Research manual

Assessment of the implementation of fundamental principles and rights at work in the workplace
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International Labour Organization
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The research manual for the assessment of fundamental principles and rights at work, including the right to a safe and healthy work environment, was developed in the framework of the ILO Safety + Health for All flagship programme.
Foreword

Millions of workers worldwide are in vulnerable working conditions. In particular, the realization of fundamental principles and right at work (FPRW), including the right to a safe and healthy working environment, continues to be a cause of major concern. Despite important progress, 160 million children are still in child labour, 49.6 million people are trapped in modern slavery, and hundreds of millions suffer from discrimination in the world of work. In addition, a safe and healthy working environment is not a reality for many. Almost 2 million people die each year from work-related causes due to exposure to 19 occupational risk factors alone, with occupational diseases accounting for 81 per cent of these deaths. In past years, the COVID-19 pandemic has placed additional pressure on workers whose rights were already threatened. In June 2022, a resolution was adopted by the International Labour Conference that includes a safe and healthy working environment in the International Labour Organization (ILO)’s framework of fundamental principles and rights at work.

Against this backdrop, the ILO is expanding its knowledge of the realization of the FPRW. Research supported by this Manual therefore includes for the first-time under a combined framework freedom of association, the right to collective bargaining, the elimination of forced or compulsory labour, the abolition of child labour, the elimination of discrimination in employment and occupation, and the right to a safe and healthy working environment. Through improved research in these areas – particularly in informal settings – the ILO aims to identify factors that enable or constrain the realization of these core standards at the workplace, which are often inter-connected.

This Research Manual was developed to serve as a practical guide for users – ranging from ministries and other government agencies, workers’ and employer’s organizations, community-based organizations, and researchers in general. It will contribute to an improved data collection process and the generation of high-quality analysis. This will further support the development of new and effective intervention strategies and jointly agreed intervention models that result in tangible change. The data will also serve as a baseline to enable better monitoring and evaluation of intervention results which will increase accountability, effectiveness and efficiency of ILO development projects in these areas.

This is the first version of the Research Manual. It is accompanied by a questionnaire to be used for employers, a questionnaire for workers, and two supplemental manuals for the administration of the questionnaires and conducting semi-structured interviews. The ILO will continue to build on good practices and lessons learned from field research based on these tools with the aim to continue to improve guidance and update resources.

Vera Paquete-Perdigao
Director
Governance and Tripartism Department
Book I: Users’ Handbook
### List of acronyms

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<td>AIDS</td>
<td>Acquired immunodeficiency syndrome</td>
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<td>CNMCI</td>
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<td>Fundamental Principles and Rights at Work</td>
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<td>PAO</td>
<td>Professional Agricultural Organization</td>
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<td>QAH</td>
<td>Questionnaire Administration Handbook</td>
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<tr>
<td>MSMEs</td>
<td>Micro-, small- and medium-sized enterprises</td>
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<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities, Threats</td>
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1 Introduction
This handbook contains a methodology and the investigative tools needed to identify and analyse the constraints related to the realization of fundamental principles and rights at work (FPRW) at the workplace, including the right of a safe and healthy working environment. It is intended for national consultants tasked with carrying out the assessment and those assisting them (especially in conducting surveys).

The workplace assessment should enable national, sectoral or local action plans to be drawn up in order to ensure better implementation of FPRW in the specific sector(s) targeted by the study, as well as raise awareness and mobilize stakeholders, including tripartite constituents, labour inspectorates and other public administrations, around the issues relating to the implementation of FPRW.

The handbook was originally developed to support the ILO GOVERNANCE project “Strengthening Labour Governance in MSMEs and Supporting the Transition from the Informal to the Formal Economy.” It has been revised for use in any workplace, in all types of economic sectors, and in different national contexts. It has also been substantially reviewed to take into consideration the inclusion of a safe and healthy working environment in the ILO’s framework of fundamental principles and rights at work in June 2022.

1.1 Objectives

The workplace assessment should provide a better understanding of the FPRW situation in a given economic sector in order to devise intervention strategies that will improve implementation of these rights. To this end, the workplace assessment has four main objectives:

1. Assess the FPRW situation at the workplace, according to enterprise and worker profiles;
2. Identify and analyse the constraints that arise in the implementation of FPRW in the targeted sector;
3. Identify the concerns, needs and priorities of sector’s stakeholders (workers, employers, trade union organizations, employers’ organizations, labour inspectorates and other relevant public authorities); and
4. Identify opportunities and approaches for improving and the realization of FPRW.

1.2 Methodology

The selected methodology is based on a combined analysis of three types of information:

1. Standardized information (through questionnaires);
2. Purely qualitative information (through individual semi-structured interviews and group interviews); and
3. Existing information or secondary data (sets of statistics, publications, project documents, etc.).

Questionnaire surveys are used essentially to collect factual information (for examples: How many hours do you work per day? In the past 12 months, have you had an accident at work? Does your employer provide protective equipment?) and to quantify these facts (for examples: Percentage of the surveyed population having had an accident at work; Percentage of employers providing protective equipment).

Semi-structured interviews lend themselves more readily to questions about circumstances and reasons – the how and why of the events.

