do you feel restless and cannot stand still for very long?					
	PS 23. Do you feel sad and want to cry?					
	PS24. Do you fight or argue easily?					
	PS25. Do you feel lonely?					
	PS26. Do you get very angry and lose your temper often?					
	PS27. Do you have little appetite or interest in food?					
	PS28. Do you find that you forget things?					
Somatic	PS29. Do you feel any tension in your body?					
	PS30. Do you feel dizzy?					
Chronic fear and anxiety	PS31. Are you afraid or nervous?					
	PS32. Do you worry and think a lot?					
	PS33. Are you thinking about all the bad things that have happened to you?					
Despair and powerlessness	PS34. Do you think your life will ever improve?					
	PS35. Do you think your life is worse than that of other children?					
	PS36. Do you think that life is not worth living?					

Psychosocial functioning						
Indicator	Questions	Instructions to the investigator				
		 Never	 Some-times	 Often	 Always	Explain how to answer the questions
Social factors	PS37. Do you feel supported and loved by your family?					
	PS38. Are there any conflicts in your family?					Alternate: Are you worried about your family?
	PS39. Do you feel accepted by other families in the neighbourhood?					
	PS40. Do you have one or more good friends who support you?					
	PS41. Do people reject you, tease you or insult you?					
	PS42. Do you play games or go in for sport with your friends?					
Abuse and ill treatment	PS43. Do you feel very different from other children your age?					
	PS44. Are you scolded, criticized or made to feel small or stupid?					
	PS45. Are you beaten at home or at work?					
	PS46. Has anyone at work tried to touch you in a bad way?					
	PS47. Have you been severely punished for mistakes made at work?					
	PS48. In your everyday life, do you feel safe?					

Guidelines for Focus Group Discussion (FGD) of the results

(Read the main conclusions of the study and ask the following questions)

1. Which of these results surprised you?
2. Which of these findings did you also experience when you were doing this work?
(Read each of the conclusions individually again)
3. Has this ever happened to you?
4. Looking back on your own work, what made you happy? Tell us about it.
5. Looking back, was there anything that really bothered you?

(Explain: We're now going to think about the future and how we can ensure that children over 15 are safe at work and young children stay at school).

(For reference, show the International Labour Organization's guidelines on hazardous child labour:

- ▶ Work that exposes children to physical, psychological or sexual abuse.
- ▶ Work underground, underwater, at dangerous heights or in confined spaces, work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads
- ▶ Working in an unhealthy environment which may, for example, expose children to dangerous substances, agents or processes, or to temperatures, noise levels or vibrations which are harmful to their health
- ▶ Work carried out under particularly difficult conditions such as long hours or night work, or work where the child is unreasonably confined to the employer's premises.

Exercise: Protect and improve

(For focus group discussions with children and young workers)

On the diagrams of the workplaces that were made earlier, indicate each place that the children identified as a problem area.

1. Ask the group what could be done to reduce the risk and make the site safe enough for children of legal age to work there.
 - ▶ If this is not possible, mark "out of bounds" in red.
2. Ask the group what could be done to prevent young children (under 14) from doing this work or coming into contact with these hazards.
 - ▶ If that is impossible, mark "out of bounds" in red too.
3. Ask the group what could be done to keep these young children in school.

Exercise: The red line

The aim of this exercise is to identify possible interventions within the communities.

The participating groups are asked to make two decisions.

The first is to “draw a red line” to indicate work, tools and situations that are too dangerous for children under the age of 18. There are activities, such as helping with household chores, that can be expected of young children. And there are jobs that teenagers of legal working age (14 or 15) can do that do not present excessive risks. But there are jobs that should be reserved for adults.

The second decision is to examine the various options for reducing the risks associated with children’s work activities. Risk reduction will benefit all workers and have an indirect effect on child protection. Each study community is invited to identify an action that it will undertake. Meeting participants may also wish to consider a means of mitigating health costs, such as a health insurance scheme.

To help the group agree on the “red line” between acceptable and unacceptable work, colour coding is often used. This is a simple way of making people aware of the different levels of risk, but it also helps the group to analyse a large amount of information without getting bored. By quickly going through the list of tasks the children do in vanilla (see component B), the group can colour code each task in this way:

- **Green:** No particular risks for young people of working age.
- **Yellow:** Presents certain risks or conditions of concern.
- **Red:** Very worrying.

The types of work or working conditions that are coded in red, i.e. that can be labelled as being “below the red line”, are situations that are absolutely too dangerous for young people to work in, whatever the circumstances, but it is possible to reduce the risks for adult workers.

For those coded yellow, the challenge is to see if certain activities can be moved from yellow to green.

Note: in some jobs, it may not be possible to sufficiently manage the risks or reduce the child’s exposure to the identified hazards to the point where they no longer pose a significant threat to their health or well-being.

The standard risk assessment procedure for adults involves five steps which are undertaken in the following order, known as the “hierarchy of controls”:

1. Eliminate the hazard or exposure to the hazard. The risk can be reduced by banning the hazard, e.g. the use of pesticides.
2. Substitute a less dangerous process or product, e.g. the risk is reduced by not working alone or at night.
3. Technology and equipment, e.g. the risk of straining bones and muscles can be reduced by using a wheelbarrow or trolley to carry heavy loads.
4. Training and management, e.g. the risk of exposure to bad weather can be reduced by organizing the work so that it is completed before bad weather arrives. The risk of a young person injuring their back can be reduced by careful supervision and training in lifting and carrying.
5. Personal protective equipment (PPE), i.e. the risk of injury can be reduced by wearing special clothing.

However, a risk assessment procedure to protect children of legal working age is much simpler:

1. Eliminate the risk (measure 1 above) or
2. Remove the child.

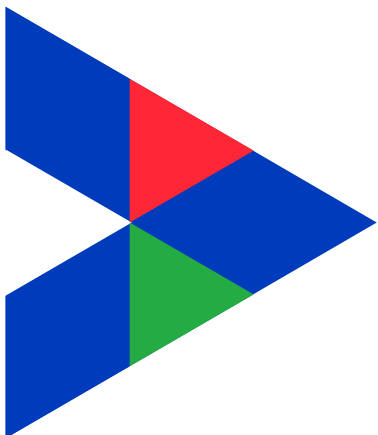
In other words, the child must be separated from the work process, hazardous substance, machine or high-risk circumstance in such a way that they cannot come into contact with them. While all of the above “adult” measures are sensible, much depends on how rigorously and consistently they are applied. And this cannot be guaranteed in situations where most children are working. In particular, the provision of PPE is not an acceptable way of reducing risk; young people remove it because it is often too big and bulky, not the right size for young people, or because it wears out.

Risk assessment tool for child vanilla workers					
Work processes	Process risks	Coding			Comments
		Out of bounds	Reducing risks	OK as is	
Soil preparation			X		
Flower pollination	Back fatigue		X		
Weeding, cultivating	Cuts		X		
Tutoring	Insects, snakes				
Pesticide spraying	Poisoning	X			
Fertilizing plants	Long hours				
Removal of pods				X	
Harvesting pods	Machete cuts		X		
Drying the pods in water	Poisoning				
Transporting pods for sale					

	Questions
Red Off-limits to all children	1. Which of the activities involved in vanilla production should only be carried out by adults (over 18)? 2. How can this rule be maintained?
Yellow Risk reduction	3. What measures, if any, can be taken to reduce the risks of yellow category tasks? 4. How much would it cost to make these changes? 5. What measures should the group try to implement?
Green No particular risk	6. How do you maintain protection?

▶ 3

Assessing the existence and characteristics of child labour in sugarcane production



Summary data

Target	Children involved in sugarcane production (Panama)
Key research questions	▶ What is the typology of the sugarcane supply chain and which type of productive units use child labour? ▶ What is the extent of child labour in sugarcane production? ▶ What are the characteristics of child labour? ▶ What are the risks and impacts to children's health? ▶ What is the impact of child labour in schooling? ▶ What are the strength and gaps of the public and private measures to eliminate child labour in sugarcane production?
Approach	▶ Mixed-methods convergent design
Tools	▶ Workplace survey (<i>quantitative</i>) ▶ Key informant interviews (<i>qualitative</i>) ▶ Focus group discussions ▶ Consultation workshops
Reference	ILO, <i>Estudio de métodos mixtos sobre el trabajo infantil en la caña de azúcar en Panamá</i> , 2019.

Objectives of the research

The study aimed at providing rigorous evidence on the existence and possible magnitude of child labour in the sugarcane value chain, to identify the main push and pull factors for child labour in the sugarcane value chain and provide policy recommendations to industry operators and public institutions to improve the effectiveness of measures for the elimination and prevention of child labour in sugarcane production.

The main research questions addressed by the study and the main methods used to respond to each questions are summarized in table 1.

▶ **Table 1: Main research questions and tools used**

Research questions	Tool
▶ What is the typology of the sugarcane supply chain and which type of productive units use child labour?	▶ Scoping study ▶ Key informant interviews
▶ What is the extent of child labour in sugarcane production?	▶ Workplace survey
▶ What are the characteristics of child labour?	▶ Workplace survey
▶ What are the risks and impacts to children's health?	▶ Workplace survey ▶ Key informant interviews
▶ What is the impact of child labour in schooling?	▶ Workplace survey
▶ What are the strength and gaps of the public and private measures to eliminate child labour in sugarcane production?	▶ Key informant interviews ▶ Consultation workshop

Study design and methodology

The mixed-methods study integrated qualitative and quantitative methods as follows:

- The **quantitative component** consisted of a survey of adults and children working in the sugarcane aimed at producing evidence of the existence and of the characteristics of child labour. The survey was farm-based (rather than household-based) to ensure capturing seasonal workers and it was administered during the harvest period in the four main producing provinces (Coclé, Chiriquí, Herrera and Veraguas). The sample design was non-randomised. However, it was constructed to be as representative as possible of different sugarcane production areas, types of production units and workers' place of origin. The sample frame was constructed using information on production units provided by the sugar mills and the Ministry of Agriculture (MIDA) and was defined by stratifying by production destination (production for the industry and production for self-consumption and artisanal processing).
- The sample had a purposive design, in which greater relative weight was given to the strata of settlers and artisanal producers, which are the ones most at risk of using child labour. The survey interviewed 260 workers in farms operated by the sugar mills, 101 workers in farms owned by contract producers (*colonos*), and 112 artisanal producers. The respondents were selected from the pool of workers on the farm using a random walk as the sampling procedure. During the fieldwork, given the low number of children detected on the farms, it was decided to increase the number of children captured by the survey in order to have an over-representation of children that would allow for a sufficient sample to analyse the characteristics of child labour, and also to compensate for the fact that the survey did not cover the entire harvest period.
- The **qualitative component** included 14 focus groups with children and parents and interviews with 69 key informants from local and regional institutions and the industry. Its main purpose was to corroborate and explain findings from the quantitative component with in-depth information about the characteristics of the work performed by children in sugarcane production, the socio-economic and cultural factors underlying child labour, the business and production dynamics of the sugarcane sector and their influence on child labour, and the characteristics and effectiveness of the institutional response in preventing and eliminating child labour.

In terms of the strengths and limitations of the research design adopted, the non-probability sampling of the survey did not allow for an estimate of the prevalence of child labour in sugarcane production. To address this limitation, both the survey and qualitative components used purposive sampling to over-sample children involved in economic activities in sugarcane production. This approach helped to provide more credible evidence of whether child labour was limited to isolated cases.

Questionnaires

The questionnaires consisted of two modules: A first module for adults on household characteristics and a second module for children.

Adult questionnaire

Survey ID _____

Section 1: Socio-demographic questionnaire

Hello, my name is ___. I am a field SURVEYOR for a study commissioned by the International Labour Organization (ILO). We are conducting a survey on the working and socio-economic conditions of families working in sugarcane. I will ask you questions about the work, educational status of you and your family. Your participation is voluntary. You may refuse to answer questions as you see fit, and all information provided will be kept strictly confidential. Your name will be replaced with an identification number, and the data will be stored anonymously. PLEASE READ LETTER OF INFORMED CONSENT.

Consent letter: Dear Study Participant,

You have been invited to participate in a survey conducted by the International Labour Organization (ILO) on the socio-economic conditions of sugarcane workers in Panama.

The main objective of this project's research is to understand the situation of sugarcane workers in Panama, and to better inform development programmes and policies for future action.

As part of the study, we invite selected people in our sample to participate in a survey that will take approximately 1 hour. The questions will focus on the housing, education, welfare and work characteristics of household members.

Participation in these interviews is entirely voluntary. You are free to decline to participate, to end your participation at any time and for any reason, or to refuse to answer any particular question. However, we hope that you will choose to contribute as we believe this study can benefit your community and other communities in Panama.

All your answers will be kept confidential. Only the researchers working on the study and those responsible for its supervision will have access to the information you provide. The information you provide to the interviewer will be kept strictly confidential. The names of household members and any other identifying information will be accessible only to the researchers. Your answers will be numbered and the code linking that number to your name will be stored in a separate, encrypted file. Personal data will not be shared with third parties. Your information will be used to produce statistics for a large population covering 4 provinces. These results will be published through the ILO and the Ministry of Labour and Labour Development (MITRADEL). Your opinions are very important to us and to our research.

If you have any questions or concerns about the study, please do not hesitate to contact the survey team leader [Name]

Sample identification

No. of the farm in the sample	
Type of farm	☐ 1 Sugar Mill ☐ 2 Settler ☐ 3 Independent Producer
Interviewed	Informant
Adult line no:	Informant's line no:
Age:	
Name:	

Identification of the farm

	Name	Code
No. of farms in the sample		
Coordinates		
Province		
District		
Corregimiento		
Community		
Other indications		

Interviewee				Informant
Adult line no.				No. of informant's line ____
Age.....				____
Name _____				
Interview visits				
	1	2	3	Final visit
Date	__/__/__	__/__/__	__/__/__	Day.....
Interviewer's name	_____	_____	_____	Month.....
Start time (about 24h)	__:__	__:__	__:__	Year.....
End time (about 24h)	__:__	__:__	__:__	Outcome of the visit
Outcome of the visit:	____	____	____	Complete 1
Complete 1				Incomplete 2
Incomplete 2				Absent 3
Absent 3				Rejection 4
Rejection 4				Other: specify 5
Other: specify 5				
				Total number of visits.....
Name of interviewer: _____ Interviewer code: _____				
Supervisor's name: _____ Supervisor's code: _____				
Date of supervision (dd/mm/yy): __/__/__				

Module 1: Characteristics of temporary housing

1.1. Do you currently stay in a dwelling other than your permanent home during your activity as a cane worker?

1. Yes (continue) ☐
2. No (go to module 2) ☐

1.2. What type of housing do you stay in while working as a cutter on this farm? If the interview is in temporary or accessible housing, interviewer, observe and answer: What is the type of this housing?

- | | |
|--|--|
| 1. Detached house ☐ | 6. Barracks ☐ |
| 2. Flat ☐ | 7. Premises not intended for habitation ☐ |
| 3. Duplex dwelling ☐ | 8. Housing under construction ☐ |
| 4. Row housing ☐ | 9. Shared dwelling with business/farm ☐ |
| 5. Piece in quarter or back ☐ | 10. Other (specify) ☐ _____ |

1.3. Is this dwelling...?

- | | |
|--|--|
| 1. Owned and fully paid for ☐ | 5. Rented by the sugar mill ☐ |
| 2. Loaned or lent free of charge by contractors ☐ | 6. Rented by settlers ☐ |
| 3. Owned and still paying for it ☐ | 7. Rented by contractors ☐ |
| 4. Given or borrowed free of charge by settlers ☐ | |

1.4. Who owns the land on which this house is built?

- | | |
|--|---|
| 1. The home ☐ | 4. Sugar company ☐ |
| 2. A relative ☐ | 5. The settler ☐ |
| 3. The state (government, municipality) ☐ | 6. Don't know ☐ |

1.5. What is the predominant building material in the walls of this dwelling?

- | | |
|---|---|
| 1. Block or concrete ☐ | 4. Zinc ☐ |
| 2. Wood ☐ | 5. Cardboard, plywood or waste materials ☐ |
| 3. Fibrolite ☐ | 6. Other material (please specify) ☐ |

1.6. What is the predominant roofing material in this house?

- | | |
|--------------------------------------|--|
| 1. Concrete ☐ | 4. Palm ☐ |
| 2. Zinc ☐ | 5. Other (please specify) ☐ _____ |
| 3. Tile ☐ | |

1.7. What is the predominant construction material in the floor of this dwelling?

- | | |
|--------------------------------------|--|
| 1. Marble ☐ | 5. Wood ☐ |
| 2. Mosaic ☐ | 6. Land ☐ |
| 3. Ceramics ☐ | 7. Other material ☐ _____ |
| 4. Cement ☐ | |

1.8. How many rooms in total does this house have, not counting bathrooms, kitchen, corridors and garage?

- | | |
|------------------------------------|---|
| 1. 1 to 2 ☐ | 3. 5 or more ☐ |
| 2. 3 to 4 ☐ | 4. None of the above ☐ |

1.9. How many bedrooms in this household?

- | | |
|------------------------------------|---|
| 1. 1 to 2 ☐ | 3. 5 or more ☐ |
| 2. 3 to 4 ☐ | 4. None of the above ☐ |

1.10. What is the main fuel used in this household for cooking?

- | | |
|---|--|
| 1. Propane gas ☐ | 4. Electricity ☐ |
| 2. Coal ☐ | 5. They don't cook ☐ |
| 3. Firewood ☐ | 6. Other (please specify) ☐ _____ |

1.11. Where does the water used in this household for drinking come from?

- | | |
|--|--|
| 1. From the aqueduct ☐ | 4. Rainy ☐ |
| 2. From spring, river, stream ☐ | 5. Bottled (processed) ☐ |
| 3. Of well ☐ | 6. Other (please specify) ☐ _____ |

1.12. Where does the water used in this household for washing, washing up, bathing and cooking come from?

- | | |
|--|--|
| 1. From the aqueduct ☐ | 4. Rainy ☐ |
| 2. From spring, river, stream ☐ | 5. Bottled (processed) ☐ |
| 3. Of well ☐ | 6. Other (please specify) ☐ _____ |

1.13. What type of toilet is used in this household?

- | | |
|--|---|
| 1. Toilet ☐ | 4. Latrine without a lid ☐ |
| 2. Lidded latrine ☐ | 5. No toilet facilities ☐ |

1.14. In this household, the health service...

- | | |
|--|--|
| 1. Used only by people in the household ☐ | 2. Shared with other households ☐ |
|--|--|

1.15. What is the main type of lighting used in this dwelling?

- | | |
|---|--|
| 1. Electricity from public power lines ☐ | 5. Solar panels ☐ |
| 2. Propane gas lamp ☐ | 6. Candles ☐ |
| 3. Paraffin gas lamp ☐ | 7. Other lighting (specify) ☐ _____ |
| 4. Own plant electricity.... ☐ | |

1.16. Which of the following items do you have in this household?

- | | Yes | No | | Yes | No |
|----------------------------|----------------------------|----------------------------|------------------------|----------------------------|----------------------------|
| 1. Radio | ☐ 1 | ☐ 2 | 11. Computer | ☐ 1 | ☐ 2 |
| 2. Refrigerator | ☐ 1 | ☐ 2 | 12. Video game console | ☐ 1 | ☐ 2 |
| 3. Fan | ☐ 1 | ☐ 2 | 13. Electric iron | ☐ 1 | ☐ 2 |
| 4. Music equipment | ☐ 1 | ☐ 2 | 14. Water heater | ☐ 1 | ☐ 2 |
| 5. Cooker | ☐ 1 | ☐ 2 | 15. Power plant | ☐ 1 | ☐ 2 |
| 6. Clothes washing machine | ☐ 1 | ☐ 2 | 16. Microwave oven | ☐ 1 | ☐ 2 |
| 7. Air conditioning | ☐ 1 | ☐ 2 | 17. Water pump | ☐ 1 | ☐ 2 |

- | | | | | | |
|----------------|----------------------------|----------------------------|-----------------------------|----------------------------|----------------------------|
| 8. Television | ☐ 1 | ☐ 2 | 18. Trolley for private use | ☐ 1 | ☐ 2 |
| 9. Own parable | ☐ 1 | ☐ 2 | 19. Work trolley | ☐ 1 | ☐ 2 |
| 10. Telephone | ☐ 1 | ☐ 2 | | | |

Module 2: Characteristics of permanent housing

2.17. What is the type of this dwelling? *If the interview is in the PERMANENT dwelling or the dwelling is accessible, interviewer, observe and respond*

If not, apply the question In what type of housing does your household stay?