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1 The project was funded by the French Government and covered five countries of the Africa region: Burkina Faso, Côte d’Ivoire, Madagascar, Togo and Tunisia. It aimed to assess the OSH conditions and the realization of other FPRW situation in micro-, small- and medium-sized enterprises (MSMEs) in various economic activity sectors with a view to enhancing the Labour Inspectorates’ work in these sectors. More information on this project is available at: https://www.ilo.org/africa/technical-cooperation/WCMS_537813/lang--en/index.htm.

2 Resolution on the inclusion of a safe and healthy working environment in the ILO’s framework of fundamental principles and rights at work.
The proposed methodology thus combines both types of information. In practice, semi-structured interviews are often seen as secondary, and only used to supplement the data collated from the questionnaires. One of the reasons for this perspective is that it is easier to use questionnaires (closed questions) and process figures (descriptive statistics) than to conduct semi-structured interviews and process qualitative data. However, experience shows that data from questionnaires alone is not enough to provide a robust analysis of the facts described. Information and explanations collected through semi-structured interviews are essential to the analysis.

In addition, the size of the sample for a diagnostic analysis such as this is unable to produce statistically significant results. The choice of method is also justified by the constraints inherent in a study of FPRW, particularly in certain sectors and for certain types of enterprises. The first constraint is linked to the lack of reliable statistical information for some stakeholders, especially for micro enterprises and for stakeholders in the informal sector, which makes it impossible to achieve representative sampling.

Another constraint relates to the large number of topics covered. The survey covers all FPRW-related issues, each aspect of which could be the subject of a study in its own right. The ILO conducts regular in-depth studies focusing specifically on, for example, child labour and forced labour. The workplace assessment cannot, therefore, provide a thorough in-depth analysis of each of the issues studied; rather, it aims to highlight certain issues, such as particularly obvious cases of safety failings, sector-specific problems, issues related to a specific sector, a worker category, a geographical area, etc. In this respect, an exploratory qualitative study plays a decisive role in understanding the issues at a national level, as well as the specific characteristics of the sector.

It is therefore recommended to focus on semi-structured interviews as the information collected from these interviews is essential for analysing and interpreting the data collated from the questionnaires. Similarly, it is important to spend as much time on the analysis phase as on the survey phase.

When sampling enterprises and workers, the methodology recommends addressing the widest possible range of cases. The assessment looks into the situations and establishes enterprise and worker profiles that are relevant to the FPRW issues in the target sector. However, this method does not aim to produce statistically representative quantitative data.

The methodology has been designed to be applied to a wide range of economic sectors and countries. To this end, it includes modular methodological tools that must be tailored to the sector and the context studied by the consultants following an initial phase of so-called exploratory study.

1.3 Carrying out the workplace assessment

The assessment is performed in four stages:

1. Training in content and methodology to deliver the study (data collection through questionnaires, individual and group semi-structured interviews, collation of secondary data, comments) and the analysis (data processing, report content and structure). The training course lasts for five days and includes practical survey exercises.

2. Preparation of the survey and the exploratory study, which aims to identify sector-specific issues that will need to be dealt with in more detail in the field survey (sub-sector, business type, worker category, survey sites, etc).

3. Conducting the field survey and analysing the collated data, which involves collating and recording data (administration of questionnaires, data entry, conducting semi-structured interviews and writing up interview abstracts and analysis) (see section 4), as well as processing and analysis of the collated data (see section 5).
4. Report writing, which involves:
   a. drafting a first version;
   b. presentation and discussion to the ILO and its constituents; and
   c. completion of the report.

1.4 Content of the Research Manual

The Research Manual presents:

- Structure and content of the workplace assessment;
- Methodology, tools for gathering information and identification of locations and respondents;
- Instructions for research consultants and interviewers to follow when conducting the survey; and
- The data analysis framework for drafting the workplace assessment.

The Research Manual is accompanied by two supplemental handbooks and two questionnaires:

- Questionnaire Administration Handbook (QAH);
- Handbook for Conducting Semi-structured Interviews;
- Questionnaires for employers; and
- Questionnaire for adult workers.
2 The scope of the study
2.1 Background and key issues

The ILO has established a set of standards to provide governments, employers and workers with the means to best ensure safety and promote health at work. While focusing initially on protection against occupational diseases and accidents at work, the concept of OSH has evolved to encompass the right to a decent, safe and healthy working environment and the social, physical and psychological well-being of workers. More specifically, the aim is to minimize and eventually eliminate risks, occupational accidents and diseases by adopting preventive health and safety measures. The ILO promotes an approach based on the development of a “culture of prevention on safety and health”; i.e., a culture where the right to a safe and healthy working environment is respected and where all stakeholders (government, employers and workers) work actively to ensure genuine access to this right. In June 2022, the International Labour Conference adopted a resolution including a safe and healthy environment in the ILO’s framework of fundamental principles and rights at work. As a result, the Occupational Safety and Health Convention, 1981 (No. 155) and the Promotional Framework for Occupational Safety and Health Convention, 2006 (No. 187) are now fundamental Conventions within the meaning of the ILO Declaration on Fundamental Principles and Rights at Work (1998), as amended in 2022.

- The **Occupational Safety and Health Convention, 1981 (No. 155)** and its Protocol of 2002 provides for the adoption of a coherent national occupational safety and health policy, as well as action to be taken by governments and within enterprises to promote occupational safety and health and to improve working conditions. National OSH policies are to be developed by taking into consideration national conditions and practice. The Protocol calls for the establishment and the periodic review of requirements and procedures for the recording and notification of occupational accidents and diseases, and for the publication of related annual statistics.