- | | |
|--|--|
| 1. Independent housing ☐ | 6. Barracks ☐ |
| 2. Flat ☐ | 7. Premises not intended for habitation ☐ |
| 3. Duplex dwelling ☐ | 8. Housing under construction ☐ |
| 4. Row housing ☐ | 9. Shared dwelling with business/farm ☐ |
| 5. Piece in quarter or back ☐ | 10. Other (please specify) ☐ _____ |

2.18. Is this dwelling...?

- | | |
|---|---|
| 1. Owned and fully paid for ☐ | 4. Own and still paying for it ☐ |
| 2. Loaned or lent by the company ☐ | 5. Loaned or lent by others ☐ |
| 3. Rented ☐ (go to 3.4) | |

2.19. Who is the owner of the plot of land on which the dwelling is built?

- | | |
|--|--|
| 1. The home ☐ | 4. Other person or entity ☐ _____ |
| 2. A relative ☐ | 5. Don't know ☐ |
| 3. The state (government, city council) ☐ | |

2.20. What is the predominant construction material in the walls of the dwelling?

- | | |
|---|---|
| 1. Block or concrete ☐ | 5. Zinc ☐ |
| 2. Wood ☐ | 6. Yagua ☐ |
| 3. Palm board ☐ | 7. Cardboard, plywood or waste materials ☐ |
| 4. Tejamanil ☐ | 8. Other material ☐ _____ |

2.21. What is the predominant roofing material in this house?

- | | |
|---|--|
| 1. Concrete ☐ | 4. Yagua ☐ |
| 2. Zinc ☐ | 5. Cana ☐ |
| 3. Asbestos cement ☐ | 6. Other material ☐ _____ |

2.22. What is the predominant construction material in the floor of this dwelling?

- | | |
|--------------------------------------|--|
| 1. Marble ☐ | 5. Wood ☐ |
| 2. Mosaic ☐ | 6. Land ☐ |
| 3. Ceramics ☐ | 7. Other material ☐ _____ |
| 4. Cement ☐ | |

2.23. How many rooms in total does this house have, not counting bathrooms, kitchen, corridors and garage?

- | | |
|------------------------------------|---|
| 1. 1 to 2 ☐ | 3. 5 or more ☐ |
| 2. 3 to 4 ☐ | 4. None of the above ☐ |

2.24. How many bedrooms in this household?

- | | |
|------------------------------------|---|
| 1. 1 to 2 ☐ | 3. 5 or more ☐ |
| 2. 3 to 4 ☐ | 4. None of the above ☐ |

2.25. What is the main fuel used in this household for cooking?

- | | |
|---|--|
| 1. Propane gas ☐ | 4. Electricity ☐ |
| 2. Coal ☐ | 5. They don't cook ☐ |
| 3. Firewood ☐ | 6. Other (please specify) ☐ _____ |

2.26. Where does the water used in this household for drinking come from?

- | | |
|--|--|
| 1. From the aqueduct ☐ | 4. Rainy ☐ |
| 2. From spring, river, stream ☐ | 5. Bottled (processed) ☐ |
| 3. Of well ☐ | 6. Other (please specify) ☐ _____ |

2.27. Where does the water used in this household for washing, washing up, bathing and cooking come from?

- | | |
|--|--|
| 1. From the aqueduct ☐ | 4. Rainy ☐ |
| 2. From spring, river, stream ☐ | 5. Bottled (processed) ☐ |
| 3. Of well ☐ | 6. Other (please specify) ☐ _____ |

2.28. What type of toilet is used in this household?

- | | |
|--|---|
| 1. Toilet ☐ | 3. Latrine without a lid ☐ |
| 2. Lidded latrine ☐ | 4. No toilet facilities ☐ (skip to 3.14) |

2.29. In this household, the health service...

- | | |
|--|--|
| 1. Used only by people in the household ☐ | 2. Shared with other households ☐ |
|--|--|

2.30. What is the main type of lighting used in this household?

- | | |
|---|---|
| 1. Electricity from public power lines ☐ | 5. Solar panels ☐ |
| 2. Propane gas lamp ☐ | 6. Candles ☐ |
| 3. Paraffin gas lamp ☐ | 7. Other lighting (please specify) ☐ _____ |
| 4. Own plant electricity ☐ | |

2.31. How is rubbish disposed of in this household?

- | | |
|---|---|
| 1. It is collected by the municipality ☐ | 5. Dumped in a yard, on a plot of land, in the street. ☐ |
| 2. It is collected by a private company ☐ | 6. Dumped in a gully, river, stream, ditch, etc. ☐ |
| 3. Picked up by a tricycle or wheelbarrow operator ☐ | 7. Another way ☐ _____ |
| 4. They burn it ☐ | |

2.32. Which of the following items do you have in this household?

- | | Yes | No | | Yes | No |
|-----------------|----------------------------|----------------------------|------------------------|----------------------------|----------------------------|
| 1. Radio | ☐ 1 | ☐ 2 | 11. Computer | ☐ 1 | ☐ 2 |
| 2. Refrigerator | ☐ 1 | ☐ 2 | 12. Video game console | ☐ 1 | ☐ 2 |
| 3. Fan | ☐ 1 | ☐ 2 | 13. Electric iron | ☐ 1 | ☐ 2 |

4. Music equipment	☐ 1	☐ 2	14. Water heater	☐ 1	☐ 2
5. Cooker	☐ 1	☐ 2	15. Power plant	☐ 1	☐ 2
6. Clothes washing machine	☐ 1	☐ 2	16. Microwave oven	☐ 1	☐ 2
7. Air conditioning	☐ 1	☐ 2	17. Water pump	☐ 1	☐ 2
8. Television	☐ 1	☐ 2	18. Trolley for private use	☐ 1	☐ 2
9. Own satellite dish	☐ 1	☐ 2	19. Work trolley	☐ 1	☐ 2
10. Telephone	☐ 1	☐ 2			

2.33. Of the following environmental hazards or sources of pollution, please tell me which ones this dwelling is exposed to. Is it close to or exposed to?

	Yes	No		Yes	No
1. A river	☐ 1	☐ 2	7. Gas filling machine	☐ 1	☐ 2
2. A ravine	☐ 1	☐ 2	8. Petrol station	☐ 1	☐ 2
3. Standing water	☐ 1	☐ 2	9. Factory or industrial fumes or gases	☐ 1	☐ 2
4. Accumulation of rubbish	☐ 1	☐ 2	10. Factory, industrial or workshop noise	☐ 1	☐ 2
5. Contaminated water	☐ 1	☐ 2	11. Noise and smoke from power plant	☐ 1	☐ 2
6. Pigsty or farm	☐ 1	☐ 2	12. Other risk _____	☐ 1	☐ 2

[illegible]

[illegible]

#	3.34 What is the main occupation or trade you do or did (NAME) 01 Carpentry - 02 Warehousing - 03 Mechanics - 04 Welding - 05 Hairdressing - 06 Masonry - 07 Beauty - 08 Electrician - 09 Cooking - 10 Caring for people - 11 Farming - 12 Livestock - 13 Transport - 14 Buying and selling - 15 Welding - 16 Hairdressing - 17 Bricklaying - 18 Beauty - 19 Electrician - 20 Cooking - 21 Caring for people - 22 Agriculture - 23 Livestock - 24 Transport - 25 Buying and selling food and supplies - 26 Bakery - 27 Handicraft - 28 Fishing - 29 Repair and maintenance - 30 Mining / quarrying - 31 Cutting - 32 Sowing - 33 Fumigation - 34 Irrigation - 35 Other (specify)	3.35 Describe what specific tasks (NAME) usually performs at work 01 Cutting cane 02 Chopping cane 03 Binding cane 04 Carrying cane 05 Loading trucks 06 Handling baggage 07 Carrying water or food to relatives 08 Making furrows for planting 09 Planting 10 Fumigating 11 Driving cane trucks 12 Other (specify)	3.36 What does the company, business or institution in which (NAME) has its main occupation or job 01 Manufacturing - 02 Electricity / water / gas - 03 Construction - 04 Financial / insurance / real estate services - 05 Personal services (maintenance, maid, beauty parlour) - 06 Education - 07 Health - 08 Public administration - 09 Professional / scientific / technical activities - 10 Public security (security guard, police, military) - 11 Sugar production - 12 Alcohol production - 13 Other (specify)	3.37 In this job (NAME) was or is 01 Salaried employee - 02 Employer or employer - 03 Family worker or not, without pay or profit - 04 Self-employed professional - 05 Self-employed non-professional - Other (please specify)	3.38 How many hours per week does (NAME) work or did (NAME) work in their main job 01 less than 20h - 02 20h - 03 40h - 04 more than 50h	3.39 How many days a week does (NAME) work or did (NAME) work in their main job 01 less than 4 days - 02 5 days - 03 6 days - 04 7 days	3.40 How many people, including the owner, work at the place where you worked? 00 NS/ NR - 99 Not applicable	3.41 (NAME)'s main job is/was 01 permanent - 02 temporary - 03 fixed-term - 04 product-based - 00 NS/ NR - 99 Not applicable
1.								
2.								
3.								
4.								
5.								

[illegible]

Section: Economic activities sugarcane

Module 4: Economic activities in cultivation and related activities

4.1. In which Province, District and Corregimiento is the farm or land where you work or have worked in sugarcane production located?

1. Province
2. District
3. Corregimiento

4.2. At what age did you start working in sugarcane cultivation?

Age														
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18 and over
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ 13	☐ 14	☐ 15

4.3. What is the total size or surface area of the farm or land where you work?

1. Extension
2. Unit of measurement

4.4. Who is the boss?

- | | |
|---|---|
| 1. A member of your household ☐ | 5. Farmers' association, collective or cooperative ☐ |
| 2. Yourself ☐ | 6. A decanter ☐ |
| 2. A member of another household ☐ | 7. Other (specify) ☐ _____ |
| 4. A sugar mill ☐ | |

4.5. Is the land or farm where you work...?

- | | |
|---|--|
| 1. Own with title ☐ | 3. Ownership by a family member ☐ |
| 2. Own without title ☐ | 4. From a non-relative ☐ |

4.6. Approximately how many people including the owner work there in the harvest season?

4.7. Besides sugarcane, what kind of crops are grown or harvested on that farm or land?

- | | |
|--|--|
| 1. Sugarcane only ☐ | 2. Rice ☐ |
| 3. Alcohol ☐ | 4. Banana ☐ |
| 5. Pineapple ☐ | 6. Other (please specify) ☐ |
| 7. Tomato ☐ | |

4.8. How much of the sugarcane production harvested on that farm or land goes to

	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	Don't know
1.Sale to a mill	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Sale to third parties (associations or cooperatives)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3.Processing in own mill / mill or in partnership with others	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

4.9. How do you usually commute from your home to your workplace?

- | | |
|--|--|
| 1. By bus ☐ | 5. Transport of the company ☐ |
| 2. By bicycle ☐ | 6. Auto ☐ |
| 3. Walking ☐ | 7. Truck ☐ |
| 4. Horse ☐ | 8. Other (specify) ☐ ----- |

4.10. Where do you do your main work most of the day?

- | | |
|---|--|
| 1. Outdoors ☐ | 4. Closed premises ☐ |
| 2. In the cab of a vehicle (tractor) ☐ | 5. Other (please specify) ☐ ----- |
| 3. Semi-enclosed premises ☐ | |

4.11. On the farm or land, what kind of crops do you grow?

If there is more than one, start with the type to which you devote the most hours per week.

	None	1 hour	2 hours	3 hours	More than 5 hours	All day
1. Sugarcane	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
2. Melon	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
3. Rice	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
4. Tomato	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
5. Banana	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
6. Pineapple	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
7. Other (please specify)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

4.12. Describe what specific tasks you usually carry out in relation to sugarcane.

	Yes	No
1. Cutting Cane	☐ 1	☐ 2
2. Cane Chopping	☐ 1	☐ 2
3. Handle / Tie Reed	☐ 1	☐ 2
4. Carrying Cane	☐ 1	☐ 2
5. Loading Trucks	☐ 1	☐ 2
6. Bagasse handling	☐ 1	☐ 2
7. Bring Water/Food To Relatives	☐ 1	☐ 2
8. Making furrows for sowing	☐ 1	☐ 2
9. Sow	☐ 1	☐ 2
10. Fumigate	☐ 1	☐ 2
11. Driving Cane Trucks	☐ 1	☐ 2
12. Other (Specify)	☐ 1	☐ 2

4.13. What days of the week and how much time do you spend on sugarcane work?

	None	1 hour	2 hours	3 hours	More than 5 hours	All day
1. Monday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
2. Tuesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
3. Wednesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
4. Thursday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
5. Friday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
6. Saturday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
7. Sunday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

4.14. In the last 12 months, have you worked in sugarcane in the month of...?

	Yes	No
1. January	☐ 1	☐ 2
2. February	☐ 1	☐ 2
3. March	☐ 1	☐ 2
4. April	☐ 1	☐ 2
5. May	☐ 1	☐ 2
6. June	☐ 1	☐ 2
7. July	☐ 1	☐ 2
8. August	☐ 1	☐ 2
9. September	☐ 1	☐ 2
10. October	☐ 1	☐ 2
11. November	☐ 1	☐ 2
12. December	☐ 1	☐ 2

4.15. What is your usual timetable?

	6 am-7 pm	7 pm-6 am	Mixed day	Rotary	Other timetable
1. Monday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. Tuesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. Wednesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
4. Thursday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
5. Friday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
6. Saturday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
7. Sunday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

4.16. You operate heavy equipment or machines such as

- | | |
|--|--|
| 1. Tractors, excavators or trucks ☐ | 4. Mechanical harvesters or seed drills ☐ |
| 2. Mechanical rakes ☐ | 5. Grinders or other shredding machines ☐ |
| 3. Mechanical harvesters or seed drills ☐ | 6. Other heavy equipment or machinery ☐ |

4.17. In your workplace, have you ever applied, handled, packaged, mixed or been in contact with chemicals such as...?

	Yes	No
1. Pesticide	☐ 1	☐ 2
2. Pesticide	☐ 1	☐ 2
3. Herbicide	☐ 1	☐ 2
4. Rodenticide	☐ 1	☐ 2
5. Fertilisers	☐ 1	☐ 2
6. Others	☐ 1	☐ 2

4.18. What is/are the specific name(s) of these chemicals?

1. _____

2. _____

4.19. In relation to these chemicals, have you ever?

	Yes	No
1. You tampered with them or mixed them up	☐ 1	☐ 2
2. You applied them	☐ 1	☐ 2
3. You carried or transported them	☐ 1	☐ 2
4. Were you present during or after its implementation?	☐ 1	☐ 2
5. Touched or handled the equipment or utensils used for application	☐ 1	☐ 2
6. You had other contact	☐ 1	☐ 2

4.20. In your workplace, do you perform tasks in contact with sources of electrical energies such as...?

	Yes	No
1. Handling motors or other electrical equipment	☐ 1	☐ 2
2. Carry out repairs to electrical equipment	☐ 1	☐ 2
3. Install sockets, switches or other	☐ 1	☐ 2
4. Install electrical cable, switches or other equipment	☐ 1	☐ 2
5. Other: _____	☐ 1	☐ 2

4.21. In your workplace, have you been in contact with...?

	Yes	No
1. Fireworks or explosive material	☐ 1	☐ 2
2. Toxic chemicals	☐ 1	☐ 2
3. Gasoline, diesel and other fuels	☐ 1	☐ 2
4. Solid or liquid waste or scrap	☐ 1	☐ 2

4.22. In your workplace, do you commonly do...?

	Yes	No
1. Very cold	☐ 1	☐ 2
2. Very hot	☐ 1	☐ 2

4.23. In your workplace, have you ever had to...?

	Yes	No
1. Carrying heavy loads (sacks, bundles, cane bundles over 25 pounds).	☐ 1	☐ 2
2. Performing painful or fatiguing postures	☐ 1	☐ 2
3. Pace or speed operations or machine-directed periods	☐ 1	☐ 2

4.24. Is your workplace too noisy?

1. Yes ☐ 2. No ☐

4.25. What is the source of these noises?

1. _____
2. _____

4.26. In your workplace, do you experience vibrations in your hand, arm or whole body?

- ☐ 1. Yes ☐ 2. No

4.27. At your workplace, do you perform tasks in...?

	Yes	No
1. Underground or subsurface locations	☐ 1	☐ 2
2. Dark places	☐ 1	☐ 2
3. Insufficiently ventilated sites	☐ 1	☐ 2
4. Places at heights (above 1.80 m)	☐ 1	☐ 2

4.28. In your workplace do you have access to?

	Yes	No
1. Drinking water	☐ 1	☐ 2
2. Health services	☐ 1	☐ 2

4.29. In your workplace, have you ever done maintenance, cleaning or support work on moving machinery or equipment such as...?

	Yes	No
1. Cane conveyor belts	☐ 1	☐ 2
2. Cane mill	☐ 1	☐ 2
3. Trapiches	☐ 1	☐ 2
4. Other machinery	☐ 1	☐ 2

4.30. Do you use any of the following equipment when you work?

	Yes	No
1. Safety glasses	☐ 1	☐ 2
2. Helmets	☐ 1	☐ 2
3. Earplugs	☐ 1	☐ 2
4. Hat	☐ 1	☐ 2
5. Mask	☐ 1	☐ 2
6. Girdle	☐ 1	☐ 2
7. Gloves	☐ 1	☐ 2
8. Boots	☐ 1	☐ 2
9. Other (specify) _____	☐ 1	☐ 2

4.31. At work, have you experienced situations, such as...?

	Yes	No
1. You have been constantly shouted at	☐ 1	☐ 2
2. You have been repeatedly insulted	☐ 1	☐ 2
3. You have been beaten or physically injured	☐ 1	☐ 2
4. You have been subjected to harassment or abuse	☐ 1	☐ 2
5. You have been banned from leaving the workplace	☐ 1	☐ 2
6. Other (specify) _____	☐ 1	☐ 2

4.32. In your workplace, have you experienced any of these injuries or health problems?

	Yes	No
1. Overexertion injuries (back or neck pain)	☐ 1	☐ 2
2. Cuts, punctures from machetes, knives and other sharp objects.	☐ 1	☐ 2
3. Injuries from machinery or tools (crushing, impact with equipment or machinery).	☐ 1	☐ 2
4. Injuries from vehicle accidents (on the road/travel or during work)	☐ 1	☐ 2
5. Burns	☐ 1	☐ 2
6. Injuries from animal attack/bite (snake, dog)	☐ 1	☐ 2
7. Injuries by projection of particles or pieces of material (blows from stones, branches, pieces of cane, others).	☐ 1	☐ 2
8. Eye injuries	☐ 1	☐ 2
9. Respiratory problems, asphyxia due to exposure to smoke, dust or chemicals (lung problems, asphyxia).	☐ 1	☐ 2
10. Intoxication (nausea, vomiting, diarrhoea)	☐ 1	☐ 2
11. Sunstroke	☐ 1	☐ 2
12. Skin problems (except burns)	☐ 1	☐ 2
13. Recurrent muscle, ligament, joint and joint pains	☐ 1	☐ 2
14. Fractures, strains, sprains	☐ 1	☐ 2
15. Hearing problems (ear pain, hearing loss)	☐ 1	☐ 2
16. Fainting or loss of consciousness	☐ 1	☐ 2
17. Loss of limb	☐ 1	☐ 2
18. Other type of injury _____	☐ 1	☐ 2

4.33. How often have you experienced such a health problem?

1. Frequent ☐
2. Infrequent ☐
3. Never ☐
4. Not applicable ☐

4.34. Where did you receive treatment?

- 1. Public health service (health post or centre, CSS) ☐
- 2. Curandero (traditional healer) ☐
- 3. In the workplace ☐
- 4. Private medical practice ☐
- 5. Pharmacy ☐
- 6. Health promoter ☐
- 7. Family ☐
- 8. Did not receive treatment ☐
- 9. Another ☐ _____
- 99. Not applicable ☐

4.35. How serious was the health problem?

- 1. No medical treatment was required ☐
- 2. Required medical treatment and was discharged immediately. ☐
- 3. Was hospitalized ☐
- 4. Temporarily stopped working or studying ☐
- 5. Prevented you from working or studying permanently ☐
- 6. Another ☐ _____
- 99. Not applicable ☐

4.36. Who paid for the treatment?

- | | |
|---|---|
| 1. Social security ☐ | 5. Private insurance ☐ |
| 2. Employer (settlers, millers, contractor, association) ☐ | 6. Other ☐ _____ |
| 3. Parents or guardians ☐ | 7. Not applicable ☐ |
| 4. The same ☐ | |

4.37. Why did you not receive care in treatment?

- | | |
|--|--|
| 1. Had no money ☐ | 4. Self-medicine ☐ |
| 2. Did not give it any importance at the time ☐ | 5. Not applicable ☐ |
| 3. I had no way to go to the doctor ☐ | |

Module 5: Employment relationship and wages**5.1. In the last 12 months, has this permanent dwelling or your property been affected by any disaster caused by a natural phenomenon such as...?**

- | | Yes | No | | Yes | No |
|---------------------------------------|----------------------------|----------------------------|-------------------------------|----------------------------|----------------------------|
| 1. Storm, hurricane or river flooding | ☐ 1 | ☐ 2 | 4. Forest fires | ☐ 1 | ☐ 2 |
| 2. Tornado | ☐ 1 | ☐ 2 | 5. Another natural phenomenon | ☐ 1 | ☐ 2 |
| 3. Drought | ☐ 1 | ☐ 2 | 6. Landslide or landslide | ☐ 1 | ☐ 2 |

5.2. In the last five (5) years, has your permanent household benefited from programmes such as:

- | | Yes | No | | Yes | No |
|---------------------------------------|----------------------------|----------------------------|------------------------------------|----------------------------|----------------------------|
| 1. Guardian Angel | ☐ 1 | ☐ 2 | 8. Family food voucher (SENAPAN) | ☐ 1 | ☐ 2 |
| 2. Literacy | ☐ 1 | ☐ 2 | 9. Roof of Hope | ☐ 1 | ☐ 2 |
| 3. 120 at 65 | ☐ 1 | ☐ 2 | 10. School feeding | ☐ 1 | ☐ 2 |
| 4. Universal Scholarship | ☐ 1 | ☐ 2 | 11. Food Supplements (MINSa) | ☐ 1 | ☐ 2 |
| 5. Opportunities Network | ☐ 1 | ☐ 2 | 12. Child Labour Eradication Grant | ☐ 1 | ☐ 2 |
| 6. Scholarship from a private company | ☐ 1 | ☐ 2 | 13. Other (specify) _____ | ☐ 1 | ☐ 2 |
| 7. IFARHU Scholarship | ☐ 1 | ☐ 2 | | | |

5.3. In the last 12 months, has your household income decreased due to specific household problems such as...?

	Yes	No		Yes	No
1. Loss of employment of a member	☐ 1	☐ 2	6. Fire in the home, business, etc.	☐ 1	☐ 2
2. Bankruptcy of a family business	☐ 1	☐ 2	7. Loss of cash support	☐ 1	☐ 2
3. Serious illness or accident of a member	☐ 1	☐ 2	8. Crop failure	☐ 1	☐ 2
of the working household	☐ 1	☐ 2	9. Loss of livestock	☐ 1	☐ 2
4. Death of a working household member	☐ 1	☐ 2	10. Another problem	☐ 1	☐ 2
5. Departure of head of household	☐ 1	☐ 2	-----		

5.4. Could you please indicate the monthly income of your household?

	Yes	No		Yes	No
1. Less than 300.00	☐ 1	☐ 2	4. From 701.00 to 900.00	☐ 1	☐ 2
2. From 301.00 to 500.00	☐ 1	☐ 2	5. From 901.00 to 1,100.00	☐ 1	☐ 2
3. From 501.00 to 700.00	☐ 1	☐ 2	6. More than 1,101.00	☐ 1	☐ 2

5.5. Could you please indicate how much is the estimated monthly expenditure of your household?

	Yes	No		Yes	No
1. Less than 300.00	☐ 1	☐ 2	4. From 701.00 to 900.00	☐ 1	☐ 2
2. From 301.00 to 500.00	☐ 1	☐ 2	5. From 901.00 to 1,100.00	☐ 1	☐ 2
3. From 501.00 to 700.00	☐ 1	☐ 2	6. More than 1,101.00	☐ 1	☐ 2

5.6. Who do you work for?

- | | |
|---|--|
| 1. Parents or relatives in your own household ☐ | 7. Employer or owner ☐ |
| 2. Relatives or persons from another household ☐ | 8. Member of a production cooperative ☐ |
| 3. Family friends ☐ | 9. Licorera |
| 4. Own account ☐ | 10. Contractor |
| 5. A settler ☐ | 11. Private enterprise |
| 6. A sugar mill ☐ | |

5.7. Which of the following positions best describes your work situation in your job?

- | | |
|--|---|
| 1. Boss or employer ☐ | 5. Domestic worker in another household with pay ☐ |
| 2. Self-employed (yourself / a) ☐ | 6. Unpaid domestic worker in another household ☐ |
| 3. Employee ☐ | 7. Worker's assistant ☐ |
| 4. Unpaid worker ☐ | 8. Other (explain) ☐ _____ |

5.8. Are you an employee...?

1. Permanent ☐
2. By defined contract ☐
3. Without contract ☐

5.9. What is the duration of the contract or agreement?

1. Less than 12 months ☐
2. From 12 to 36 months ☐
3. More than 36 months ☐
4. Don't know ☐

5.10. For your work, did you receive or did you receive payment in money?

1. Yes ☐
2. No ☐
3. Don't know ☐

5.11. Which of the following benefits are or were offered by the employer?

- | | |
|---|---|
| 1. Social Security (health, pension) ☐ | 9. Subsidized food ☐ |
| 2. Paid leave ☐ | 10. Subsidized transport ☐ |
| 3. Paid incapacity ☐ | 11. Free transport ☐ |
| 4. Benefits or bonuses (frequent) ☐ | 12. Subsidized accommodation ☐ |
| 5. Free uniform ☐ | 13. Free accommodation ☐ |
| 6. Social Security (health, pension) ☐ | 14. Regular transportation to visit family in the community of origin. ☐ |
| 7. Subsidized uniform ☐ | 15. None ☐ |
| 8. Free food ☐ | 16. Other ☐ _____ |

1. Per diem or per day ☐
2. Per work carried out ☐
3. Per hour ☐
4. Fixed salary or wage ☐
5. Tipping ☐
6. Only what your business leaves ☐
7. Commission only ☐
8. Commission and basic salary ☐
9. For consultancy or honoraria ☐
10. Other (specify) ☐ _____

1. On a daily basis ☐ 4. Every month ☐
2. Every week ☐ 5. Another period ☐ _____
3. Every 15 days ☐

1. Less than 100.00	2. From 101.00 to 300.00	3. From 301.00 to 500.00	4. From 501.00 to 700.00	5. More than 701.00
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

1. Yes ☐ 2. No ☐ 3. No answer ☐

1. Less than 100.00	2. From 101.00 to 300.00	3. From 301.00 to 500.00	4. From 501.00 to 700.00	5. More than 701.00
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

1. Yes ☐ 2. No ☐ 3. Don't know ☐

[illegible]

Child questionnaire

Survey ID _____

Section 1: Socio-demographic questionnaire

Hello, my name is ___. I am a field SURVEYOR for a study commissioned by the International Labour Organization (ILO). We are conducting a survey on the working and socio-economic conditions of families working in sugarcane. I will ask you questions about the work, educational status of you and your family. Your participation is voluntary. You may refuse to answer questions as you see fit, and all information provided will be kept strictly confidential. Your name will be replaced with an identification number, and the data will be stored anonymously. PLEASE READ LETTER OF INFORMED CONSENT.

Sample identification

No. of farms in the sample

Type of farm

- ☐ 1 Sugar Mill
☐ 2 Settler
☐ 3 Independent Producer

Interviewed

Informant

Adult line no:

Informant's line no:

Age:

Name:

Identification of the farm

	Name	Code
--	------	------

No. of farms in the sample

Coordinates

Province

District

Corregimiento

Community

Other indications

Interviewee				Informant
Adult line no.				No. of informant's line ..
Age.....				—
Number				
Interview visits				
	1	2	3	Final visit
Date				Day..... — —
Interviewer's name	__ / __ / __	__ / __ / __	__ / __ / __	Month..... — —
Start time (about 24h)	__ : __	__ : __	__ : __	Year..... — —
End time (about 24h)	__ : __	__ : __	__ : __	Outcome of the visit
Outcome of the visit:				Complete 1
Complete 1				Incomplete 2
Incomplete 2				Absent 3
Absent 3				Rejection 4
Rejection 4				Other: specify 5
Other: specify 5				
Name of interviewer:				Total number of visits..... —
Supervisor's name:				
Date of supervision (dd/mm/yy): __ / __ / __				

Section: Socio-demographic questionnaire

Module 1: Educational characteristics

1.1. Can you read and write?

1. Yes ☐ 2. No ☐

1.2. Have you ever been to school or college?

1. Yes ☐ 2. No ☐

1.3. Why did you never go to school or college?

- | | |
|--|---|
| 1. Not of school age ☐ | 9. No birth certificate ☐ |
| 2. Disability/illness ☐ | 10. No interest in school ☐ |
| 3. No school ☐ | 11. To learn a trade ☐ |
| 4. School is far away ☐ | 12. To work ☐ |
| 5. No transport ☐ | 13. To do household chores ☐ |

6. No teacher ☐14. Due to change of residence ☐7. No space in the school ☐15. Other reason ☐8. Can't pay / Didn't have money ☐99. Not applicable ☐**1.4. Are you currently attending school or college?**1. Yes ☐2. No ☐**1.5. What is the highest year and level you have passed?**

Pre	Kin	1	2	3	4	5	6	7	8	9	10	11	12	Not Applicable
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ 13	☐ 14	☐ 99

1.6. At what age did you leave school? Age:

4	5	6	7	8	9	10	11	12	13	14	15	16	17	Not Applicable
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ 13	☐ 14	☐ 99

1.7. Why did you leave school or college?1. Not of school age ☐9. No birth certificate ☐2. Disability/illness ☐10. No interest in school ☐3. No school ☐11. To learn a trade ☐4. School is far away ☐12. To work ☐5. No transport ☐13. To do household chores ☐6. No teacher ☐14. Due to change of residence ☐7. No space in the school ☐15. Other reason ☐8. Can't pay / Didn't have money ☐99. Not applicable ☐**1.8. What year and level are you attending this school year?**

Pre	Kin	1	2	3	4	5	6	7	8	9	10	11	12	Not Applicable
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ 13	☐ 14	☐ 99

1.9. How many hours a day do you spend time doing homework or studying for classes?

1. Less than 1 hour ☐ 3. 2 hours ☐ 5. More than 3 hours ☐
2. 1 hour ☐ 4. 3 hours ☐ 6. None of the above ☐

1.10. Have you missed any classes in the last week?

1. Yes ☐ 2. No ☐

1.11. How many days have you missed in the last week?

1. 1 day ☐ 3. 3 days ☐ 5. all week ☐
2. 2 days ☐ 4. 4 days ☐ 99. Not applicable ☐

1.12. Why did you miss school?

1. School holidays ☐ 5. Working with the family ☐ 9. Other reason ☐
2. Teacher's non-attendance ☐ 6. Search for employment ☐ 99. Not applicable ☐
3. Bad weather ☐ 7. Helping with household chores ☐
4. Work ☐ 8. Illness / injury ☐

1.13. At what age did you start going to primary school? Age:

4	5	6	7	8	9	10	11	12	13	14	15	16	17
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ 13	☐ 14

1.14. Have you ever failed or repeated a grade or year in school or college?

1. Yes ☐ 2. No ☐ 99. Not applicable ☐

1.15. How many times have you failed or repeated a grade or year?

1. 1 time ☐ 3. 3 times ☐ 5. more than 5 times ☐
2. 2 times ☐ 4. 4 times ☐ 99. not applicable ☐

1.16. Why did you fail the grade or year?

1. Health problems ☐ 4. Misconduct ☐ 7. Economic problems ☐
2. Work ☐ 5. Underperformance ☐ 8. Other reason ☐
3. Household chores ☐ 6. Absences ☐ 9. Not applicable ☐

1.17. Have you taken or have you taken a vocational course?

1. Yes ☐ 2. No ☐

1.18. What is the vocational course you are taking or have taken?

- | | |
|--|--|
| 1. Carpentry ☐ | 8. Electrician ☐ |
| 2. Cutting and sewing ☐ | 9. Kitchen ☐ |
| 3. Mechanics ☐ | 10. Care of persons ☐ |
| 4. Welding ☐ | 11. Agriculture ☐ |
| 5. Hairdressing ☐ | 12. Livestock ☐ |
| 6. Masonry ☐ | 13. Other (specify) ☐ |
| 7. Beauty ☐ | or applies ☐ |

Module 2: Domestic chores**2.1. During the last 7 days, did you do any of the following household chores or trades at home?**

- | | Yes | No |
|--|----------------------------|----------------------------|
| 1. Shopping or running errands for the household | ☐ 1 | ☐ 2 |
| 2. Repairing household equipment | ☐ 1 | ☐ 2 |
| 3. Carrying out minor home repairs or maintenance | ☐ 1 | ☐ 2 |
| 4. Cooking | ☐ 1 | ☐ 2 |
| 5. Washing or cleaning dishes, floors or household utensils. | ☐ 1 | ☐ 2 |
| 6. Washing or taking care of clothes | ☐ 1 | ☐ 2 |
| 7. Caring for children, elderly or sick people | ☐ 1 | ☐ 2 |
| 8. Other household chores | ☐ 1 | ☐ 2 |

2.2. Which days of last week and for how long did you spend on household chores?

	None	1 hour	2 hours	3 hours	5 hours	6 hours	More than 7 hours	All day
1. Monday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
2. Tuesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
3. Wednesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
4. Thursday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
5. Friday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
6. Saturday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
7. Sunday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8

2.3. Last week, at what time did you do your chores?

	None	8am-6pm	6pm-10pm	10pm-8am	Other timetable
1. Monday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. Tuesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. Wednesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
4. Thursday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
5. Friday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
6. Saturday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
7. Sunday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

2.4. Do you mainly do household chores...?

	Yes	No
1. Before going to school	☐ 1	☐ 2
2. After school	☐ 1	☐ 2
3. During school hours	☐ 1	☐ 2
4. Before and after classes	☐ 1	☐ 2
5. On weekends	☐ 1	☐ 2
6. Too much heat	☐ 1	☐ 2
7. Other _____	☐ 1	☐ 2

2.5. When you carry out domestic chores in the home, there are...

	Yes	No
1. Excessive dust	☐ 1	☐ 2
2. Fire, gas or flames	☐ 1	☐ 2
3. Too cold or too hot	☐ 1	☐ 2
4. Insufficient ventilation	☐ 1	☐ 2
5. Other _____	☐ 1	☐ 2

2.6. At some point when doing household chores, you have...

	Yes	No	Don't know
1. Handled sharp instruments such as knives, machetes, knives, machetes, machetes and knives.	☐ 1	☐ 2	☐ 3
2. Applied, touched or breathed chemicals such as waxes, glues and detergents.	☐ 1	☐ 2	☐ 3
3. Care of sick people	☐ 1	☐ 2	☐ 3
4. Suffered verbal or physical abuse	☐ 1	☐ 2	☐ 3
5. Suffered other risks to your safety or health (specify)	☐ 1	☐ 2	☐ 3
6. Other _____	☐ 1	☐ 2	☐ 3

Module 3: Characteristics of economic activities**3.1. In the last 7 days, did you do any work for at least 1 hour, not counting household chores?**

1. Yes ☐ 2. No ☐

3.2. In the last 7 days, did you at least perform for 1 hour...?

1. Some activity in sugarcane production in exchange for payment or to help a family member.	☐ 1 (skip to question 4.1)	☐ 2
2. Any type of business for yourself (a)	☐ 1	☐ 2
3. Work for pay excluding domestic chores in your home.	☐ 1	☐ 2
4. Carry water or firewood for use in your home.	☐ 1	☐ 2
5. Manufacture some product for consumption within the household.	☐ 1	☐ 2
6. Unpaid work	☐ 1	☐ 2
7. Working as a domestic employee in exchange for payment, wages or some kind of payment in kind	☐ 1	☐ 2

- | | | |
|--|-----------------------------|----------------------------|
| 8. Helping without being paid in a family business | ☐ 1 | ☐ 2 |
| 9. Carrying out some kind of work on a farm, estate or plot of land | ☐ 1 | ☐ 2 |
| 10. Catching or fishing for fish, shrimps, clams or other animals for home consumption | ☐ 1 | ☐ 2 |
| 11. Major construction or improvement work on your home, land, or family business. | ☐ 1 | ☐ 2 |
| 12. Not applicable | ☐ 99 | |

3.3. Do you have a job, business or other economic or agricultural activity to which you will soon return?

1. Yes ☐ (go to question 3.9) 2. No ☐ (go to question 3.9)

3.4. During the last 7 days, did you look for a job or set up your own business or company?

1. Yes ☐ 2. No ☐ (got to question 3.6)

3.5. What did you mainly do to get a job?

- | | |
|--|--|
| 1. Offering work by visiting the workplace directly ☐ | 4. Make other arrangements or activities to start your own business ☐ |
| 2. Offer your work at home ☐ | 5. Ask for help from acquaintances or relatives ☐ |
| 3. Borrowing money to start your own business ☐ | 6. Place or answer any advertisement ☐ |

3.6. Why didn't you look for a job?

1. You have searched before and cannot find ☐
2. They are looking for a job ☐
3. Wait for a response to a request ☐
4. You are permanently disabled ☐
5. You are temporarily incapacitated ☐
6. Studying ☐
7. Engages in household chores ☐
8. Not enough education or experience ☐
9. Work is seasonal ☐
10. For reasons of age ☐
11. The job you need does not exist ☐
12. Other (specify) ☐ _____

3.7. Would you have taken a job last week if it had been offered to you?

1. Yes ☐ 2. No ☐

3.8. Even if you did not work for the last 7 days, during the last 12 months, did you do any work for at least 1 hour, not including housework?