- The **Promotional Framework for Occupational Safety and Health Convention, 2006 (No. 187)** aims at promoting a preventative safety and health culture and progressively achieving a safe and healthy working environment. It requires ratifying States to develop, in consultation with employers’ and workers’ organizations, a national policy, national system, and national programme on OSH. The national policy shall be developed in accordance with the principles of Article 4 of Convention 155, and the national systems and programmes shall be developed taking into account the principles set out in relevant ILO instruments. National systems shall provide the infrastructure for implementing national policy and programmes on OSH, such as laws and regulations, authorities or bodies, compliance mechanisms including systems of inspection, and arrangements at the level of the undertaking. National programmes shall include time-bound measures to promote occupational safety and health, enabling a measuring of progress.

In addition to these two fundamental Conventions, the Occupational Health Services Convention, 1985 (No. 161) provides for the establishment of enterprise-level occupational health services which are entrusted with essentially preventive functions and which are responsible for advising the employer, the workers and their representatives in the enterprise on maintaining a safe and healthy working environment.

The ILO also adopted several safety and health Conventions for particular branches of economic activity that are relevant in the context of the Safety + Health for All Flagship programme, in particular the **Safety and Health in Construction Convention, 1988 (No. 167)**, the **Safety and Health in Agriculture Convention, 2001 (No. 184)**. Also, the ILO adopted a number of Conventions that aim to protect workers against specific work-related risks, such as radiation, cancer, air pollution, noise and vibration, asbestos and chemicals.

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3 See more: **Safety + Health for All, ILO Flagship programme**.
In addition, the ILO has developed more than 40 Codes of Practice related to occupational safety and health, notably for the construction and agriculture sectors. These codes provide guidance on safety and health at work for public authorities, employers, workers, enterprises, and specialized occupational safety and health protection bodies (such as enterprise safety committees) to protect workers against specific hazards (e.g. radiation, lasers, visual display units, chemicals, asbestos, airborne substances), and on certain safety and health measures (e.g. OSH management systems; ethical guidelines for workers’ health surveillance; recording and notification of occupational accidents and diseases; protection of workers’ personal data; safety, health and working conditions in the transfer of technology to developing countries).

Beyond a safe and healthy working environment, the ILO Declaration on Fundamental Principles and Rights at Work, adopted in 1998 and amended in 2022, is an expression of commitment by governments, employers’ and workers’ organizations to uphold basic human values - values that are vital to our social and economic lives. It affirms the obligations and commitments that are inherent in membership of the ILO, namely:

- **Freedom of association and the effective recognition of the right to collective bargaining:** The right of all workers to establish and join organizations of their own choosing is an integral part of an open and democratic society. In addition, collective bargaining is a key tool enabling employers, employer organizations and unions to set fair wages and working conditions.

- **The elimination of all forms of forced or compulsory labour:** Forced labour, which means any work or service that is exacted from a person under the threat of a penalty and for which the person has not offered themself voluntarily, is a violation of the fundamental human right “to free choice of employment, to just and favourable conditions of work”. Following the adoption of the Protocol of 2014 to the Forced Labour Convention, 1930, a ninth ILO instrument was then considered as "fundamental".

- **The effective abolition of child labour:** ILO Conventions set the legal minimum age for admission to employment at 15, with the possibility to set the general minimum age at 14, except for "hazardous work", which must not be carried out by anyone under the age of 18 years old. Member States also have the option to set a lower age (12 or 13) for light work. Where appropriate, the concept of “light work” is defined by the competent national authorities in accordance with Article 7 of the Minimum Age Convention (1973), No. 138. International regulations also prohibit night work and excessive working hours for children aged under 18 years.

- **The elimination of discrimination in respect of employment and occupation:** According to the *ILO Discrimination (Employment and Occupation) Convention* (C111), discrimination at work means any distinction, exclusion or preference made on the basis of race, ethnicity, colour, sex, religion, political opinion, national or social origin, which has the effect of nullifying or impairing equality of opportunity or treatment. Furthermore, the Equal Remuneration Convention (C100) prohibits wage discrimination between men and women. In addition to being a violation of fundamental human rights, discrimination hinders development because it squanders the human talent needed for economic progress and increases social tensions and inequalities.

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5 ILO, *ILO Declaration on Fundamental Principles and Rights at Work*.
7 For countries which economy and educational facilities are insufficiently developed.
8 For instance, see ILO, Night work of Young Persons (Industry) Convention, 1919 (No. 6); and ILO, Night Work of Young Persons (Non-Industrial Occupations) Convention, 1946 (No. 79).
Work-related accidents and diseases are still common in all regions of the world. Almost 2 million people die each year from work-related causes due to exposure to 19 occupational risk factors alone, with occupational diseases accounting for 81 per cent of these deaths. Workplace accidents and diseases have a direct and indirect negative impact on workers and their families. A single accident or illness can result in a huge financial loss for workers with no social protection. Improving OSH offers microeconomic benefits for enterprises in terms of worker productivity and lower absenteeism, as well as a macroeconomic benefit for society in terms of longer life and better health.

Hundreds of millions of people are victims of discrimination at work around the world. According to the ILO, 160 million children in the world are in child labour accounting for almost 1 in 10 of all children worldwide.\(^\text{11}\) The ILO also estimates that 49.6 million people were living in modern slavery in 2021, of which 27.6 million were in forced labour, including 17.3 million being exploited in the private sector; 6.3 million in forced commercial sexual exploitation, and 3.9 million in forced labour imposed by State. Women and girls are disproportionately affected by forced labour.\(^\text{12}\) In addition, restrictions on freedom of association are common. For example, freedom of association is often denied to certain categories of workers such as migrant workers and temporary workers.