1. Yes ☐ 2. No ☐

3.9. During the last 12 months, did you do any work for at least 1 hour?

	Yes	No
1. Some activity in sugarcane production in exchange for payment or to help a family member	☐ 1 (go to question 4.1)	☐ 2
2. Any type of business for yourself (a)	☐ 1	☐ 2
3. Work for pay excluding domestic chores in your home	☐ 1	☐ 2
4. Carry water or firewood for use in your home	☐ 1	☐ 2
5. Manufacture some product for consumption within the household	☐ 1	☐ 2
6. Unpaid work	☐ 1	☐ 2
7. Working as a domestic employee in exchange for payment, wages or some kind of payment in kind	☐ 1	☐ 2
8. Helping without being paid in a family business	☐ 1	☐ 2
9. Carrying out some kind of work on farm or plot	☐ 1	☐ 2
10. Catching or fishing for fish, shrimps, clams or other animals for home consumption	☐ 1	☐ 2
11. Major construction or improvement work on your home, land, or family business	☐ 1	☐ 2

3.10. How long did you work at your main job in the last 12 months?

- | | |
|---|---|
| 1. Less than 1 month ☐ | 8. 7 months ☐ |
| 2. 1 month ☐ | 9. 8 months ☐ |
| 3. 2 months ☐ | 10. 9 months ☐ |
| 4. 3 months ☐ | 11. 10 months ☐ |
| 5. 4 months ☐ | 12. 11 months ☐ |
| 6. 5 months ☐ | 13. 12 months ☐ |
| 7. 6 months ☐ | 99. Not applicable ☐ |

3.11. How long has it been since you last worked?

- | | |
|---|---|
| 1. Less than 1 month ☐ | 8. 7 months ☐ |
| 2. 1 month ☐ | 9. 8 months ☐ |
| 3. 2 months ☐ | 10. 9 months ☐ |
| 4. 3 months ☐ | 11. 10 months ☐ |
| 5. 4 months ☐ | 12. 11 months ☐ |
| 6. 5 months ☐ | 13. 12 months ☐ |
| 7. 6 months ☐ | 99. Not applicable ☐ |

3.12. What are the main tasks or functions you performed or perform in that job?

- | | |
|--|--|
| 1. Carpentry ☐ | 13. Transport ☐ |
| 2. Cellar ☐ | 14. Purchase and sale of food and consumables ☐ |
| 3. Mechanics ☐ | 15. Bakery ☐ |
| 4. Welding ☐ | 16. Crafts ☐ |
| 5. Hairdresser ☐ | 17. Fishing ☐ |
| 6. Masonry ☐ | 18. Repair and maintenance ☐ |
| 7. Beauty ☐ | 19. Mining / quarrying ☐ |
| 8. Electrician ☐ | 20. Cut ☐ |
| 9. Kitchen ☐ | 21. Sowing ☐ |
| 10. Care of persons ☐ | 22. Fumigation ☐ |
| 11. Agriculture ☐ | 23. Irrigation ☐ |
| 12. Livestock ☐ | 24. Other (specify) ☐ _____ |

3.13. The company, business, farm or institution where you carried out this work is mainly engaged in:

- | | Yes | No |
|---|----------------------------|----------------------------|
| 1. Agricultural cultivation and production activities. That is, activities related to the planting, tending or harvesting of canes, cereals, fruits, vegetables, flowers and other agricultural products for consumption or sale. | ☐ 1 | ☐ 2 |
| 2. Animal husbandry activities. That is, related to the care, rearing or breeding of non-aquatic animals such as cows, chickens, goats, pigs or bees, for consumption or sale. | ☐ 1 | ☐ 2 |

	Yes	No
3. Activities related to forest care, timber production; collection, cutting and transfer of firewood; charcoal production, or collection of other products from the forest or forest plantations, for consumption or sale.	☐ 1	☐ 2
4. Activities related to the fishing, capture, care or breeding of aquatic plants and animals such as fish, shrimps, crabs, clams, or mussels, for consumption or sale.	☐ 1	☐ 2
5. Activities such as building houses; manufacturing goods; food processing; repairing or washing cars; selling food, drink and other products; transporting people; or private households as employers of domestic staff.	☐ 1	☐ 2
6. Other (specify) _____	☐ 1	☐ 2

3.14. Who do you work or have you worked for?

- | | |
|--|--|
| 1. For parents or relatives in your own household ☐ | 4. For yourself ☐ |
| 2. For family members from another location ☐ | 5. For other people ☐ |
| 3. For friends of the family ☐ | |

3.15. Which of the following positions best describes your work situation in that main job?

- | | |
|--|---|
| 1. Boss or employer ☐ | 5. Domestic worker in another household with pay ☐ |
| 2. Self-employed ☐ | 6. Unpaid domestic worker in another household ☐ |
| 3. Employee ☐ | 7. Worker's assistant ☐ |
| 4. Unpaid worker ☐ | 8. Other (explain) ☐ _____ |

3.16. Where do you or did you do your main job?

- | | |
|---|---|
| 1. On the premises of a company, business, industry ☐ | 8. In a mine or quarry ☐ |
| 2. Inside your own home ☐ | 9. On the streets or roads (itinerant) ☐ |
| 3. At home ☐ | 10. Fixed stall on the street or in the market ☐ |
| 4. In vehicles for the transport of persons or goods ☐ | 11. Sea, lagoon, lake or river ☐ |
| 5. On a farm ☐ | 12. Landfill ☐ |
| 6. At a construction site ☐ | 13. Other (please specify) ☐ _____ |
| 7. In a private home that is not your own ☐ | |

3.17. How long does it take or did it take you to get to your main place of work?

- | | |
|---|---|
| 1. Nothing, works in own housing ☐ | 5. From 1 hour to 1 hour 29 min ☐ |
| 2. From 1 to 14 minutes ☐ | 6. From 1 hour and 30 min to 1 hour and 59 min ☐ |

3. From 15 to 29 minutes ☐

7. More than 2 hours ☐

4. From 30 to 59 minutes ☐

3.18. What days of the week and for how many hours do you usually work?

	None	1 hour	2 hours	3 hours	5 hours	6 hours	More than 7 hours	All day
1. Monday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
2. Tuesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
3. Wednesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
4. Thursday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
5. Friday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
6. Saturday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
7. Sunday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8

3.19. What are/were your usual working hours in your main job?

	None	8am-6pm	6pm-10pm	10pm-6am	Other timetable
1. Monday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. Tuesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. Wednesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
4. Thursday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
5. Friday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
6. Saturday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
7. Sunday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

3.20. Your main job is or used to be your main job...

	Yes	No
1. Before going to school	☐ 1	☐ 2
2. After school	☐ 1	☐ 2
3. During school hours	☐ 1	☐ 2
4. Before and after classes	☐ 1	☐ 2
5. On weekends	☐ 1	☐ 2
6. Other timetable	☐ 1	☐ 2
7. Not applicable	☐ 99	

3.21. In the last 12 months, have you worked in the month of...?

	Yes	No
1. January	☐ 1	☐ 2
2. February	☐ 1	☐ 2
3. March	☐ 1	☐ 2
4. April	☐ 1	☐ 2
5. May	☐ 1	☐ 2
6. June	☐ 1	☐ 2
7. July	☐ 1	☐ 2
8. August	☐ 1	☐ 2
9. September	☐ 1	☐ 2
10. October	☐ 1	☐ 2
11. November	☐ 1	☐ 2
12. December	☐ 1	☐ 2

3.22. What is the main reason why you have not worked every month of the year?

- | | |
|---|---|
| 1. Works only when called or requested for services ☐ | 5. Personal or family reasons ☐ |
| 2. Work is only available during certain times or seasons of the year. ☐ | 6. Terminated, lost, or resigned from your job ☐ |
| 3. For the studies ☐ | 7. Closed or left own business ☐ |
| 4. No need to work all year round ☐ | 8. Other reasons ☐ _____ |

3.23. For your main job do you receive or did you receive a cash payment?

- | | | |
|---------------------------------|--------------------------------|---------------------------------------|
| 1. Yes ☐ | 2. No ☐ | 3. No answer ☐ |
|---------------------------------|--------------------------------|---------------------------------------|

3.24. The form of payment is or was...

- | | |
|--|--|
| 1. Per diem or per day ☐ | 6. Only what your business leaves ☐ |
| 2. Per work carried out ☐ | 7. Commission only ☐ |
| 3. Per hour ☐ | 8. Commission and basic salary ☐ |
| 4. Fixed salary or wage ☐ | 9. Per activity or fee ☐ |
| 5. Tipping ☐ | 10. Other (specify) ☐ _____ |

3.25. How often are you paid or were you paid money for your work?

- | | |
|--|--|
| 1. On a daily basis ☐ | 4. Every month ☐ |
| 2. Every week ☐ | 5. Another period ☐ _____ |
| 3. Every 15 days ☐ | |

3.26. How much money were you paid for...?

	Less than 100.00	From 101.00 to 300.00	From 301.00 to 500.00	From 501.00 to 700.00	More than 701.00
1. That period	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. Per unit produced	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. Service performed	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

3.27. For your main job do you receive or did you receive any payment in kind (clothes, food, merchandise or agricultural goods)?

- | | | |
|---------------------------------|--------------------------------|---------------------------------------|
| 1. Yes ☐ | 2. No ☐ | 3. No answer ☐ |
|---------------------------------|--------------------------------|---------------------------------------|

3.28. How often are you paid or were you paid with these goods (clothes, food, merchandise or agricultural commodities) for your work?

- | | |
|--|--|
| 1. On a daily basis ☐ | 4. Every month ☐ |
| 2. Every week ☐ | 5. Another period ☐ _____ |
| 3. Every 15 days ☐ | |

3.29. How much do you think it costs or you should be paid for

	Less than 100.00	From 101.00 to 300.00	From 301.00 to 500.00	From 501.00 to 700.00	More than 701.00
1. That period	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. Per unit produced	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. Service performed	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

3.30. What do you or did you mainly use or did you mainly use what you earn or used to earn in your job?

- | | |
|---|--|
| 1. School fees ☐ | 4. Savings ☐ |
| 2. Household expenditure ☐ | 5. Others ☐ _____ |
| 3. Personal expenses ☐ | |

3.31. At what age did you first start working?

Age													
4	5	6	7	8	9	10	11	12	13	14	15	16	17
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ 13	☐ 14

3.32. At that time, who decided that you should start working?

- | | |
|--|--|
| 1. Yourself ☐ | 3. Other family members ☐ |
| 2. Your parents ☐ | 4. Other persons ☐ |

3.33. What is the main reason you started working?

- | | |
|--|---|
| 1. Because the household needed your financial contribution ☐ | 8. Because I didn't want to study ☐ |
| 2. Why the household needed your work ☐ | 9. Because there was no school/it was too far away ☐ |
| 3. To pay a debt owed to the intermediary ☐ | 10. Because I couldn't pay for school ☐ |
| 4. To pay a debt owed to the employer ☐ | 11. To pay for school ☐ |
| 5. Was forced by the employer or intermediary ☐ | 12. Because I wanted to work ☐ |
| 6. To have their own income ☐ | 13. Another reason ☐ _____ |
| 7. To gain experience or learn a trade ☐ | |

Go to question 4.17 and complete up to question 4.38

Section: Economic activities sugarcane

Module 4: Economic activities in sugarcane cultivation

4.1. In which Province, District and Corregimiento is the farm or land where you work or have worked in sugarcane production located?

Province	_____
District	_____
Corregimiento	_____

4.2. At what age did you start working in sugarcane cultivation? Age:

4	5	6	7	8	9	10	11	12	13	14	15	16	17
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ 13	☐ 14

4.3. What is the total size or area of the farm or land where you work or worked?

Extension

Unit of measurement

4.4. Who is the boss?

1. A member of your household ☐

5. Farmers' association, collective or cooperative ☐

2. Yourself ☐

6. A decanter ☐

3. A member of another household ☐

7. Other (specify) ☐ _____

4. A sugar mill ☐

4.5. The land where you work is...?

1. Own with title ☐

3. Ownership by a family member ☐

2. Own without title ☐

4. From a non-relative ☐

4.6. Approximately how many people including the owner work there in the harvest season?

4.7. Besides sugarcane, what kind of crops are grown or harvested on that farm or land?

1. Sugarcane only ☐

5. Rice ☐

2. Alcohol ☐

6. Banana ☐

3. Pineapple ☐

7. Other (please specify) ☐ _____

4. Tomato ☐

4.8. How much of the sugarcane production harvested on that farm or land goes to

	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	Don't know
1. Sale to a mill	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Sale to third parties (associations or cooperatives)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Processing in own mill / mill or in partnership with others	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

4.9. How do you usually commute from your home to your workplace?

- | | |
|--|--|
| 1. By bus ☐ | 5. Transport of the company ☐ |
| 2. By bicycle ☐ | 6. Auto ☐ |
| 3. Walking ☐ | 7. Truck ☐ |
| 4. Horse ☐ | 8. Other (specify) ☐ _____ |

4.10. Where do you do your main work most of the day?

- | | |
|---|--|
| 1. Outdoors ☐ | 4. Closed premises ☐ |
| 2. In the cab of a vehicle (tractor) ☐ | 5. Other (please specify) ☐ _____ |
| 3. Semi-enclosed premises ☐ | |

4.11. On the farm or land, what kind of crops do you grow?

If there is more than one, start with the type to which you devote the most hours per week.

	None	1 hour	2 hours	3 hours	5 hours	6 hours	More than 7 hours	All day
1. Sugarcane	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
2. Melon	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
3. Rice	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
4. Tomato	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
5. Banana	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
6. Pineapple	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
7. Other (please specify)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8

4.12. Describe what specific tasks you usually carry out in relation to sugarcane.

	Yes	No
1. Cutting cane	☐ 1	☐ 2
2. Cane chopping	☐ 1	☐ 2
3. Manojear / tie reed	☐ 1	☐ 2
4. Carrying cane	☐ 1	☐ 2
5. Loading trucks	☐ 1	☐ 2
6. Bagasse handling	☐ 1	☐ 2
7. Bring water/food to relatives	☐ 1	☐ 2
8. Making furrows for sowing	☐ 1	☐ 2
9. Sow	☐ 1	☐ 2
10. Fumigate	☐ 1	☐ 2
11. Driving cane trucks	☐ 1	☐ 2
12. Other (specify)	☐ 1	☐ 2

4.13. What days of the week and how much time do you spend on sugarcane work?

	None	1 hour	2 hours	3 hours	5 hours	6 hours	More than 7 hours	All day
1. Monday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
2. Tuesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
3. Wednesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
4. Thursday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
5. Friday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
6. Saturday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8
7. Sunday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8

4.14. In the last 12 months, have you worked in sugarcane in the month of...?

	Yes	No
1. January	☐ 1	☐ 2
2. February	☐ 1	☐ 2
3. March	☐ 1	☐ 2
4. April	☐ 1	☐ 2
5. May	☐ 1	☐ 2

6. June	☐ 1	☐ 2
7. July	☐ 1	☐ 2
8. August	☐ 1	☐ 2
9. September	☐ 1	☐ 2
10. October	☐ 1	☐ 2
11. November	☐ 1	☐ 2
12. December	☐ 1	☐ 2

4.15. What is/was your usual timetable?

	None	8am-6pm	6pm-8am	10pm-6am	Other timetable
1. Monday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
2. Tuesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
3. Wednesday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
4. Thursday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
5. Friday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
6. Saturday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
7. Sunday	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

4.16. Your main job was or was usually performed by...

	Yes	No
1. Before going to school	☐ 1	☐ 2
2. After school	☐ 1	☐ 2
3. During school hours	☐ 1	☐ 2
4. Before and after classes	☐ 1	☐ 2
5. On weekends	☐ 1	☐ 2
6. Other hours _____	☐ 1	☐ 2
7. Not applicable	☐ 99	

4.17. You operate heavy equipment or machines such as

- | | |
|--|--|
| 1. Tractors, excavators or trucks ☐ | 4. Mechanical harvesters or seed drills ☐ |
| 2. Mechanical rakes ☐ | 5. Grinders or other shredding machines ☐ |
| 3. Mechanical harvesters or seed drills ☐ | 6. Other heavy equipment or machinery ☐ |

4.18. In your workplace, have you ever applied, handled, packaged, mixed or been in contact with chemicals such as...?

	Yes	No
1. Pesticide	☐ 1	☐ 2
2. Pesticide	☐ 1	☐ 2
3. Herbicide	☐ 1	☐ 2
4. Rodenticide	☐ 1	☐ 2
5. Fertilisers	☐ 1	☐ 2
6. Others	☐ 1	☐ 2

4.19. What is/are the specific name(s) of these chemicals?

1. _____
2. _____

4.20. In relation to these chemicals, have you ever?

	Yes	No
1. You tampered with them or mixed them up	☐ 1	☐ 2
2. You applied them	☐ 1	☐ 2
3. You carried or transported them	☐ 1	☐ 2
4. Were you present during or after its implementation?	☐ 1	☐ 2
5. Touched or handled the equipment or utensils used for its application	☐ 1	☐ 2
6. You had other contact	☐ 1	☐ 2

4.21. At your workplace, did you perform tasks in contact with sources of electrical energies such as...?

	Yes	No
1. Handling motors or other electrical equipment	☐ 1	☐ 2
2. Carry out repairs to electrical equipment	☐ 1	☐ 2
3. Install sockets, switches or other	☐ 1	☐ 2
4. Install electrical cable, switches or other equipment	☐ 1	☐ 2
5. Other _____	☐ 1	☐ 2

4.22. In your workplace, have you been in contact with...?

	Yes	No
1. Fireworks or explosive material	☐ 1	☐ 2
2. Toxic chemicals	☐ 1	☐ 2
3. Gasoline, diesel and other fuels	☐ 1	☐ 2
4. Solid or liquid waste or scrap	☐ 1	☐ 2

4.23. At your workplace, do you commonly do or did...?

	Yes	No
1. Very cold	☐ 1	☐ 2
2. Very hot	☐ 1	☐ 2

4.24. In your workplace, have you ever had to...?

	Yes	No
1. Carrying heavy loads (sacks, bundles, cane bundles over 25 pounds).	☐ 1	☐ 2
2. Performing painful or fatiguing postures	☐ 1	☐ 2
3. Pace or speed operations or machine-directed periods	☐ 1	☐ 2

4.25. Is or was your workplace very noisy?

1. Yes ☐ 2. No ☐

4.26. What is or was the source of these noises?

1. _____
2. _____

4.27. At your workplace, do you have or did you have vibrations in your hand, arm or whole body?

1. Yes ☐ 2. No ☐

4.28. At your workplace, do you perform or did you perform tasks in...?

	Yes	No
1. Underground or underground sites	☐ 1	☐ 2
2. Dark places	☐ 1	☐ 2
3. Insufficiently ventilated site	☐ 1	☐ 2
4. Places at heights (above 1.80 m)	☐ 1	☐ 2

4.29. In your workplace do you have access to?

	Yes	No
1. Drinking water	☐ 1	☐ 2
2. Health services	☐ 1	☐ 2

4.30. In your workplace, have you ever done maintenance, cleaning or support work on moving machinery or equipment such as...?