### 2.2 Definition of the research topic: Enterprises and persons interviewed

#### 2.2.1 Enterprises

It is essential to determine, ahead of the study, the type and profile of the enterprises it will cover. Indeed, the workplace assessment could cover all stakeholders in a given economic activity sector (for example, the construction sector) or a specific type of stakeholder within the sector (for example,

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micro enterprises and small- and medium-sized enterprises [SMEs] in the construction sector). The workplace assessment could also cover all the stakeholders involved in the same value chain (for example, mining operations supplying raw materials for building materials to building construction firms and architectural firms). It should also be determined whether the study is to focus exclusively on the formal economy, or whether it also includes activities that fall within the scope of informal activity. The first step therefore involves defining the scope of the sector of economic activity studied, as well as the type(s) of enterprises taken into account in the study.

The type of enterprise is generally distinguished using a size criterion. Two aspects are commonly taken into account when assessing the size of an enterprise:

- the enterprise's workforce (number of permanent workers); and
- the financial importance of the enterprise (annual turnover, net fixed assets or investment level).

The definition of micro enterprises, SMEs and large enterprises varies from one country to another. Since workplace assessment is to be used to draw up national action plans rather than make a comparison between countries, national categories should be used. In some countries, the enterprise categories correspond to statistical categories defined by national survey institutes. In others, they are defined in law or by regulation. In countries where there is no definition, the statistical categories used by the ILO should be used.

### 2.2.2 Persons interviewed

In order to assess the situation of FPRW at the workplace, and to address the concerns of all stakeholders involved in implementing them, the study must take into account all individuals concerned and the stakeholders involved:

**Worker**

In this survey, the term “worker” refers to any person employed by a third party to perform a productive activity, regardless of whether they receive a salary in the enterprises in the study’s target sector. In this definition, the term “worker” covers a diversity of statuses (Maldonado 1998), including:

- **Permanent worker:** This is someone who is not an apprentice and who has worked over 12 continuous months (even if part-time) for an employer in return for a salary. The salary is not necessarily fixed; it can be based on piecework, performance, percentages, etc. The contract may take the form of a verbal or written agreement, explicit or otherwise, legally recognized or otherwise.

- **Temporary, seasonal and casual worker:** This is an enterprise worker who has worked for a short time (less than 12 months) and receives remuneration in return for services rendered. Seasonal workers are also considered to be casual, including those hired for a short period of time to cope with large orders.

- **Unpaid family and non-family caregiver:** An unpaid family worker is any relative of the business owner (son, nephew, cousin, etc.) who works for their enterprise but does not in theory receive any remuneration. Usually living in the same household, they are generally supported by the family of the business owner. This definition can also include any non-family member working without pay for up to 12 hours per week. Excluded from this category are family workers who are regularly remunerated in return for their services. In this case, they will come under the worker category.

- **Apprentice:** This category covers any individual learning a trade with an enterprise.
Homeworker: According to the ILO Home Work Convention, 1996 (No. 177), a homeworker carries out work (i) in his or her home or in other premises of his or her choice, other than the workplace of the employer; (ii) for remuneration; (iii) which results in a product or service as specified by the employer, irrespective of who provides the equipment, materials or other inputs used, unless this person has the degree of autonomy and of economic independence necessary to be considered an independent worker under national laws, regulations or court decisions.

In addition, the survey makes a distinction between:

- “adult workers” who are workers aged 18 and older;
- “working children” who are workers aged under 18 years.

The survey includes two separate individual semi-structured interview grids for “adult workers” and “working children”. This methodology has been chosen to reflect the existence of FPRW rights specific to child labour and, therefore, the need to specifically analyse the working conditions of children. Furthermore, it makes sense to adapt the question wording to children, both for ethical reasons and to ensure it is properly understood.

Employers

In this survey, the term “employers” refers to owners of the means of production who operate their own economic enterprise and work for themselves, employing workers or other categories of workers.13 In this survey, “employers” are differentiated according to the profile of the enterprise they head, including the size criteria and the degree of informality of the enterprise (see section 5.1.1 “Defining enterprise profiles”).

In enterprises of a certain size, the person in charge of staff management issues (recruitment, contract, wages, hours of work, leave, social protection, etc.) is often not the head of the enterprise. In this case, the interviewer may go through the questionnaire with the enterprise head and then meet the person in charge of staff management to fill in the missing information about the enterprise and its employment conditions.

Workers’ organizations

Depending on the sector studied, there is a need to identify the workers’ organization(s) active in this sector, regardless of whether the workers are affiliated to it. In addition, it is important that the interviewees include both national representatives (national office) and local representatives (branch offices or local offices) from each workers’ organization.

Employers’ organizations

Depending on the sector studied, there is a need to identify the employers’ organization(s) active in this sector, regardless of whether the employers are affiliated to it. As with workers’ organizations, it is important that survey respondents include both national representatives and local representatives for each of these organizations.

Labour inspectorate

Depending on the sector studied, there is a need to identify any labour inspectors specifically looking after the targeted sector. Even if the labour inspectorate is not conducting visits in this sector, there is a need to identify the labour inspectors most likely to intervene in the sector.