	Yes	No
1. Cane conveyor belts	☐ 1	☐ 2
2. Cane mill	☐ 1	☐ 2
3. Trapiches	☐ 1	☐ 2
4. Other machinery _____	☐ 1	☐ 2

4.31. Do you use or did you use any of the following equipment when you work or used to work?

	Yes	No
1. Safety glasses	☐ 1	☐ 2
2. Helmets	☐ 1	☐ 2
3. Earplugs	☐ 1	☐ 2
4. Hat	☐ 1	☐ 2
5. Mask	☐ 1	☐ 2
6. Girdle	☐ 1	☐ 2
7. Gloves	☐ 1	☐ 2
8. Boots	☐ 1	☐ 2
9. Other (specify) _____	☐ 1	☐ 2

4.32. In your workplace, have you experienced situations such as...?

	Yes	No
1. You have been constantly shouted at	☐ 1	☐ 2
2. You have been repeatedly insulted	☐ 1	☐ 2
3. You have been beaten or physically injured	☐ 1	☐ 2
4. You have been subjected to harassment or abuse	☐ 1	☐ 2
5. You have been banned from leaving the workplace	☐ 1	☐ 2
6. Other (specify) _____	☐ 1	☐ 2

4.33. In your workplace, have you experienced any of these injuries or health problems?

	Yes	No
1. Overexertion injuries (back or neck pain)	☐ 1	☐ 2
2. Cuts, punctures from machetes, knives, and other sharp objects.	☐ 1	☐ 2
3. Injuries from machinery or tools (crushing, impact with equipment or machinery).	☐ 1	☐ 2
4. Injuries due to vehicle accidents (on the journey/road or during work)	☐ 1	☐ 2
5. Burn	☐ 1	☐ 2
6. Injuries due to animal attack/bite (snake, dog)	☐ 1	☐ 2
7. Injuries due to projection of particles or pieces of material (blows from stones, branches, pieces of cane, etc.).	☐ 1	☐ 2
8. Eye injuries	☐ 1	☐ 2
9. Respiratory problems, asphyxia due to exposure to smoke, dust or chemicals (lung problems, asphyxia)	☐ 1	☐ 2
10. Intoxication (nausea, vomiting, diarrhoea)	☐ 1	☐ 2
11. Sunshine	☐ 1	☐ 2
12. Skin problems (except for burns)	☐ 1	☐ 2
13. Recurrent muscle, ligament, joint and joint pains	☐ 1	☐ 2
14. Fractures, sprains, strains, sprain	☐ 1	☐ 2
15. Hearing problems (ear pain, hearing loss)	☐ 1	☐ 2
16. Fainting or loss of consciousness	☐ 1	☐ 2
17. Loss of limb	☐ 1	☐ 2
18. Other type of injury _____	☐ 1	☐ 2

4.34. How often have you experienced such a health problem?

- 1. Frequent ☐
- 2. Infrequent ☐
- 3. Never ☐
- 99. Not applicable ☐

4.35. Where did you receive treatment?

- 1. Public health service (health post or centre, CSS) ☐
- 2. Curandero (traditional healer) ☐
- 3. In the workplace ☐
- 4. Private medical practice ☐
- 5. Pharmacy ☐
- 6. Health promoter ☐
- 7. Family ☐
- 8. Did not receive treatment ☐
- 9. Another ☐ _____
- 99. Not applicable ☐

4.36. How serious was the health problem?

- 1. No medical treatment was required ☐
- 2. He required medical treatment and was discharged immediately. ☐
- 3. He was hospitalized ☐
- 4. Temporarily stopped working or studying ☐
- 5. Prevented you from working or studying permanently ☐
- 6. Another ☐ _____
- 99. Not applicable ☐

4.37. Who paid for the treatment?

- 1. Social security ☐
- 2. Employer (settlers, millers, contractor or association) ☐
- 3. Parents or guardians ☐
- 4. The same ☐

5. Private insurance ☐

6. Another ☐ _____

99. Not applicable ☐

4.38. Why did you not receive attention to treatment?

1. Had no money ☐

2. Did not give it any importance at the time ☐

3. I had no way to go to the doctor ☐

4. Self-medicine ☐

99. Not applicable ☐

Module 5: Employment relationship and wages

If child does not work/was not working in sugarcane production (3.2.1 = No (2) and 3.9.1 = No (2)) this module is not completed and end of survey

5.1. Who do you work or have you worked for?

1. Parents or relatives in your own household ☐

2. Relatives or persons from another household ☐

3. Friends of the family ☐

4. Own account ☐

5. A settler ☐

6. A sugar mill ☐

7. Employer or owner ☐

8. Member of a production cooperative ☐

9. Licorera ☐

10. Contractor ☐

11. Private company ☐

5.2. Which of the following positions best describes your work situation in that job?

1. Boss or employer ☐

2. Self-employed (yourself) ☐

3. Employee ☐

4. Unpaid worker ☐

5. Domestic worker in another household with pay ☐

6. Unpaid domestic worker in another household ☐

7. Worker's assistant ☐

8. Other (specify) ☐ _____

5.3. Are you or were you an employee...?

1. Permanent ☐
2. By defined contract ☐
3. Without contract ☐

5.4. What is the duration of the contract or agreement?

1. Less than 12 months ☐
2. From 12 to 36 months ☐
3. More than 36 months ☐
4. Don't know ☐

5.5. For your work, did you receive or did you receive payment in money?

1. Yes ☐
2. No ☐
3. Don't know ☐

5.6. Which of the following benefits are or were offered by the employer?

- | | |
|---|--|
| 1. Social Security (health, pension) ☐ | 9. Subsidized food ☐ |
| 2. Paid leave ☐ | 10. Subsidized transport ☐ |
| 3. Paid incapacity ☐ | 11. Free transport ☐ |
| 4. Benefits or bonuses (frequent) ☐ | 12. Subsidized accommodation ☐ |
| 5. Free uniform ☐ | 13. Free accommodation ☐ |
| 6. Social Security (health, pension) ☐ | 14. Regular transportation to visit family in the community of origin ☐ |
| 7. Subsidized uniform ☐ | 15. None ☐ |
| 8. Free food ☐ | 16. Other ☐ _____ |

5.7. Is or was the form of payment...?

- | | |
|--|--|
| 1. Per diem or per day ☐ | 6. Only what your business leaves ☐ |
| 2. Per work carried out ☐ | 7. Commission only ☐ |
| 3. Per hour ☐ | 8. Commission and basic salary ☐ |
| 4. Fixed salary or wage ☐ | 9. For consultancy or honoraria ☐ |
| 5. Tipping ☐ | 10. Other (specify) ☐ _____ |

5.8. How often are you paid or were you paid money for your work?

1. On a daily basis ☐ 4. Every month ☐
2. Every week ☐ 5. Another period ☐ _____
3. Every 15 days ☐

5.9. How much money per month are you paid or were you paid in that period?

- | 1. Less than
100.00 | 2. From 101.00
to 300.00 | 3. From 301.00
to 500.00 | 4. From 501.00
to 700.00 | 5. More than
701.00 |
|----------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------|
| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

5.10. For your work, do you receive or did you receive any payment in kind (clothes, food or goods)?

1. Yes ☐ 2. No ☐ 3. No answer ☐

5.11. How much do you think it costs what they give or gave you as payment in that period?

- | 1. Less than
100.00 | 2. From 101.00
to 300.00 | 3. 301.00
to 500.00 | 4. From 501.00
to 700.00 | 5. More than
701.00 |
|----------------------------|-----------------------------|----------------------------|-----------------------------|----------------------------|
| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

5.12. For your work, do you receive any payment in the form of vouchers, tickets or certificates?

1. Yes ☐ 2. No ☐ 3. Don't know ☐

5.13. What proportion of your salary is paid to you in vouchers, tickets or certificates?

- [illegible]

5.14. Do you have permission from the Ministry of Labour and Labour Development to work?

1. Yes ☐ 2. No ☐

5.15. Do you work under a contract?

1. Written ☐
2. Verbal ☐
3. Don't know ☐

5.16. To whom do you or did you give what you earn or used to earn?

1. Keep everything you earn ☐
2. Keeps a share and contributes the rest to the household. ☐
3. Keeps some of it and gives the rest to the boss, employer or intermediary. ☐
4. Keeps some of it and gives the rest to another person(s). ☐
5. Brings everything to your home ☐
6. Gives everything to the boss, employer or intermediary. ☐
7. Gives everything to other person(s) ☐

5.17. What do you or did you mainly use or did you mainly use what you earn or used to earn in this job?

1. School fees ☐
2. Household expenditure ☐
3. Personal expenses ☐
4. Saves ☐
5. Others ☐

5.18. At what age did you start working in sugarcane cultivation? Age:

4	5	6	7	8	9	10	11	12	13	14	15	16	17	Not Applicable
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ 13	☐ 14	☐ 99

5.19. At that time, who decided that you should start working?

1. Yourself ☐
2. Your parents ☐
3. Other family members ☐
4. Other persons ☐ _____

5.20. What is the main reason you started working?

1. The household needed to contribute financially ☐
2. The household needed its work ☐
3. To repay a debt incurred by the household ☐
4. To pay a debt owed to the employer (sugar mill, settler, producer) ☐
5. Was forced by the employer or intermediary ☐
6. To have their own income ☐
7. To gain experience or learn a trade ☐
8. Because I didn't want to study ☐
9. Because there was no school/it was too far away ☐
10. Because I couldn't pay for school ☐
11. To pay for school ☐
12. Because I wanted to work ☐
13. Other reason ☐ _____

Focus Group Discussion (FGD) guidelines

A registration form is used to collect information about the activity (date and time, province, location, coordinator and support staff) and the participants (full name, telephone number, email address, area of action, date and time). The focus group discussions had a maximum duration of 1 hour and 30 minutes and no more than 15 participants per group. Based on experience with indigenous populations, the dynamics included an introduction in the mother tongue on objectives, methodology and expected results. The logistics, including location, materials and refreshments, were explained by the research team.

The guiding questions used in the focus group discussions with children were the following:

Area of interest	Question	Comment
Education situation	When you are/were working in sugarcane, do/did you have to leave school because of work? (temporarily or permanently)	Take into account that, due to the timing of the harvest, there may be children who work in the harvest during the school holidays and leave work to go to school when it begins. It is important to investigate this dynamic.
Education situation	For those not attending school (in particular group ages 14 to 17) Why did you leave school?	Explore the reasons for leaving school, and the weight of entry into the labour market as a factor in expulsion from school.
Education situation	Do/did you (or your family) receive support from the government? For example: universal scholarship, tutoring or remedial classes, Red de Oportunidades (programme), other	
Education situation	For those who attend school: Do you like going to school/ college? Why?	
Child labour	At what age did you start working? (in sugarcane)	Explore both the age at which they started to accompany their parents, and the age at which they started to perform sugarcane activities themselves.
Child labour	What were the reasons you started working?	Explore here the categories used in the survey (item 4.58 of the survey questionnaire to children).
Child labour	Who do/did you work for? (contractor, sugar mills, settlers, independent producers, as a family helper)	They may work/have worked for several people (for settlers and on the family farm, for example). The goal is to identify the working route taken by children and among what types of producers they move.

Area of interest	Question	Comment
Child labour	Who accompanies you when you go to the harvest? (family, friends, nobody). If you go alone, why?	It is important to know the route taken by the child from their home to the place where they do their work. For example, whether they take this route accompanied or alone, which can be an important vulnerability factor.
Child labour	How long are/were you working in the harvest season?	The aim is to find out when children and adolescents start working during the harvest season (whether at the very beginning in January or later) and, above all, when they finish, whether they return before the adults to go to school or not. Public institutions and sugar mills agree that families return with their children at the beginning of the school year to collect the school subsidies. It is important to contrast this directly with the children.
Child labour	Where do you live? (Do you move temporarily outside your community?) (Conditions: inns, houses, huts, precarious housing)	Inquire whether they live only with members of their family or with other people. This is important to know about vulnerability conditions. In particular, if children are with non-family members.
Child labour	Can you describe the tasks you performed?	Explore here the categories used in the survey questionnaire for children (item 4.12)
Child labour	Have you ever had an accident? Have you ever been sick at work? The conditions of the situations described are added.	Explore here any health problems they may have experienced both while working on the cane and during their temporary displacement accompanying their family member. Differentiate between the two cases.
Child labour: Children who have worked but no longer work	Why did you stop working in the sugarcane?	It is important to find out what are the factors that have made/make families withdraw their children from child labour.
Child labour: Children who have worked but no longer work	Do you now work in any other economic activity (including unpaid family work)?	It is important to investigate whether there has been displacement of CL from sugarcane to other agricultural occupations. This is a key element.
Child labour: Perceptions of work	Do you like to work? Why?	
Child labour: Perceptions of work	What are the good and bad things about working/having worked? (in the sugarcane)	

For the focus group discussions with adults, the guiding questions were:

Area of interest	Question	Comment
Adult activities	At what age did you start working? (in sugarcane)	The aim is to establish a comparison between adults and children, in order to find out whether the age at which children incorporate into this activity has changed.
Adult activities	For what reason did you start working? (Add the items indicated in accordance with the conversation)	Explore here the categories used in the survey questionnaire for children (item 4.58)
Adult activities	Who do you usually work for? (contractor, hired directly by a mill, settlers, independent producers, as a family helper)	They may work/have worked to different types. Collect the most complete information. It is important to know about the dynamics of the movement of workers among the different types of producers.
Adult activities	How are you recruited? Who recruits you? Do recruiters have any obstacles to recruiting children under-18/to let them be accompanied by family? Are there differences between mills and small producers in this regard?	The aim is to find out the recruitment route: how they meet employers (whether there are any recruiters in the community, whether they directly contact employers, or through others).
Adult activities	Are you accompanied by other family members? Why?	It is important to find out the reasons why people move with other family members, as this determines the most appropriate type of response to be made.
Adult activities	Are other members of your household temporarily commuting to other places to work? Why/why not?	The aim is to find out whether other members of the household migrate temporarily to other places to work in sugarcane or other activities.
Economic activities of children	When you go/went to work in the sugarcane, are/were you accompanied by a child or a family member under 18 years of age?	This item asks whether they are accompanied by minors in the household. Not necessarily for working in sugarcane.

Area of interest	Question	Comment
Economic activities of children	If applicable, please add: Why do these children move with you?	Explore work and non-work reasons: because they have no one to leave them with, for security, to keep the household together, to teach them to work, to help them with their work, etc.
Economic activities of children	If applicable, please add: Do the children in your household who move with you do any work in sugarcane?	To find out if the children do any activity, either for third parties or as family help (as part of the worker's daily wage), even if only for one day or one hour during the time that they were working in sugarcane.
Economic activities of children	Does any member of your household under 18 years of age travel alone to work in the sugarcane industry?	To find out whether any children from the household go to a different place from the adult to work in the sugarcane industry.
Economic activities of children	In the event that a child is working/has worked in the sugarcane industry: At what age did these children start working?	To find out the usual ages at which children start working in sugarcane.
Economic activities of children	For what reasons did they start working?	Explore here the categories used in the survey.
Economic activities of children	For whom do/did they work or used to work? (contractors, sugar mills, settlers, independent producers, as a family helper)	
Economic activities of children	What tasks do/did they do?	Use the types of tasks in the survey. Try to sort them by dedication of time.
Economic activities of children	Did MITRADEL or any other institution ever come to the farms they were working on? If so, what happened?	
Economic activities of children	How do/did children combine working or helping in the sugarcane crop with attending school?	Take into account that, due to the timing of the harvest, there may be children who work in the harvest during the school holidays and leave work to go to school when it begins.

Area of interest	Question	Comment
Economic activities of children	How long have the children been children working in the harvest?	The aim is to find out when children start working during the harvest season (whether they start in January or join later) and, above all, when they finish, whether they return before the adults to go to school. Public institutions and sugar mills agree that families return with their children at the beginning of the school year to collect the benefits. It is important to contrast this directly with the children.
Activities of children who are not working/ left work	Did any of your children in the past work or help you with your work in the sugarcane industry and no longer do so? If so, why?	It is important to find out what are the factors that have made families withdraw children from child labour.
Perception	What are the good and bad things about children working for them/helping in the economic activity of households?	

Key informants' interviews guidelines

The interviews had a maximum length of one hour and were conducted face-to-face at the workplaces, which had the advantage of easier arrangement for informants and facilitating respondents to feel more at ease during the interview. However, this also implied that the researchers had to invest significant time traveling, as informants were located in various provinces across the country and in different cities within provinces.

Introductory section

Date:	
Name(s):	
Organization:	
Position(s):	
Presentation	Presentation Dear [name], Thank you for giving us your time for this interview. My name is [name of interviewer] and I am conducting a study on working conditions and child labour in the sugarcane sector, on behalf of the International Labour Organization and the Ministry of Labour and Labour Development (MITRADEL) of Panama. The objectives of the study are to provide an overview of the extent and characteristics of child labour in the sugarcane value chain, identify the main factors contributing to child labour in the sugarcane value chain, and to provide policy recommendations for the and prevention of child labour in sugarcane. Given your knowledge and experience in the institution/sector you represent, your opinion is highly valuable to this study. The interview will last approximately 45 minutes. Confidentiality All the information you provide will be confidential and the results will be anonymized and aggregated in accordance with the in accordance with the ILO's data protection and privacy policy. You can refuse to answer any questions that make you uncomfortable, and you are completely free to stop the interview at any time. Informed consent Do you agree to participate in the interview? [If the answer is no, thank you and end the interview]. Please let me know if you have any if you have any additional questions or concerns.

Key informant interview guidelines

Ministry of Labour (MITRADEL)
Planning of labour inspection in the sugarcane industry
1. How many labour inspectors are currently assigned to your regional office and how many inspections does each inspector carry out on average in a given period (e.g. weekly, monthly, yearly)?
2. Could you briefly explain your procedure for scheduling inspections of sugarcane growers? I would like to understand how you select which producers to visit, when these visits are carried out, what protocols are followed during the visit, and how you coordinate with other institutions when necessary.
3. What kind of information do you keep on production units? Do you have up-to-date lists or databases of sugarcane producers, settlers and mills?
Implementation of the labour inspection
4. How is the inspection process carried out in sugar factories, settlers (<i>colonos</i>) and small independent producers? Are there differences in the process depending on the type of producer?
5. How is the inspection of contractors and transporters in the sugarcane industry carried out? Could you describe the steps involved?
Child labour
6. Could you provide information on cases of child labour that you have found in the sugarcane industry in recent seasons? Have you identified any patterns or trends?
7. What are the protocols do you have in place to deal with child labour? I would like to understand how they work and what institutions are involved in this process.
8. How does your organization coordinate with other institutions such as MITRADEL, MIDES, SENNIAF, etc. in terms of handling child labour cases, sharing information and defining response mechanisms?

Ministry of Education (MEDUCA)
Information
1. Could you provide a summary of the available statistics and data regarding child labour, particularly in relation to the sugarcane industry?
2. What kind of information and statistics do you have available on education vulnerability factors, such as dropout rates and school delays?
Programmes for vulnerable groups
1. Could you explain the educational programmes you have in place to ensure the schooling and prevent the dropout of working children or children at risk of working?
2. What programmes are available to support internal migrant children, such as those who temporarily move with their families to work in agriculture?
3. How does the Ministry of Education coordinate with other institutions such as MITRADEL, MIDES, SENNIAF, etc., to handle child labour cases, share information, and define care mechanisms?

Ministry of Agriculture MIDA
Technical assistance to the sector
1. What kind of technical assistance programmes do you have available for the sugarcane sector, including sugar factories, settlers (<i>colonos</i>) and small producers?
Information and data
2. What kind of information or databases do you maintain on sugarcane producers?
3. Could you describe the process you use to collect and maintain this information? With which other institutions or stakeholders is this information shared?
Child labour
4. What procedures do you have in place regarding child labour in the sugarcane industry?
5. What kind of information do you collect and/or keep on child labour in the sugarcane sector?
6. How does your Ministry coordinate with other institutions such as MITRADEL, MIDES and others, in terms of handling child labour cases, sharing information and defining response mechanisms?

Ministry of Health MINSA
Information on child labour
1. Could you provide a summary of the statistics and data you have on child labour, particularly in the sugarcane industry?
2. What kind of information and statistics do you have on cases of children and adolescents (Niños, niñas y adolescentes (Children and Adolescents) – NNAs) in relation to work?
Services for vulnerable children
3. Could you explain the preventive health programmes you have in place for the families of working NNAs or those at risk of working?
4. How does the health system work for internally migrant children, e.g. those who move temporarily with their families to work in agriculture?
5. How does the Ministry of Health coordinate with other institutions such as MITRADEL, MIDES, SENNIAT, etc. to manage child labour cases, share information and define care mechanisms?

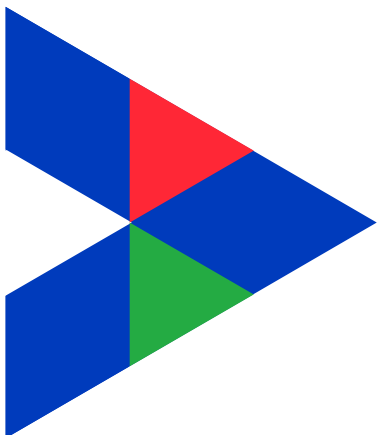
Ministry of Social Development MIDES
Information
1. Could you provide a summary of the statistics and data available on child labour, particularly in relation to the sugarcane industry?
2. What type of information and statistics do you have available on social vulnerability factors such as poverty, school dropout and child labour?
Programmes for vulnerable groups
1. Could you explain the social programmes that are in place to support families of children at risk of working or who are already working?
2. What programmes exist to support internally migrating children, such as those who move temporarily with their families to work in agriculture?

Child labour
1. Could you provide information on the cases of child labour that have been identified, both in the current season and in previous ones, particularly in the sugarcane industry?
2. Could you explain the protocols that have been established for handling child labour cases? How do they operate and which institutions are involved?
3. How does the Ministry of Social Development coordinate with other institutions such as MITRADEL, MEDUCA, SENNIAF, etc., to manage child labour cases, share information and define care mechanisms?

Sugarcane industry (INGENIOS)
Data on the process
1. Could you provide us with information about the zafra (sugarcane harvest) season?
2. And about the planting season?
3. How do you schedule the calendar for crop maintenance tasks?
Labour and recruitment practices
4. How is your own workforce composed? How many workers do you directly employ?
5. What proportion of your workforce comes from contractors?
6. What is the process you follow to hire temporary workers?
7. How does the recruitment process operate in indigenous regions?
8. What kind of benefits do you offer your workers, such as accommodation, food, etc.?
9. What is the method and frequency of payment to workers?
10. How do you ensure that there is no child labour in your own workforce?
11. And in the workforce of contractors?
12. What are the labour practices you implement to control child labour in the settlers who hire their own workers?
13. Is there any contractual condition to prevent child labour?
14. How do you carry out on-site surveillance to prevent child labour?
15. Do you implement any kind of awareness programme to prevent child labour?
16. Control of cane purchased from third parties
17. What are the controls you carry out on the sugarcane that you buy from third parties, especially at the end of the season?
Labour inspections
18. How do you decide which farms should be visited for inspections?
19. How do you coordinate inspections on the farms of the settlers?
20. What is the frequency and in what seasons do you conduct inspections?
21. What level of coverage do the inspections have?

► 4

Assessing the existence, magnitude and characteristics of forced labour in the electronic industry



Summary data	
Target	Workers in the electronic industry in Malaysia
Key research questions	▶ Do indicators of forced labour exist in the production of electronic goods in Malaysia, including in the manufacture of specific electronic components and finished products? ▶ Does forced labour exist in the production of electronic goods in Malaysia in more than isolated incidents, including in the manufacture of specific electronic components and finished products? ▶ What is the relationship between third-party employment agents, other intermediaries and employers, including producers of electronic components and finished parts, in all phases of the recruitment, transportation, and placement of foreign workers in the Malaysian electronics industry?
Approach	▶ Mixed-methods integrated approach combining establishment surveys, interviews with workers and other stakeholders, and workplace observations.
Tools	▶ Quantitative ▶ Establishment survey questionnaire ▶ Qualitative ▶ Interview questionnaire for workers (embedded in survey) ▶ In-depth interviews with workers ▶ Observation ▶ Key informant interview
Reference	Verité, <i>Forced labour in the production of electronic goods in Malaysia: A Comprehensive Study of Scope and Characteristics</i> , 2014.

Objectives of the research

The study aimed to determine the existence of forced labour in the production of electronic goods in Malaysia. The research questions are summarized in Table 1.

▶ Table 1: Research questions and tools used

Research question	Tool used
▶ Do indicators of forced labour exist in the production of electronic goods in Malaysia, including in the manufacture of specific electronic components and finished products?	▶ Establishment survey ▶ Qualitative questionnaire ▶ In-depth interviews
a. If indicators of forced labour in the production of electronic goods in Malaysia, including in the manufacture of specific electronic components and finished products do exist, what are those indicators?	▶ Observation

Table 1. (cont.)

Research question	Tool used
► Does forced labour exist in the production of electronic goods in Malaysia in more than isolated incidents, including in the manufacture of specific electronic components and finished products? a. If forced labour exists in the production of specific electronic goods in Malaysia in more than isolated incidents, what are the specific components and finished products? b. How widespread is each indicator in the electronics sector? c. How widespread are each of the indicators in the production of each electronic good/component?	► Establishment survey ► Qualitative questionnaire ► Observation ► In-depth interviews
► What is the relationship between third-party employment agents, other intermediaries and employers, including producers of electronic components and finished parts, in all phases of the recruitment, transportation, and placement of foreign workers in the Malaysian electronics industry? a. What role, if any, do these actors play in forced labour in the sector?	► Key informant interviews

Study design and methodology

The study design was based on a convergent design in which the qualitative component was used to triangulate and complement the quantitative results and to provide a contextual understanding of the dynamics involved in the existence of forced labour in electronics manufacturing, including the perspective of stakeholders (Malaysian and international business communities, Government of Malaysia, trade union, and civil society sectors). The quantitative and qualitative phases were carried out concurrently, linking both types of data using a common sampling framework for the survey and interviews with workers.

The choice of a mixed-methods approach was considered the best methodological option given the “complexity of the Malaysian electronics sector and its associated labour system, the challenges involved in evaluating the presence of forced labour and forced labour indicators, and the wide range of experiences among individual electronics workers in the country”.²

2 Verité. 2014: 60.

Quantitative component

This component utilized an establishment survey applied to adult workers employed in electronic manufacturing companies. The survey was used to:

- ▶ Assess the presence of indicators of forced labour in the sector
- ▶ Provide indication of the extension across the sector of these indicators and any determinations of forced labour.

The survey also collected demographic and other relevant data of the workers to characterise the workforce in the sector and of the population affected by forced labour

Sampling approach

The target population of the study included all adults employed in the manufacturing of electronic components or goods in the country. The sample of the survey included:

- ▶ Workers of both genders, domestic and migrant (documented and undocumented) workers
- ▶ All the major electronics-producing regions in the country
- ▶ Large and small-scale electronic manufacturing facilities.

The survey employed a purposive, non-probability sampling strategy that combined quota sampling and snowball sampling as follows:

- ▶ Quota targets were set for workers of each nationality in each of the major electronics-producing regions in the country. Quotas per nationality and region were estimated based on findings of a preliminary rapid appraisal conducted by Verité.
- ▶ The snowball method was used to reach the quotas. Respondents were asked for referrals who met the inclusion criteria. Referrals were included in the sample and asked again for other referrals. The process was continued until the quota was reached. To increase the number and size diversity of facilities, the sample was limited to no more than three workers from factories with 2,000 employees or less, and a maximum of five workers for factories over 2,000 employees.

The reference period of the survey was the last 12 months, with the exception of certain issues relating to workers' migration, recruitment or employment histories, for which a longer reference period was used.

Qualitative component

The qualitative tools used were:

- ▶ **A qualitative questionnaire** through open-ended questions embedded in the quantitative survey. To obtain workers' insights and comments on their recruitment experience with a focus on aspects such as fees and debts, work permits, penalty or menace of penalty, labour conditions, safety and health and discrimination, among others.
- ▶ In-depth, semi-structured interviews with a subset of workers. To explore particular aspects of the workers' recruitment or labour experiences, or to discuss in greater depth specific thematic issues of concern.
- ▶ **Field notes and observations** recorded by the research team during the course of the fieldwork.

- **Key informant interviews (KII).** To obtain perspectives from a wide range of stakeholders on working conditions, labour recruitment patterns, public policy and its implementation, and initiatives in the sector.

Sampling approach

The sample for the qualitative questionnaire was the same as for the workplace survey, as the qualitative questionnaire was embedded into the survey. Workers selected for the in-depth interview were purposively chosen from the whole sample using a purposive procedure with the aim of including a range of nationalities, genders, employment arrangements and immigration statuses.

Research team

The research team was led by two senior researchers with extensive experience in forced labour research in the Southeast Asia region, who were responsible for the development of the methodology and data analysis, with the support of Verité technical experts, as well as for the coordination and supervision of the fieldwork. The fieldwork team was composed of a dozen researchers with the following key characteristics that facilitated the collection of quality data:

- Included multilingual members from a range of countries of origin of workers (Nepal, Burma, Viet Nam, the Philippines, Bangladesh, Indonesia and Malaysia). This allowed the team to conduct interviews with many workers in their own language.
- Most of the researchers had prior experience in forced labour research.
- Most of the researchers had some connections with the targeted workers communities.
- The team included a nearly even number of women and men. Female researchers covered data collection in highly feminized subpopulations of workers.

Questionnaire

Section 1. Context of the interview (to be completed by the research team)

1. Respondent ID number
2. Name(s) of interviewer (s)
3. Date of interview
4. Region/town/city in Malaysia where interview was conducted
5. Is there sufficient privacy and freedom from intimidation at the interview site? Yes ☐ No ☐

Section 2. Qualifying question (to be completed by the research team)

6. Does this worker currently work in the Malaysian electronics industry, doing work such as assembling computers or computer parts, or doing other kinds of work in factories that make electronics goods? Yes ☐ No ☐

Section 3. Informed Consent

(Researchers: Present the study, goals, what to expect in the interview, risks, benefits, safeguards on confidentiality, assure of freedom to refuse or withdraw at any time)

7. Are you willing to participate in this study? Yes ☐ No ☐

Section 4. Personal information

8. What country are you from?

Malaysia ☐ Burma ☐ Philippines ☐

Indonesia ☐ Cambodia ☐ Thailand ☐

Vietnam ☐ India ☐ Other ☐

Nepal ☐ Bangladesh ☐

9. Sex: ☐ Female ☐ Male

10. Age:

☐ < 18 ☐ 18-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40-45 ☐ > 45

11. Married? ☐ Yes ☐ No

12. Aside from your own language, can you speak or understand:

☐ English ☐ Malay or Bahasa Malaysia

☐ Little/Some English ☐ Little/Some Malay or Bahasa Malaysia

☐ Other

Section 5. Work information

13. Where do you currently work? (name and location of facility)

14. How large is the facility?

☐ < 100 workers ☐ 100-500 workers ☐ 500-2000 workers ☐ >2000 workers

15. What kind of work do you do?

- ☐ Parts fabrication (molding, stamping, welding, cutting)
- ☐ Parts surface treatment (painting, powder coating, metal plating)
- ☐ Kitting
- ☐ Assembly
- ☐ Quality Control/Quality Assurance
- ☐ Reworks and troubleshooting
- ☐ Recycling and waste management
- ☐ Packing and labelling
- ☐ Loading
- ☐ Cleaning related to production (not janitorial)
- ☐ Other

16. What kind of product do you help make in this facility? (check all that apply)
- ☐ Electronic components and boards (includes semiconductors and cables)
 - ☐ Finished computers
 - ☐ Computer peripherals like monitors, printers, keyboards, scanners
 - ☐ Telephones, modems, routers, or other communications equipment
 - ☐ Consumer electronics like TVs, DVD players, stereos, game controllers
 - ☐ Measuring, testing, navigating and control equipment (includes GPS devices)
 - ☐ Watches and clocks
 - ☐ Electromedical equipment like X-ray machines and CT or PET scanners
 - ☐ Optical instruments and photographic equipment
 - ☐ Magnetic and optical media (tapes, CDs, hard disks)
 - ☐ Not sure
17. What brand names have you seen on the products your facility produces (list all you can remember)?
- ☐ Not sure
 - ☐ -----

To be answered by the researcher if possible:

18. Is the facility located inside a Free Industrial Zone (FIZ, also known as EPZ, FTZ)?
- ☐ Yes ☐ No ☐ Unable to determine
19. Can you identify where this facility fits into the supply chain?
- ☐ Top tier (Malaysian-owned) ☐ Second or third tier facility
 - ☐ Top tier (International brand-owned) ☐ Unable to determine

Section 6. Employment arrangements

20. How many years have you been in Malaysia?
- ☐ From Malaysia ☐ < 1 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ > 6
21. Are you now working in the same facility you started in when you first began work in the Malaysian electronics industry?

(if yes, skip to question 22)

- ☐ Yes ☐ No

If no,

- 21a. How long have you worked at your current facility?
- ☐ Less than 6 months ☐ 1-2 years
 - ☐ 6-12 months ☐ More than 2 years

- 21b. Where did you work in your last job? (name and location of facility)
22. When you got your first electronics job in Malaysia, who was your employer?
- ☐ Factory ☐ Original employment agent ☐ New employment agent
☐ Other
23. Who currently pays your wages?
- ☐ Factory ☐ Employment agent ☐ Other
24. If you are paid by an employment agent, do you know this person's name and contact information?
- ☐ Yes ☐ No ☐ Not applicable
25. Are you dependent on your current employer for housing and/or food?
- ☐ Yes ☐ No

(if 1, skip to question 28)

26. How many facilities have you worked at in total in the last two years?
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ >6
27. How many of these have been electronics facilities?
- ☐ All ☐ Most ☐ Half ☐ Some ☐ None

Section 7. Recruitment process

28. How did you get your first job in the Malaysian electronics industry? (check all that apply)
- ☐ Recruited by a sub-agent in my hometown or home country
☐ Recruited by an employment agent in my home country
☐ Recruited directly by the factory while still in my home country
☐ Recruited in my home country for a job in another sector, but once in Malaysia, assigned to electronics work by my employment agent
☐ Recruited in Malaysia by an employment agent
☐ Hired in Malaysia directly by the factory
☐ Other
29. Before starting your first job in the Malaysian electronics industry, did you sign a contract or make a verbal employment agreement with a recruitment agent?

(if no, skip to question 30)

- ☐ Yes ☐ No

If yes,

29a. Was it written or explained to you in a language you understand?

☐ Yes ☐ No

29b. Were you made to sign or agree to a different contract upon your arrival in Malaysia?

☐ Yes ☐ No

Can you tell me about the level of information you had at the time of your recruitment about each of the following topics?

	Not discussed with recruiter or employer	Promised/ agreed verbally	Written in contract	Don't recall	Not relevant
30. Job duties					
31. Degree of difficulty/danger of the work					
32a. Employer- agent or facility					
32b. Name of electronics company					
33. Wages					
34. Hours					
35. Overtime requirements and pay					
36. Location					
37. Quality of housing and food					
38. Who provides food and housing					
39. Shuttle bus/ Transportation					
40. Termination of employment					

How did the job you found on arrival compare with the information you had received beforehand?

	Much worse	Worse	As promised or agreed	Different but okay	Somewhat better	Much better	Don't recall
41. Job duties							
42. Degree of difficulty/danger of the work							
43a. Employer-agent or facility							
43b. Name of electronics company							
44. Wages							
45. Hours							
46. Overtime requirements and pay							
47. Location							
48. Quality of housing							
49. Who provides housing or food							
50. Shuttle bus/ Transportation							
51. Termination of employment							

52a. Once you arrived at the job, did you have the option of insisting on a different job/employment arrangement?

☐ Yes ☐ No

52b. Once you arrived at the job, did you have the option of refusing your job/employment arrangement and returning to your home country with your job procurement costs refunded?

☐ Yes ☐ No

53. Any additional comments or things you want to tell us about your recruitment experience?

Section 8. Fees and debts

8.A. Fees

54. Did you have to pay any recruitment/placement fees to get your first electronics industry job in Malaysia?

(if no, skip to question 55)

☐ Yes ☐ No

If yes,

54a. What was the total amount that you have to pay (including to any and all sub-agents, employment agents, and others)?

- | | | |
|--|--|--|
| ☐ Malaysian ringgit | ☐ Nepalese rupee | ☐ Philippine peso |
| ☐ Indonesian rupiah | ☐ Indian rupee | ☐ Cambodian riel |
| ☐ Burmese kyat | ☐ Thai baht | ☐ Other |
| ☐ Bangladeshi taka | ☐ Vietnamese dong | |

54b. Paid to whom? (check all that apply)

- ☐ Sub-agent in home town or region
- ☐ Recruitment agent based in home country
- ☐ Employment agent based in Malaysia
- ☐ Factory official
- ☐ Government official in home country
- ☐ Government official in Malaysia
- ☐ Other

54c. What expenses did the fees cover? (check all that apply)

- ☐ Labor broker fee
- ☐ Runaway insurance
- ☐ Airfare to Malaysia only
- ☐ Orientation fee
- ☐ Round trip airfare
- ☐ Accommodations en-route
- ☐ Ground transportation
- ☐ Bribes to get job
- ☐ Passport preparation
- ☐ Other
- ☐ Visa fee
- ☐ Not sure
- ☐ Medical check-up fee

8.B. Loan

55. Did you have to borrow money in order to pay the fees necessary to get your first job in Malaysia?

(if no, skip to question 56)

☐ Yes ☐ No

If yes,

55a. How much?

- | | | |
|--|--|--|
| ☐ Malaysian ringgit | ☐ Nepalese rupee | ☐ Philippine peso |
| ☐ Indonesian rupiah | ☐ Indian rupee | ☐ Cambodian riel |
| ☐ Burmese kyat | ☐ Thai baht | ☐ Other |
| ☐ Bangladeshi taka | ☐ Vietnamese dong | |

55b. From whom did you borrow?

- | | |
|---|----------------------------------|
| ☐ Employment agent | ☐ Family |
| ☐ Credit agent | ☐ Friends |
| ☐ Factory owner | ☐ Other |

56. Did you have to provide collateral or some form of guarantee to your creditor to get your loan?

- ☐ Yes ☐ No

8.C. Debt burden

57. Have you paid off your job-related debt already?

- ☐ Yes ☐ No

58. How long did it take you (or do you think it will take you) to be able to pay off all your job-related debt?

- ☐ 1-3 months ☐ 4-12 months ☐ 1-2 years ☐ Longer than 2 years

59. Do you know how much you have paid so far and how much you still owe?

- ☐ Yes ☐ No

60. Do you feel that you cannot leave your current job because of job-related debt?

- ☐ Yes ☐ No ☐ Not applicable

61. If you were to leave before paying off your debt, what would happen?
(check all that apply)

Researchers: Please ask this question even if the debt is already paid off

- ☐ I would be arrested
- ☐ I would be in personal danger
- ☐ I would be deported
- ☐ My work permit would be revoked
- ☐ My family would be in danger of losing assets
- ☐ My family would be in personal danger
- ☐ Other

8.D. Levy burden

62. Are you being charged for the migrant workers' levy?

- ☐ Yes ☐ No ☐ Not applicable (not a migrant) ☐ Don't know

(if no or not applicable, skip to question 63)

62a. Do you feel you cannot leave your job until the levy is paid off?

- ☐ Yes ☐ No

62b. If you want to pay off your levy in order to pre-terminate your contract, is that allowed?

- ☐ Not allowed ☐ Almost impossible
☐ Easy to do ☐ Not sure
☐ Difficult to do

63. Any additional comments about your fees or debt burden?

Section 9. Work permit

64. Do you have a work permit to work in Malaysia?

- ☐ Yes ☐ No

If no,

64a. Is your employer helping you to apply for a work permit?

- ☐ Yes ☐ No ☐ My employer doesn't know

65. Does your work permit tie you to a particular employer?

- ☐ Yes ☐ No ☐ Don't know

To be answered by researcher if possible.

66. Can you identify this worker's documentation status?

- ☐ Unable to determine
☐ Came in with valid work permit, currently in status
☐ Came in with valid work permit, currently out of status (overstayed visa, ran away, etc)
☐ Came in without documents, currently out of status
☐ Previously out of status, but now documented as a result of 6P program
☐ Other scenario

67. Additional comments:

Section 10. Passport retention

10.A. Passport Custody

(if with the worker, skip to question 70)

68. Who has your passport right now?

- ☐ With the worker
- ☐ Facility
- ☐ Broker/agent
- ☐ Left behind when ran away from previous job
- ☐ Lost or stolen
- ☐ Not sure

68.a. Comments?

If your passport is not with you,

68b. Can you get your passport back when you need it?

- ☐ Yes ☐ Yes, but difficult ☐ No

68c. When do you expect to get it back?

- ☐ When period of contract has ended or job is finished
- ☐ Don't expect to get it back
- ☐ Upon request
- ☐ Not sure

69. Can you move around freely and safely if you don't have your passport or travel document with you?

- ☐ Yes ☐ No

69a. Do you have anything else you'd like to tell us about this?

70-72. In your current job within the last year, has anyone threatened or punished you in any of the following ways to make you work or work harder or to prevent you from leaving your job?