Resource persons

Resource persons can include a wide variety of stakeholders. ILO focal points will be able to provide national consultants with the information they need to identify the people and select the sub-sectors and geographical areas for the survey. Other resource persons include the public authorities involved in regulating working conditions and worker health (Ministries of Labour and Health), the public authorities involved in the specific sector (Ministry of Industry, Ministry of Commerce, etc.), the local authorities, researchers and representatives of non-governmental organizations (NGOs), etc.

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13 This definition excludes lenders and inactive associates whose main activity is regularly performed outside the enterprise.
2.3 Dimensions of the assessment of general conditions of employment and labour

The survey provides for the analysis of the scope or dimensions of working conditions in the workplace. In this respect, it is important to note that working conditions can also be indicative of potential barriers to improve the effective implementation of FPRW. In addition, some aspects of working conditions, namely the existence of a contract and social protection, are also indicators of the degree of employment informality.\textsuperscript{14}

**Dimension 1: employment contract**

The existence of a written contract, but also the type and length of the employment contract (temporary/open-ended), are often crucial to establishing what rights have been granted to workers. Generally, workers recruited on the basis of an oral contract and/or for a short temporary period have fewer rights than workers on written, open-ended contracts.

Objectives of this survey seek to establish: 1) whether workers in the target sector have contracts; 2) if they are usually recruited on a temporary or permanent basis; and 3) if the working conditions and FPRW vary greatly depending on the type of employment contract. The “worker” and “employer” questionnaires include questions to this end.

**Dimension 2: recruitment procedures and criteria**

Recruitment procedures and conditions are often crucial to work and employment conditions (for example, is the worker in debt bondage?). It is also a stage during which discrimination based on gender, age, nationality, migrant status, and ethnicity, for examples, is very likely to occur. In the sectoral diagnostic analysis, the following should be established: 1) whether recruitment types and conditions vary according to worker profile and type of trade; and 2) whether the recruitment conditions indicate any discriminatory or abusive practices, or recruitment of children. The questionnaires provide questions to this end.

**Dimension 3: salary level**

Generally, within the same sector, workers’ wages vary according to the type of activity performed, level of qualification, level of experience, etc. This survey is not aimed at performing a detailed analysis of salary levels specific to the sector studied. Two specific objectives are:

1. **To position the wage level of the workers surveyed in relation to the average wage and, where appropriate, the minimum wage, in the enterprises surveyed.** This objective is linked to the potential presence of forced labour, which could be indicated by unusually low wages.

2. **Identification of any differences in wage levels for equal work/responsibility according to the worker profile.** These differences could reveal discrimination on the basis of gender, age, nationality, migration status, disability, etc.

\textsuperscript{14} In the questionnaires, a question may therefore be relevant to several dimensions of the analysis.
Dimension 4: working hours

In every country, working hours are regulated by legal provisions. This survey should be able to establish the extent to which workers in the target sector are subject to working hours that exceed the legal provisions in force (including paid/unpaid overtime and voluntary/forced overtime). The worker and employer questionnaires include questions to this end. The workers’ responses will therefore need to be compared with the legal provisions in force. Questions relating to working hours are an indicator of child labour and therefore relevant for the FPRW analysis.

Dimension 5: social protection of workers

In many developing countries, the social protection system is limited to protecting workers in large enterprises (public, foreign) and to specific assistance programmes for certain groups. This protection is based on regular contributions that provide a right to insurance should a covered risk arise. However, the system is poorly suited to MSMEs that use temporary or seasonal labour.

This survey will be able to assess the degree of social protection that workers in the sector enjoy; the questionnaires provide questions to this end. These questions are also relevant for the OSH analysis since social protection is an important factor in the prevention of occupational risks and diseases, but also because access to some preventive services (occupational health, OSH training) is either conditional on social security scheme membership or directly managed by social security departments in many countries.

2.4 Dimensions of the assessment of occupational safety and health (OSH)

The purpose of the survey is to provide an assessment of OSH risks at the workplace in the sector studied in order to identify priority action areas for setting policies and programmes to address the identified deficits. It aims to provide a better understanding of workers’ exposure to risks; worker health conditions; the recurrence, severity and consequences of work accidents; steps taken to improve working conditions and prevent accidents and diseases at work; existing social protection coverage for accidents and occupational diseases; and, lastly, the expectations of employers and workers in terms of OSH. For this purpose, the survey covers three main dimensions:

Dimension 1: range of risks and incidence of occupational accidents

The range of risks varies greatly depending on the type of activity and the workplace. However, unhealthy or dangerous working conditions can be found everywhere, even when the activity is not particularly dangerous. Seven types of risks can be distinguished:

- **Risks related to safety**: using unguarded machines, working equipment, working at height, slippery and trickery floors, etc.;
- **Chemical risk**: exposure to hazardous liquids, solids, gases, dusts and fumes;
- **Manual handling risk**: lifting, holding, putting down, pushing, pulling, carrying or moving of a load;
- **Physical and environmental risks**: fires, electricity, radiation, vibration/noise, poor lighting or ventilation, and extreme temperatures, etc.;
- **Biological risk**: infectious substances, viruses, bacteria, parasites, insects, moulds, infected waste and infestations, etc.;

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15 This refers to access to health care, sickness benefits, accidents at work, unemployment, maternity benefits and retirement pension.