	Threatened penalty			Actually imposed penalty			Witnessed it happen to someone else	Who made the threat?
	Never	Sometimes	Regularly	Never	Sometimes	Regularly		
71. Denunciation to the authorities								
Please describe:								
72. Revocation of work permit								
Please describe:								
73. Destruction of identity documents								
Please describe:								

10.B. Scrutiny

74. In the last year, have you been asked by A, B, or C to show your passport or similar document?

☐ Yes ☐ No

(if no, skip to question 75)

If yes,

74a. By whom? (check all that apply)

☐ A ☐ B ☐ C ☐ Other

75. Have you been threatened with any of the following by A, B, or C during the last year?
- | | |
|--|---|
| ☐ Detention | ☐ General intimidation |
| ☐ Deportation | ☐ Other |
| ☐ Physical harm | ☐ Not applicable |
76. During the last year, have you had to pay or give anything to A, B, or C to avoid being detained or harmed in some other way?
- ☐ Yes ☐ No
77. During the last year, have you been detained or brought to lock-up because you cannot show your passport or travel document?
- ☐ Yes ☐ No

(if no, skip to question 78)

If yes,

- 77a. How many times have you been detained or brought to lock-up in the last year?
- ☐ Once
- ☐ More than once
78. Does fear of trouble with A, B, C, or local gangs/thugs prevent you from moving freely in Malaysian society?
- ☐ Yes ☐ No
- ☐ Does fear of trouble with A, B, or C prevent you from leaving your job if you want to?
- ☐ Yes ☐ No
79. Does fear of trouble with A, B, or C prevent from advocating for better working or living conditions for yourself?
- ☐ Yes ☐ No
- 79a. Do you have any other additional comments about this issue?

Section 11. Labour conditions

(Researchers: please remind workers that their answers should only be about conditions in their current job within the last year.)

11.A. Contract

80. Do you have a contract or employment agreement with your current employer?

(if no, skip to question 82)

☐ Yes ☐ No

If yes,

80a. Is it written or was it explained to you in a language you understand?

☐ Yes ☐ No

81. Within the last year, have you been made to sign a blank contract or a contract you didn't understand or agree with?

☐ Yes ☐ No

82. Can you leave your employer or job before your contract is finished?

☐ Yes ☐ No ☐ Yes, with penalty

If no or yes with penalty,

82a. Why not/what penalty? (check all that apply)

- | | |
|--|--|
| ☐ Would lose my work permit | ☐ Forfeit forced savings or insurance |
| ☐ Wouldn't get back my passport | ☐ Forfeit wages due |
| ☐ Denunciation to the authorities | ☐ No plane ticket home |
| ☐ Pay fine | ☐ Other |

83. Any additional comments about your contract?

11.B. Wages and deductions

(if no, skip to question 86)

84. Are any deductions taken from your paycheck? Check all that apply:

- | | |
|---|--|
| ☐ No deductions taken | ☐ Housing |
| ☐ Yes, but not sure what for | ☐ Meals |
| ☐ Repayment of recruitment debt | ☐ Mandatory savings |
| ☐ Repayment of wage advance | ☐ Medical care/insurance fee |
| ☐ Levy on foreign contract workers | ☐ Saving for cost of return airfare |
| ☐ Utilities (electricity/water) | ☐ Other |
| ☐ Transportation | |

85. On average, how much money do you actually take home per month?

☐ Amount ☐ Not sure

86. Are you ever paid late, underpaid, or not paid your wages?

☐ Never ☐ Sometimes ☐ Rarely ☐ Often

87. In your current job within the last year, has anyone threatened or punished you in any of the following ways to make you work or work harder or to prevent you from leaving your job?								
	Threatened penalty			Actually imposed penalty			Witnessed it happen to someone else	Who made the threat?
	Never	Sometimes	Regularly	Never	Sometimes	Regularly		
88. Withholding of wages								
Please describe:								
89. Financial penalties								
Please describe:								

11.C. Hours and overtime

90. How many hours in total do you normally work per day?
- ☐ <9 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ >14
91. How many days per week do you normally work?
- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7
92. Is overtime always voluntary?
- ☐ Yes ☐ No

93. Anything else you'd like to tell us about your hours?

94. Do you need to work overtime to earn what you need to pay for your job-related debt and your living expenses in Malaysia?
- ☐ Yes ☐ No

95-97. In your current job within the last year, has anyone threatened or punished you in any of the following ways to make you work or work harder or to prevent you from leaving your job: (check all that apply)								
	Threatened penalty			Actually imposed penalty			Witnessed it happen to someone else	Who made the threat?
	Never	Sometimes	Regularly	Never	Sometimes	Regularly		
95. Exclusion from future employment or overtime								
Please describe:								
96. Imposition of extra work								
Please describe:								
97. Imposition of worse working conditions								
Please describe:								

11.D. Comfort and Safety

98. Are you ever restricted from using the toilet facilities while at work?
- ☐ Yes ☐ No
99. Can you get free drinking water whenever you want it?
- ☐ Yes ☐ No
100. If you get sick or hurt, do you have access to medical care? (check all that apply)
- ☐ No access
- ☐ I would have to for pay it
- ☐ My insurance would pay for it
- ☐ My employer would pay for it
- ☐ Not sure

101. Would you lose your job if you get injured or sick?

☐ Yes ☐ No ☐ Not sure

102-103. In your current job within the last year, has anyone threatened or punished you in any of the following ways to make you work or work harder or to prevent you from leaving your job?

	Threatened penalty			Actually imposed penalty			Witnessed it happen to someone else	Who made the threat?
	Never	Sometimes	Regularly	Never	Sometimes	Regularly		
102. Withholding of privileges								
Please describe:								
103. Withholding of food, water or sleep								
Please describe:								

11.E. Gender Discrimination

104. To your knowledge, if a woman gets pregnant will her contract be terminated?

☐ Yes ☐ No ☐ Not sure

105. Are women's movements more restricted than male workers?

☐ Yes ☐ No ☐ Not sure

Section 12. Living conditions

106. In your current job, who provides your accommodations?

☐ Facility ☐ Broker/agent ☐ Self-hired

107. How many people sleep in the same room with you?

☐ 0-4 ☐ 5-8 ☐ 9-12 ☐ 13-16 ☐ > 16

108. Is there anywhere you can safely store your personal belongings (passports, money, etc.)?

☐ Yes ☐ No

109. Do you feel safe at your housing?

☐ Yes ☐ No

110. How would you describe your living conditions?

- ☐ Unbearable
- ☐ Very bad
- ☐ Bad but tolerable
- ☐ Okay
- ☐ Good

111. If they are not good, what are the main problems with your living conditions?

Section 13. Freedom of movement and communication

(Researchers: again please remind workers to answer with regard to conditions in their current job within the last year.)

112. Are you able to go to the store, get to a phone to call family members, attend religious services, or do other things you want to do when you are not working?

(if yes, skip to Question 113)

- ☐ Yes ☐ No

If no,

112a. Why not? (check all that apply)

- ☐ Harassment by A, B, or C
- ☐ Harassment by local neighbours or residents
- ☐ Movement restricted by employer
- ☐ Lack of cultural or language skills
- ☐ Lack or cost of transport
- ☐ Lack of documents
- ☐ Other

113. Are you able to practice your religion?

- ☐ Yes ☐ No

114. Are you ever prevented from observing religious rituals as a work-related punishment?

- ☐ Yes ☐ No, but it has been threatened ☐ No
- ☐ I have witnessed this happen to someone else

114a. If yes or witnessed this happen to someone else, please describe:

115. Are you allowed to come and go freely from your housing?

- ☐ Yes ☐ No

116. Do you need a pass or permit to go beyond a certain distance from your housing?

☐ Yes ☐ No

117. Is there anyone monitoring you while you are at your housing?

☐ Yes ☐ No

118. Is surveillance ever used as a way to control you?

☐ Yes, but not necessarily as punishment ☐ No, but it has been threatened
☐ Yes, as punishment ☐ No 118a. If yes, please describe:

119. Have you ever been locked in or out of your housing?

☐ Yes, but not necessarily as punishment ☐ No, but it has been threatened
☐ Yes, as punishment ☐ No
☐ I have witnessed this happen to someone else

119a. If yes or witnessed this happen to someone else, please describe:

120. Have you ever been locked in your job site?

☐ Yes, but not necessarily as punishment ☐ No, but it has been threatened
☐ Yes, as punishment ☐ No
☐ I have witnessed this happen to someone else

120a. If yes or witnessed this happen to someone else, please describe:

121. While at work, can you get permission to leave the factory under reasonable circumstances?

☐ Yes ☐ No

122. Have you ever been forced to sleep at your job site?

☐ Yes ☐ No

123. Do you have a cell phone?

☐ Yes ☐ No

124. Has anyone ever confiscated your cell phone in order to make you work or work harder or to prevent you from leaving your job?

☐ Yes ☐ No, but it has been threatened ☐ No

☐ I have witnessed this happen to someone else

125. Do you have internet access?

☐ Yes ☐ No

126. Is there anyone you can ask for help if you need it?

☐ No one

☐ NGO

☐ Friends or personal contacts

☐ Faith-based organization

☐ Employer

☐ Embassy

☐ Not sure

127. Additional comments:

Section 14. Penalty/Menace of penalty

128-134. In your current job within the last year, has anyone threatened or punished you in any of the following ways in order to make you work or work harder or to prevent you from leaving your job: (check all that apply)

	Threatened penalty			Actually imposed penalty			Witnessed it happen to someone else	Who made the threat?
	Never	Sometimes	Regularly	Never	Sometimes	Regularly		
128. Verbal abuse								
Please describe:								
129. Physical violence								
Please describe:								
130. Sexual harassment								
Please describe:								

	Threatened penalty			Actually imposed penalty			Witnessed it happen to someone else	Who made the threat?
	Never	Sometimes	Regularly	Never	Sometimes	Regularly		
131. Sexual violence								
Please describe:								
132. Isolation								
Please describe:								
133. Harm to family members								
Please describe:								
134. Dismissal								
Please describe:								

135. Anything else you'd like to tell us about any of these incidents?

136. In the last year, has your employment agent, supervisor, or employer at your current job threatened or harmed you in some other way not mentioned above?

☐ Yes ☐ No

136a. If so, please describe:

137. Have you had any other experiences related to these issues at any time since you have been working in Malaysia that you would like to share?

138. Please feel free to write additional comments below:

Section 15. Wrap-up

139. If you worked in more than one electronics facility in Malaysia within the last year, how similar would you say your experiences there have been to the one you are working at currently?
- ☐ Much worse ☐ Worse ☐ Similar ☐ Somewhat better
☐ Much better
140. Can we speak with you at more length at a later time?
- ☐ Yes ☐ No

Thank you very much for your help with this study!

Key informants' interview guidelines

The objective of the interview with key stakeholders was “to gain a range of perspectives on working conditions, labour recruitment patterns, public policy and its implementation, initiatives in the sector, and other issues”.³ Stakeholders reached include the private sector, the Government of Malaysia, civil society organizations, international organizations, trade union representatives, and academic and other experts.

The interview was semi-structured, and kept a focus on both about positive efforts and conditions in this sector as well as on challenges and difficult conditions for workers.

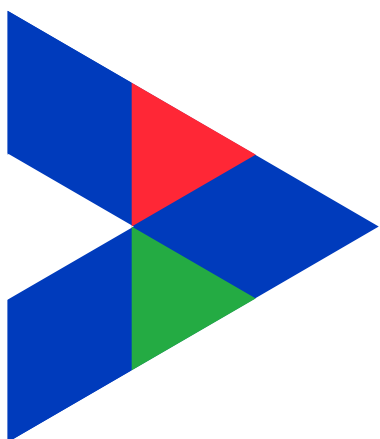
The discussion topics covered in the interview included:

- ▶ How your institution keeps track of what is happening in the electronics sector generally and in particular with respect to recruitment and hiring issues and working and living conditions for workers?
- ▶ Initiatives for change in the sector related to workers or other things that could impact recruitment and working conditions.
- ▶ Trends in public and private labor inspection in the electronics sector: What public and private resources are available to monitor conditions? What is being found by inspections? What are the priority issues? Are inspections increasing or decreasing?
- ▶ Trends in public and private inspection or other accountability mechanisms for labor recruiters.
- ▶ Impressions of what is working well, as well as where there are gaps and challenges, in government policy and its implementation related to protecting workers' rights, enforcing workplace standards, and regulating international labor migration.
- ▶ Insight into public and private mechanisms for worker grievance and redress.
- ▶ Insight and trends around wages, deductions, and hours of work.
- ▶ Perspective on levy charged on foreign contract workers and how repayment is administered.
- ▶ Perspective on practices related to passports.
- ▶ Insight into how various government agencies relate to foreign contract workers.
- ▶ Information, trends and insight into how different types of employment agencies operate and issues related to their regulation by the government.
- ▶ Insight into how recruitment abuses in sending countries, as well as in Malaysia, might be handled in the future.
- ▶ Perspective on the different roles of government, employer, buyer and recruiter to ensure that excessive fees are not paid by the worker in the sending country.
- ▶ Perspective on housing conditions and oversight, including curfews and other restrictions.
- ▶ Perspective on whether conditions differ in the sector by gender and/or national origin.
- ▶ Perspective on whether conditions for workers differ significantly by product category, region of Malaysia, and/or tier of supply chain.
- ▶ Predictions for the future of the sector in Malaysia.

3 Verité 2014, p. 210.

► 5

Assessing the existence of forced labour among prisoners



Summary data	
Target	Inmates in state prisons in Mongolia
Key research questions	▶ Does the organization of prison labour comply with the requirement of ILO Conventions No. 29 and No. 105? ▶ What is the extent of inmate employment? ▶ What are the conditions of prison employment? ▶ What are the nature and characteristics of the work performed by prisoners?
Approach	▶ Mixed-methods convergent approach combining a survey for inmates with interviews with prisoners selected from the survey sample.
Tools	▶ Background literature review ▶ Survey questionnaire ▶ In-depth interview questionnaire ▶ Focus group discussions ▶ Observation
Reference	ILO, Assessing compliance with ILO conventions Nos. 29 and 105 on forced labour in Mongolia's prisons , 2024.

Objectives of the research

The objective of the study was to assess the compliance of prison work in Mongolia with the requirement of ILO Conventions No. 29 and 105 by conducting empirical research on the labour conditions of inmates and the organization of employment in prisons of Mongolia.

The main research questions addressed by the study and the main methods used to respond to each question are summarized in the table below.

▶ **Table 1. Main research questions and tools used**

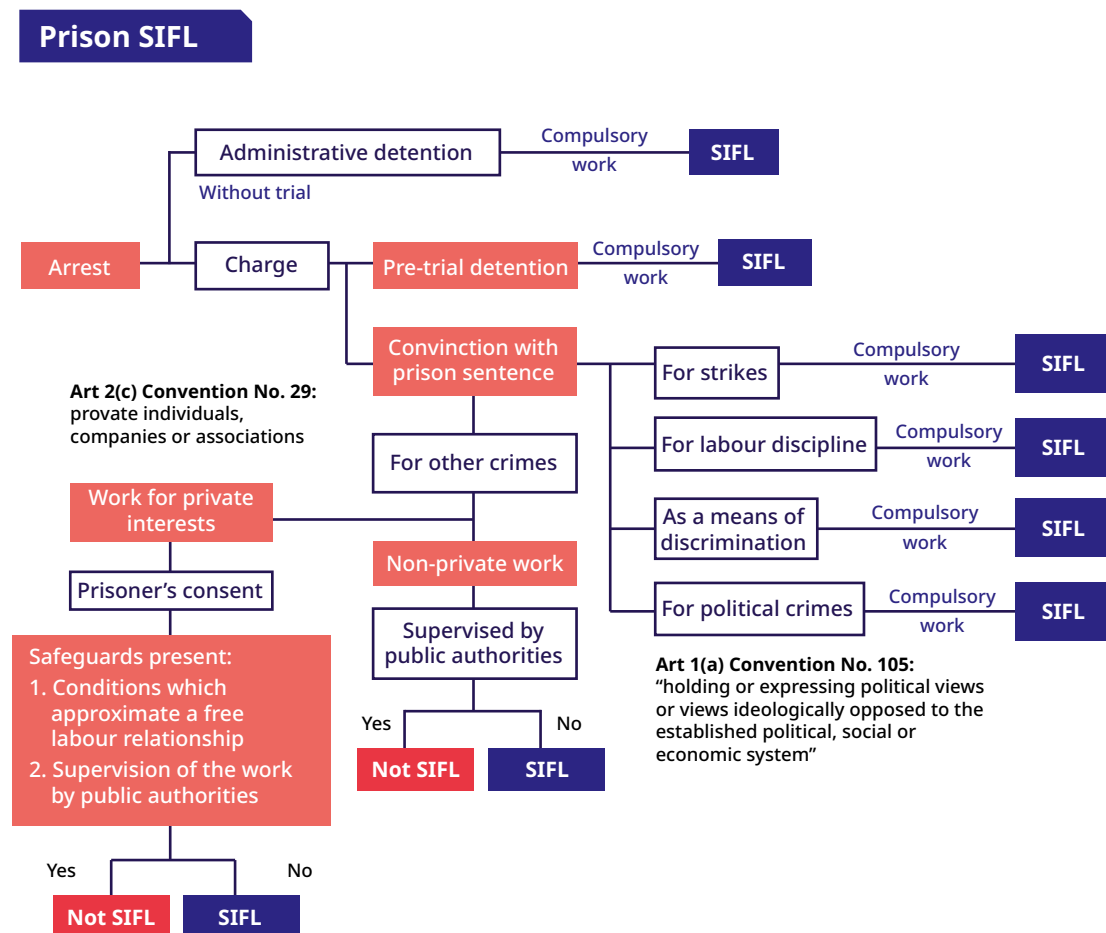
Research questions	Tool
▶ What is the extent of inmate employment?	Background literature review; Survey questionnaire; In-depth interview questionnaire; Focus group discussions, and Observation
▶ What are the conditions of prison employment?	
▶ What are the nature and characteristics of the work performed by prisoners?	

Study design and methodology

The research combined quantitative and qualitative methods with a convergent design. It started with a background review of relevant laws and literature that underpinned the development of the data collection tools. The qualitative and quantitative data collection was conducted simultaneously from inmates (survey, interviews and focus group discussions and observation), authorities and prison staff (interviews, focus group discussions) and employers and NGOs implementing projects for inmates (interviews,

focus group discussions). The qualitative data were used to enrich and validate the quantitative results, and to illustrate unique situations through cases presented in the report.

Operational definition of forced labour



In line with ILO conventions concerning forced labour, the following decision tree was used to define forced labour in the context of prison work.

Quantitative component

The sample was constructed selecting 11 out of the 21 prisons in Mongolia, including open and closed prisons, the only women prison of Mongolia, a prison with inmates serving life sentences and a facility for juvenile training and correction. Interviews were conducted with 1,243 out of 4,489 prisoners across Mongolia, randomly selecting 3 to 5 people for each prison.

A survey questionnaire was used to assess the extent and characteristics of work in Mongolia. In particular, the survey was designed to capture information on the conditions of prison employment regarding to:

- ▶ Crime for which the inmate is detained (for strikes, political crimes etc.)
- ▶ Whether employment is imposed as a labour discipline
- ▶ Whether work is for private interest and, if this is the case, whether the prisoner's consent has been obtained
- ▶ If prisoner consent has been obtained, whether conditions are approximate to the labour market (information on wage was collected as well)
- ▶ Supervision is by public or private authorities.

Moreover, the survey collected information on:

- ▶ Whether special protective clothing and equipment are provided
- ▶ Which amount is deducted from the wage
- ▶ Background characteristics of inmates, particularly inmates' skills.

The quantitative data were entered into Excel and, after cleaning errors, processed by SPSS.

Qualitative component

Qualitative methods were used to gather information on the actual conditions and characteristics of prisoners' work and to obtain in-depth information on the nature and characteristics of the work performed by prisoner. The qualitative component was applied in parallel to the survey. The sample was elaborated from a subsample of inmates surveyed (3 to 5 inmates per prison) and key informants in each prison.