16 These dimensions cover most OSH-related issues except for aspects relating to the social, physical and psychological well-being of workers, which are not addressed in this survey.
**Ergonomic risk:** poorly designed machinery, equipment and tools, unsuitable postures at work or poorly designed working methods; and

**Psychosocial risk** (stress).

The survey aims to identify the risks faced by workers, the incidence of accidents and injuries at work, and to assess their gravity and consequences. It includes a specific focus on the OSH conditions of children of legal working age but below the age of 18, in order to establish whether they are engaged in hazardous work, which is one of the worst forms of child labour. The ILO Member States define the nature and circumstances that makes a work “hazardous” for children. The definition of “hazardous work” therefore varies according to the law applicable in each country. The definition in force in the country studied should be applied.

This information will be obtained through the collection of statistical data available for the sector studied and through the questionnaires. Since occupational risks and diseases vary greatly according to the type of activity, some questions will need to be tailored to the target sector.

**Dimension 2: workers’ health**

Work plays a central role in people’s lives since most workers spend at least eight hours a day in their workplace, and as a result, the workplace has a significant impact on the workers’ health. Repeated exposure to dust, gas, noise, vibrations and extreme temperatures, as well as repeated physical exertion and poor posture, can negatively affect workers’ health. Health problems that can be linked to working conditions include allergies, muscular disorders, heart disease, stress-related disorders, reproductive problems, hearing impairment, respiratory disease, etc.

Some occupational diseases have been recognized for many years (ILO 2010b). However, it can be difficult to determine the cause of a work-related illness. This is to some extent due to the difficulty in isolating directly work-related factors from other factors, such as smoking and alcohol consumption.

Consequently, the survey does not seek to establish a typology of occupational diseases that are typical of the target sector, but rather to gather workers’ perceptions of their state of health. More specifically, the survey aims to: 1) understand how workers reach an assessment of their health status; and 2) determine whether workers think their health problem(s) may be work-related.

The information drawn from workers and employers can be supplemented with a review of the existing literature on workers’ health conditions in the target sector.

**Dimension 3: prevention**

**Workers’ role in OSH prevention policy:** Workers and their representatives cooperate in the fulfilment of the employer’s obligations as regards of occupational safety and health, and they are further enabled to enquire into OSH prevention policies. They should be consulted by the employer on all aspects of occupational safety and health associated with their work.

**Training and information:** Worker training and the provision of information on risks and hazards at work, as well as on existing preventive measures and on the legal and regulatory provisions in force, are essential to a culture of prevention. In this respect, employers are responsible for ensuring that workers are properly informed about any hazards linked to their work/working environment, as well as any precautions needed to prevent accidents and health risks. Employers must also ensure that workers are aware of standards, guidelines and recommendations to prevent accidents and health risks. The survey seeks to establish how employers inform and train their workers about the risks and hazards involved in their work and the preventive measures required and, where appropriate, how this is achieved. This information is collected through the questionnaires.

**Occupational health services:** Access to occupational health services is another key element in the prevention of occupational accidents and diseases, as well as an essential service to ensure worker health. The survey will establish whether workers have access to an occupational health service. This information will be collected through the literature review and the questionnaires.

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17 See Annex 1: Risk prioritization.
Workplace equipment and organization: Occupational risks and diseases can be minimized or even eliminated by adopting preventive safety and health measures. These measures involve the implementation of an active prevention policy by the employer in order to design and manage appropriate working methods and workstations. By organizing rational administrative and technical controls, the employer will be able to address the full range of risks in the workplace, identifying all hazards including the most insidious such as poisonous fumes, dust, noise, heat, etc.

In addition, since the risks are inherent to each workstation, the aim should be to eliminate it rather than making workers adapt to unsafe conditions. Thus, all workplaces should be equipped with the following:

- **Hygiene infrastructure**: access to water, potable/drinking water, clean latrines, showers (in case of dirty or polluting work, etc.);
- **Compliant work equipment**: conforming and verified machines and materials, etc.;
- **Personal protective equipment (PPE)**: masks, gloves, helmet, shoes, protective clothing, protective eyewear, hearing protection, etc.;
- **Emergency supplies**: fire alarms, emergency exits, extinguishers, electrical circuit breakers, medicine cabinet/kits;
- **Tool storage rack**; and
- **Special workplace-specific measures/equipment**: for example in the construction sector: scaffolding, building site fencing, etc.

The survey seeks to identify any preventive measures implemented in the workplace to minimize the risk of accident and injury, on the one hand, and any measures taken to improve worker health and well-being, on the other.

Benefits in the event of accidents at work and occupational diseases: As mentioned above, social protection plays an important part in the prevention of occupational injuries and diseases. In this respect, the questionnaires contain specific questions on the coverage and benefits received by workers who have suffered an accident at work or who have had to stop working for health reasons related to workplace-related illness. The questionnaires also contain questions designed to improve understanding of how workers with no coverage cope with a loss of earnings in the event of accident or illness.