- ▶ **Interviews:** Face-to-face interviews focused on clarifying the interviewee's thoughts, beliefs, perceptions, experiences, positions and opinions on the topic, with the primary purpose of gathering information for analysis in the context of the research topic. A semi-standardized list of questions was prepared for each target group, based on the principle of asking questions in detail that were not identified in the case study questionnaire. Informants included inmates, representatives of the authorities responsible for the operation and control of prisons, prison administration and staff, and employer/contractor NGOs implementing projects targeting inmates.
- ▶ **Focus group discussions:** One focus group discussion (FGD) in each prison was conducted for in-depth discussions on specific topics relevant to each group, including: a) inmates, ensuring that they are of different origins (gender, age, ethnicity); b) prison administration and staff; and c) staff of non-governmental organizations operating in prisons.
- ▶ **Observation:** Additionally, field researchers prepared observation sheets in order to collect information from the questions prepared in advance, and to observe the real conditions of the specific field.

Questionnaire

The purpose of this questionnaire is to observe the working conditions and the status of labor and employment of inmates in Mongolia.

The information provided by the respondent will be kept strictly confidential by the Law on Personal Secrets and will only be used as a conclusion for research purposes.

Information about the respondent in the questionnaire

1. Your age:

.....

2. Your gender identity:

☐ Male ☐ Male ☐ Female ☐ Other

3. What is your educational background?

1. Primary education or below ☐

2. Lower secondary education ☐

3. Upper secondary education ☐

4. Technical education and vocational training (TEVT) ☐

5. Tertiary education or above ☐

4. What is your ethnic background?

1. Mongolian ☐

2. Kazakh ☐

3. Other nation ☐

5. What is your religion?

1. Not religious ☐

2. Buddhism ☐

3. Christianity ☐

4. Islam ☐

6. Have you been convicted before?

1. Yes ☐ 2. No ☐

7. How much time is left for you to be released?

___years ___months ___days

8. How much time of your sentence have you already served?

___years ___months ___days

9. For which reason are you currently convicted?

- | | | | |
|---|--------------------------|---------------------------------|--------------------------|
| 1. Crimes against a person
(as for example, assault, arson, child abuse, domestic abuse, kidnapping, rape etc.) | ☐ | 4. Strikes and political crimes | ☐ |
| 2. Crimes against property
(as thefts, burglary, larceny, robbery, auto theft and shoplifting) | ☐ | 5. Other (specify) | ☐ |
| 3. Statutory crimes
(as alcohol-related crimes, drug crimes, traffic offences and financial/white collar crimes) | ☐ | 6. Do not know/refuse | ☐ |
| | | 7. Other | ☐ |

Complaint and request handling operations**10. Have you ever made any complaints or requests to the prison or its administration?**

1. Yes ☐ 2. No ☐ 3. I do not know ☐

11. If yes, please specify the reason for the complaint

.....

12. During the current imprisonment, have you ever forced to work as a punishment?

1. Yes ☐ 2. No ☐ 3. I do not know ☐

The organization of labour**13. During the current imprisonment, have you ever worked?**

1. Yes ->15 ☐ 2. No ☐

14. If you haven't worked, why didn't you work?

- | | |
|--|--|
| Due to health reasons ☐ | Not included in the work schedule ☐ |
| Did not want to work ☐ | Other: ☐ |
| No work was available ☐ | Please specify: |

Finish questionnaire.

15. Did you consent to work?

1. Yes ->16 ☐ 2. No ☐

16. Why did you consent to work?

- | | |
|--|---|
| 1. because I want to spend my time more productively ->18 ☐ | 5. Other ->18 ☐
Please specify: |
| 2. because by working I can cut days from imprisonment ->18 ☐ | |
| 3. because I want to acquire skills ->18 ☐ | 6. because I could not refuse to work ☐ |
| 4. because I want/need money ->18 ☐ | 7. I do not know/refuse to answer ->18 ☐ |

17. Why could you not have refused to work (indicate which apply – multiple answers are possible)?

- | | |
|--|---|
| 1. I was afraid/I was menaced of corporal punishment, physical or sexual abuse ☐ | 5. I was afraid/I was menaced of being deprived of meals ☐ |
| 2. I was afraid/I was menaced of being isolated from other inmates ☐ | 6. I was humiliated in front of other inmates ☐ |
| 3. I was afraid/I was menaced of being deprived of telephone calls or external visits ☐ | 7. Other ☐
Please specify: |
| 4. I was afraid/I was menaced of being deprived of leisure time or of walks by prison wards ☐ | |

18. What kind of work do you perform/do? You can select multiple options:

- | | |
|--|---|
| 1. Manufacturing construction materials ☐ | 8. Sewing, workshop ☐ |
| 2. Printing factory ☐ | 9. Mining production ☐ |
| 3. Handicrafts ☐ | 10. Manufacture of textiles and wool ☐ |
| 4. Livestock farming ☐ | 11. Cultivating and harvesting fruits and vegetables ☐ |
| 5. Agriculture ☐ | 12. By contract /for private entities ☐ |
| 6. Stone processing and its products ☐ | 13. Other ☐
Please specify: |
| 7. Logging, woodwork ☐ | |

19. Were you asked about your preference in work, occupation, and work experience?

1. Yes ☐ 2. No ☐ 3. I do not know ☐

20. Have you been offered vocational training in a specific field? /certification training/

1. Yes ☐ 2. No ☐ 3. I do not know ☐

21. Where do you work? /can select multiple options/

- | | |
|---|---|
| 1. Outside the prison / for private entity ☐ | 4. Outside the prison in the factory and workplace of the prison ☐ |
| 2. Outside the prison / in the family of the prison administration and officer ☐ | 5. All of the above ☐ |
| 3. In the prison living area ☐ | 6. I do not know ☐ |

22. Who guards you when you perform the labour outside the prison?

- | | |
|--|--|
| 1. Prison guards ☐ | 3. Both parties mentioned above ☐ |
| 2. Private organization guard ☐ | |

23. Have you signed a contract

1. Yes ☐ 2. No ->25 ☐ 3. I do not know ->25 ☐

24. Do the terms and conditions (activities, working hours, payment, etc.) in the contract correspond to the actual working conditions?

1. Yes ☐ 2. No ☐ 3. I do not know ☐

Working conditions**25. How many days a week do you perform labour?**

1.

26. How many hours a day do you perform labour?

1.

27. Are there any risks or dangers at your workplace?

1. Yes ☐ 2. No ☐ (Skip question 28)

28. What are the common risks?

- | | |
|--|---|
| 1. Accidents and injuries ☐ | 3. Other ☐ |
| 2. Hazardous working conditions ☐ | 4. I do not know ☐ |

29. Have you ever injured yourself while working/performing the labour?

1. Yes ☐ 2. No ☐ (Skip questions 30-32)

30. If so, what kind of injuries?

1. Slightly damaged ☐

Please specify:

3. No injuries ☐

4. I do not know ☐

2. Severely injured ☐

Please specify:

31. Have you ever been diagnosed with a disability due to an injury during prison labour?

1. Yes ☐ 2. No ☐

32. Have you received medical treatment for your injuries?

1. Yes ☐ 2. No ☐

33. Have you ever been punished during your work?

1. Yes ☐ 2. No ☐ 3. I do not know/refuse to answer ☐

34. How have you been punished during your work?

1. Corporal punishment, physical or sexual abuse ☐

2. Punishment with extra work ☐

3. Isolation from other inmates ☐

4. Deprivation of leisure time or of walks by prison wards ☐

5. Deprivation of telephone calls or external visits ☐

6. Deprivation of meals ☐

7. Humiliation in front of other inmates ☐

8. Other ☐

Please specify:

35. Have you been introduced to the safety rules at workplace?

1. Yes ☐ 2. No ☐ 3. I do not know ☐

36. Are you provided with safety work clothes and protective equipment for employment?

1. Yes ☐ 2. No ☐ 3. I do not know ☐

37. How are your labour and working conditions different from the work and working conditions of other ordinary people?

- | | |
|------------------------------------|---|
| 1. High ☐ | 4. Same ☐ |
| 2. Medium ☐ | 5. I do not know ☐ |
| 3. Low ☐ | |

38. Do you get compensated as a result of your labour?

1. Yes ☐ 2. No ☐ 3. I do not know ☐

39. How is your wage compensated?

- | | |
|---|--|
| 1. In cash ☐ | 5. No wages or salary ☐ |
| 2. In a personal account ☐ | 6. Other ☐ |
| 3. Substitutes salary with items ☐ | Please specify: |
| 4. In prison account ☐ | |

40. How much do you get paid for your job (daily pay)?

1. Specify amount (MNT).....

41. Has any amount ever been deducted from your wage?

1. Yes ☐ 2. No ->46 ☐ 3. I do not know ☐

42. Why has money been deducted from your wage?

- | | |
|---|--|
| 1. Compensation for damages ordered by the court ☐ | 3. Other ☐ |
| | Please specify: |
| 2. Compensation for damages caused by misconduct while performing the work ☐ | |
| | 4. I don't know ☐ |

43. How much money is deducted from your wage?

- | | |
|--|---|
| 1. Specify amount (MNT) ☐ | 3. I do not know ☐ |
|--|---|

44. Does the prison treat you differently from other inmates at work?

1. Yes ☐ 2. No ☐ 3. I do not know ☐

45. Does the prison reward you for doing your job well? How do they reward you?

- | | |
|--|---|
| 1. Increased the number of temporary visits ☐ | 4. Incentives by items ☐ |
| 2. Increased the number of long visits ☐ | 5. No rewards were given ☐ |
| 3. Reward days are given ☐ | 6. Other ☐ |

Please specify:

46. If you have any comments/requests on prison labour, please write it down?

Thank you for participating in the questionnaire

Key informants' interview guidelines

Interview introduction

The purpose of this questionnaire is to observe the working conditions and the status of labour and employment of inmates in Mongolia.

The information provided in the interview by the respondent will be kept strictly confidential by the Law on Personal Secrets and will only be used as a conclusion for research purposes.

General/researcher attention

- The interview will be conducted by a staff member trained by the NHRCM.
- The researcher conducts the face-to-face interview, therefore manages the interview and takes notes.
- The interview survey will cover 3 to 5 people from each prison. In doing so, a random sample of interviewees will be selected from the prison.
- Interview duration is 10 to 15 minutes.
- The researcher will record the interview on a tape recorder. In doing so, participants will need to be informed in advance.
- The researcher should be considered to choosing the appropriate environment and time for the interview.

- ▶ To open up the interviewees, the researcher may ask questions and receive answers that are not relevant to the study before the interview begins.
- ▶ Interviewees have the right not to answer questions and have the right to stop the interview at any time.

General information

Place of interview.....

Name of researcher.....

Date of interview.....

Duration of the interview.....

Directions for the interview of inmates

1. General information of the survey participants
 - a. Age, gender, education?
 - b. Information on detention (pretrial, conviction), what crimes have been committed?
 - c. How did you earn your living before imprisonment? Did you have a job?
 - d. Nationality; what is your religion?
2. How does the prison handle inmates' complaints and requests? Have you ever made any complaints or requests? were these related to work?

The organization of labour

3. Are you working?
 - a. Was the decision to do work your own will?
 - b. Or was it assigned to you?
4. Have you ever quit a job before starting or without ending it?
 - a. If so, for what reason did you stop working?
 - b. If no, why can't you refuse?
5. Why did you decide to work?
 - a. What are the cons and pros of working?
 - b. Do you think that working during imprisonment will help you finding a job once out of prison?
6. Do inmates sign a written contract of employment? If so, did you read the terms of the contract and fully understand them? If not, did you receive any information on working conditions (working hours, pay, etc)? how was this information shared with you?

Working conditions

7. Where do inmates usually work?
 - a. What kind of work do you perform/do?
 - b. What is the difference between working in and out of prison? For ex: environment, food, occupational safety, supervision, etc.
8. Did you receive any training for working?
9. How many days a week do you perform labour? How many hours a day do you usually perform labour? Have you ever worked very long hours? If so, how many?
10. Are there any risks or dangers at your workplace? What are the common risks? Have you been injured?
11. What are the opportunities for medical care and counselling in prisons? Did you receive it?
12. Have you been introduced to the safety rules at workplace? Are you provided with safety work clothes and protective equipment for employment?
13. How are your working conditions different from the working conditions of other ordinary people?
14. Are inmates paid for their work, how much is paid, and how are they compensated?
15. Do they treat you differently from other inmates while performing the work? /while making work schedule etc./ Do they make inmates work as punishment?
16. Is there anything you wish to add about the working conditions?

Direction of interview with prison staff

17. General information of the survey participants
 - a. Age, gender, education?
 - b. Years of employment, position
18. What is the legal framework for the employment of inmates in Mongolia? What are the laws and rules?
 - a. How are these regulations implemented?
19. Have inmates working in prisons been imprisoned by a court decision? Or, by decision of administrative or non-judicial bodies or authorities?
20. Do the inmates voluntarily give their official consent to work?
 - a. Are they provided with specific information concerning the work (for example, working hours, payment conditions, etc.)? Do they sign a written employment contract or agreement?
 - b. What happens if inmates do not consent to work? Are they forced to work? Are they punished? If so, how are they punished?

21. How are inmates assigned to jobs and where do they work?
 - a. How are they selected for the specific work they are assigned to? Is their work experience considered when assigning them to work? Are inmates asked about their preference about work/occupation? How are they assigned to work inside or outside the prison?
 - b. What is the difference between working in prison and working outside?
22. What are the occupations of prisoners?
 - a. What kind of work do inmates do? Do they receive any training?
23. How different are the working conditions (working hours, pay, etc.) in prison from those outside the prison (i.e. labour market)?
24. What measures and policies are in place to help them get specialized and experienced?
 - a. How are they implemented? Which challenges do you face in implementing them? How do you think these measures/policies could be improved?
 - b. Do you think that working during imprisonment helps inmates to find a job once they are out of prison? Do you think that working during imprisonment helps inmates to reinsert in the society once they are out of prison?
25. Are there policies and measures in place to promote the health and safety of prisoners during their employment? If so, how are they implemented?
26. Were there any work-related injuries in the detention centres?
 - a. What were the main type of injuries?
27. What are the chances of getting medical help?
28. Is the mechanism for prisoners to file complaints implemented?
 - a. If so, do inmates take advantage of this opportunity or face difficulties? What are your suggestions for further improvement?
29. Are the inmates paid for their labour? How is it paid? How much is the daily pay?
30. Do inmates work for individuals, companies, or associations? Does the state hire inmates to work for private contractors who are responsible for their accommodation, clothing, security, and pay? Does the contractor pay a one-time fee to the state for using inmate labour? Are inmates selected by contractors through the decision of the prison administration?
31. How is the monitoring implemented when inmates are contracted to work out of the prison? What are the minimum requirements for the workplace?
32. Are you aware of the International Labor Organization's forced labor law requirements for inmate labor under Conventions 29 and 105 of forced labor? What is your opinion on this?
33. Are there any ideas or anything else you want to add on this?

Direction of interview with prison administration

34. General information of the survey participants
 - a. Age, gender, education?
 - b. Years of employment
35. What is the legal framework for the employment of inmates in Mongolia? What are the laws and rules?
 - a. How are these regulations implemented?
36. Have people working in prisons been convicted by a court decision, or by a decision of an administrative or non-judicial authority?
37. Were prisoners voluntarily granted official work permits after receiving specific information? Do you sign a written employment contract or agreement?
38. What are the occupations of the inmates?
39. What are the measurements and policies in place to specialize them? How are they implemented? Which challenges do you face in implementing them? How do you think these measures/policies could be improved?
 - a. Do you think that working during imprisonment helps inmates to find a job once they are out of prison? Do you think that working during imprisonment helps inmates to reinsert in the society once they are out of prison? Please elaborate more on this.
40. Are there policies and measures in place to promote the health and safety of inmates during their employment? If so, how is it implemented?
41. Do the inmates get paid? How is it paid? How much is the pay?
42. Do inmates work for individuals, companies, or associations? Does the state hire inmates to work for private contractors who are responsible for their accommodation, clothing, security, and pay? Does the contractor pay a one-time fee to the state for using prison labor? Is the prison administration selecting prisoners to work as contractors in the prison?
43. Are you aware of the International Labor Organization's forced labor law requirements for inmate labor under Conventions 29 and 105 of forced labor? What is your opinion on this?
44. Is there anything you would like to add?

Direction of interviews with business entities

45. General information of the survey participants
 - a. Age, gender, education
 - b. What type of activities does the organization carry out?
 - c. Duration of the organization

46. How does your organization decide to hire inmates? What are the advantages/disadvantages to hire inmates?
 - a. When did your organization started to hire inmates?
 - b. How different is productivity in prison from that outside the prison (i.e. labour market)?
 - c. How different are the working conditions (working hours, pay, etc.) in prison from those outside the prison (i.e. labour market)?
47. How are inmates contracted to work with your organization?
 - a. Do you and your organization enter into a written contract for the employment of the inmates? Do you make a direct agreement with the inmate or with the prison administration? What kind of agreement do you make? Can you select the inmates for work? If so, how do you select them?
48. What are the responsibility of your organization when hiring inmates? For example, supervision, payment, provision of tools, etc.
 - a. Do the inmates get paid? If so, how is it paid? How much is the pay?
 - b. Do you and your organization pay a one-time fee to the state for the use for inmate labour? Does the prison administration select inmates through contractors to perform labour in the prison?
49. Where do the inmates perform labour?
 - a. What kind of work do the inmates do?
 - b. What measures are taken to supervise and monitor the work inmates?
50. What kind of occupation do the inmates hold? What kind of measurements are in place in order to specialize the inmates? Who provides them? /training/
51. What measurements are taken in order to ensure the health and safety of inmates during their employment?
 - a. Is guidance for occupational safety provided?
 - b. Do you provide special clothing and tools?
52. Have there been any work-related injuries?
 - a. What are the main types of injuries?
53. What are the chances of getting medical help?
54. Is there anything else you would like to add?

Observation sheet

Introduction of the observation sheet

The purpose of this observation sheet is to monitor the working conditions, work and employment of inmates in Mongolia.

The information provided by the respondent will be kept strictly confidential in accordance with the Law on Personal Confidentiality and will only be used for the general conclusion of the research.

General notes for researchers

- The observation sheet will be completed by visiting seven prisons according to the sample.
- When filling out the observation sheet, the researcher may take photos for environmental documentation purposes.
- If the researcher conducts an interview, it should be documented with a voice recorder. The participants shall be notified in advance and consent to it.

General note

The prison that filled out the observation sheet:	
Name of the researcher:	
Date:	
Explanation:	

Observation sheet

When the researcher fills in the observation sheet, he or she will enter a yes, no, or a number according to the question. You can also add an explanation for the answer.

№		Yes	No	Explanation
Prison				
1	Were there any requests and complaints box in the prison?			
2	Were there any opportunities to express requests and complaints? Were any rules and regulations for it?			

No		Yes	No	Explanation
3	Were the prison rules and regulations transparent? Were there any boards for it?			
4	Total number of inmates /approximately/			
5	Total number of inmates performing labour in the prison			
6	Whether the inmates signed a written contract when doing labor in the prison			
Workplace in the prison				
7	Is the workplace of inmates inside the prison?			
8	Is the workplace of inmates outside the prison?			
9	Number of inmates working outside the prison			
10	If the workplace is under any risks /Explain why you consider it is under any risk/			
11	If there are any workplace safety instructions or boards			
12	If the workplace safety instructions are given before work			
13	If the inmates are provided with work clothing, special tools			
10	If there is a medical aid kit and a section for it			
11	Number of inmates provided with medical help in the last season			
12	Who supervise inmates during their work?			
Behaviour and interactions in the workplace in the prison				
13	How inmates look like? Is there anything that might indicate membership in a group (for ex., ethnic group or religion, etc.)			
14	Who speaks to whom? Which language is spoken? What is the tone of their voice? What is the feeling towards each other? Researcher shall note ethnicity, age, dynamics of interaction. Emphasis shall on the dynamics between inmates and supervisors.			
15	Does anyone enter, leave and spend time at the observation site? Does anyone (different from supervisors and inmates) enter the workplace in the prison? Who are they? How many?			
16	Who stands out? What does differentiate these individuals? Do people consult them or do they approach other people?			

**Fundamental Principles and Rights
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