2.5 Dimensions of the assessment of freedom of association and collective bargaining

The right of workers to establish and join organizations of their own choosing is a fundamental right. Under the Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87), workers and employers have the right to establish, manage and join organizations without distinction of any kind. The Right to Organize and Collective Bargaining Convention, 1949 (No. 98) promotes the protection of workers against acts of discrimination and interference, as well as promoting voluntary negotiation of agreements. One of the main purposes of the survey is to better understand the role and presence of trade unions in enterprises, and to determine whether collective bargaining exists and to what extent. To this end, the survey focuses on two main dimensions:

**Dimension 1: freedom of association**

The survey aims to establish whether workers are free to organize, as well as the enterprise unionization rate. This information will be collected through questionnaires and semi-structured interviews with representatives of workers’ and employers’ organizations.
**Dimension 2: collective bargaining**

The survey aims to identify and to understand the importance of labour disputes and whether collective bargaining (formal and informal) exists in the sector. This includes determining the main sources of conflict (salary, hours of work, health and safety, leave, organization of work, etc.), as well as the prevalence, coverage and nature of the negotiated agreements.

**2.6 Dimensions of the assessment of forced or compulsory labour**

Forced labour means any work or service that is exacted from a person under the threat of a penalty and for which the person has not offered themself voluntarily. Indicators used to identify forced or compulsory labour can be any means used to force an individual to do a job or service, including violence, criminal sanctions and various forms of direct or indirect coercion without his/her consent. Forced labour comes in many shapes and guises. The following indicators represent the most common signs or “clues” that point to the possible existence of a case of forced labour (ILO 2012).

Indicators related to forced labour:

- Abuse of vulnerability
- Deception or false information about the nature of the work and the employment conditions
- Restriction of movement/detention
- Isolation
- Physical and sexual violence in the workplace
- Abusive working and living conditions
- Intimidation and threats
- Confiscation or retention of identity documents
- Withholding of wages
- Debt bondage
- Excessive working hours

Forced labour is one of the most difficult issues to address owing to the moral and legal aspects of the phenomenon. Here, the survey aims to identify, where appropriate, any indices of forced labour in the operation of the enterprise (surveys of enterprise directors), and any cases of persons in situations of forced labour (surveys of workers). While the questionnaires do allow some information to be gleaned, the bulk of the information will be gathered via the semi-structured interviews since they enable interviewers to “get around” direct questions and to target other respondents, including representatives of non-governmental organizations, government and trade unions, and experts. Given the difficulty in investigating this subject, the realistic objective of the survey here is to be able to alert any stakeholders who are likely to act on cases of forced labour.

**2.7 Dimensions of the assessment of equality and discrimination**

The Equal Remuneration Convention, 1951 (No. 100) deals with the right of the worker as a legal person, regardless of sex, the right to equal remuneration and the obligation of the State to ensure the application of the law on equal pay at national level. The Discrimination (Employment and
Occupation) Convention, 1958 (No. 111) prohibits all forms of discrimination in employment based on race, colour, sex, religion, political opinion, national or social origin, and includes an obligation to promote equality of opportunity and treatment in employment and occupation.

In addition to the grounds of discrimination prohibited by fundamental Conventions C.100 and C.111, the sectoral diagnostic analysis also includes other grounds of discrimination which are not covered by the FPRW but which are prohibited by other international conventions. These include disability, migration status and human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS).

The workplace assessment aims to establish whether, in the target sector, certain persons or groups experience differences in treatment or are victims of exclusion because of personal characteristics that relate to one or more of the prohibited grounds of discrimination (race, colour, gender, religion, political opinion, national or social origin, disability, migration status and HIV-AIDS status). Differences in treatment may relate to all working and employment conditions.

In order to identify discriminatory practices, it is possible to compare the situation between different types of workers by breaking down the survey results by worker profile (see section 5.1.2 “Profile of worker”). In addition, the questionnaires contain questions that relate specifically to discriminatory practices. Finally, the semi-structured interviews will supplement the process and provide analytical elements to identify and describe the possible presence of discriminatory practices.

2.8 Dimensions of the assessment of child labour

According to the Minimum Age Convention, 1973 (No. 138), the minimum age for admission to employment should not be lower than the age at which compulsory education ends, and in no case lower than 15 (with a derogation for developing countries, which can set the minimum age at 14 for a transitional period).

However, the Convention allows for children aged between 13 (or 12) and 15 (or 14) years to engage in forms of “light work”. The Convention defines “light work” as work that is safe for the health and development of the child and does not prevent them from going to school or benefiting from training.

The Convention also sets a minimum age of 18 (16 under certain conditions) for participation in forms of “hazardous work”, which means any activity likely to jeopardize the child’s health, safety or morals. These include, among other things, work that expose children to physical, psychological or sexual abuse; work that take place underground, under water, at dangerous heights or in confined spaces; work that involve dangerous machinery, equipment or tools or that involve handling or carrying heavy loads; work that expose children to hazardous substances, agents or processes, or to temperature, noise or vibration conditions that are detrimental to their health; work which are carried out in particularly difficult conditions, for example involving long hours or at night, or for which the child is wrongfully detained in the premises of the employer (ILO 2005, p. 141).

Convention No. 138 nevertheless gives Member States some flexibility in the regulation of child labour. For example, the Convention stipulates that a list of “hazardous work” that is prohibited for workers under 18 and the notion of “light work” should be defined at the national level by the States Parties, on the basis of tripartite consultation. This may be through legislation and/or regulation, which must be published. States Parties may also choose to exclude certain categories of child labour from the scope of the Convention, such as family work, apprenticeship work or work in certain activity sectors.
Table 2. Legal working age under the minimum age convention, 1973 (no. 138)

<table>
<thead>
<tr>
<th></th>
<th>Minimum age at which children are allowed to work</th>
<th>Possible exceptions for developing countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazardous work</td>
<td>18 (16 under certain conditions)</td>
<td>18 (16 under certain conditions)</td>
</tr>
<tr>
<td>Basic minimum age</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Light work</td>
<td>13-15</td>
<td>12-14</td>
</tr>
</tbody>
</table>

In the context of working children, “child labour to be abolished” is a subcategory. Relevant factors include the age of the child, the type and conditions of the work, as well as the impact of the work on the child, all of which determine whether the work should be considered as child labour to be abolished (ILO 2005, p. 141). Some types of work are always deemed to be “child labour to be abolished”, such as any of the worst forms of child labour, including the commercial sexual exploitation of children, their use in armed conflict, their involvement in drug trafficking, child trafficking and debt bondage. The worst forms of child labour also include “hazardous work” when it is classified as such at a national level following tripartite consultation. In determining whether an activity is “hazardous work”, account needs to be taken not of just the nature of the work, but also of the conditions in which it is performed (ibid., pp.137–138). Worst forms of child labour other than hazardous work require specific considerations and tools, and they are therefore outside the scope of this manual.

It is essential to take national legislation on child labour into account, in particular the minimum age and regulations governing work classed as “dangerous”. This is important both in terms of tailoring the questionnaires but also to contextualize the analysis.

Here, the workplace assessment aims: 1) to identify the possible presence of working children in the target sector; 2) to assess the working conditions of children in the sector in order to determine whether there are children who are engaged in “child labour to be abolished”; and 3) to record possible cases of serious violations (worst forms of child labour, in particular hazardous work and forced labour). The questionnaires contain questions to this end. The data collected through the questionnaires will be supplemented by the semi-structured interviews.
Preparing the survey
Survey preparation involves:

1. Compiling an inventory of existing information on the selected sector;
2. Conducting an exploratory field survey to identify the field(s) of research, resource persons and the stakeholders to be interviewed;
3. Tailoring the survey tools (questionnaires and guide for semi-structured interviews); and
4. Selecting and training research staff.

The first three elements are part of the exploratory study, following which the consultant draws up a preliminary report for validation by the ILO. Once it has been validated, the consultant selects and trains the research staff.

3.1 The exploratory study

The exploratory study has four objectives:

1. Identify one or more sub-sectors where to the realization of FPRW are the most challenging;
2. Select the sub-sectors, worker categories and locations for the survey;
3. Identify the institutional stakeholders with whom to cooperate and the resource persons; and
4. Tailor the survey tools (questionnaires and handbook for conducting semi-structured interviews) to the sector and the national context.

This exploratory phase includes:

- Reviewing existing information, in particular the legislative framework, which is essential for tailoring the questionnaires to the sector concerned;
- Exploratory interviews (semi-structured interviews with experts and resource persons) and exploratory visits in the field(s) selected for the survey;
- Revising and testing the questionnaires and guides for semi-structured interviews; and
- Drafting of the preliminary report.

3.1.1 Inventory of existing information

The inventory of existing information includes the collection of four types of data:

1. Existing statistical data;
2. The legislative and regulatory framework applicable to the target sector;
3. Publications, reports and other documents on working conditions, FPRW including OSH in the target sector; and
4. Past, current or future studies, policies and programmes relevant to the study.

Statistical data

Table 3 lists the indicators to be provided for the target sector. This list is indicative and not all the indicators might be available. It is not exhaustive and can be adapted to take account of available national data. In collecting this data, consultants will be able to consult the following resources:

- Censuses and household surveys by national statistical offices;
- Statistics from the relevant ministries (health, labour, etc.);
- Chambers of Commerce registers;
<table>
<thead>
<tr>
<th>Dimension of the analysis</th>
<th>Indicator Number</th>
<th>Quantitative Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of the sector</td>
<td>1</td>
<td>Number of enterprises in the target sector</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Configuration of the sector according to sub-sectors</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>National geographical distribution of enterprises in the sector</td>
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<tr>
<td></td>
<td>4</td>
<td>Percentage of enterprises in the sector that are part of an international supply chain (if relevant for the purposes of the study)</td>
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<tr>
<td></td>
<td>5</td>
<td>Percentage of enterprises in the formal economy (if relevant for the purposes of study)</td>
</tr>
<tr>
<td>Employment conditions</td>
<td>6</td>
<td>Index of wages by sector</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Percentage of workers with (basic) social security cover</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Percentage of employers offering social security cover to their workers</td>
</tr>
<tr>
<td>OSH</td>
<td>9</td>
<td>Number and type of work-related accidents and fatal occupational injuries</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Number and type of work-related accidents and non-fatal occupational injuries</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Work-related accident and fatal occupational injury rate</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Time lost due to work-related accidents or occupational injuries</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Coverage rate for occupational risk insurance</td>
</tr>
<tr>
<td>Other FPRW</td>
<td>14</td>
<td>Number of children in child labour and in hazardous work</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Number of victims of forced labour</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Number of unions in the sector</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Unionization rate in the sector</td>
</tr>
<tr>
<td>Labour Inspectorate</td>
<td>18</td>
<td>Number of enterprises having received at least one inspection visit in the last three years</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Number of enterprises having received a follow-up visit</td>
</tr>
</tbody>
</table>
Labour Inspectorate records and statistics; and
Social Security and Ministry of Health institutional registers.

Where there are several possible sources for these indicators, it is important to identify the different sources (labour inspectorate, social security, etc.) and to compare them, bearing in mind that these systems do not generally cover the informal economy.

**Legal and regulatory framework applicable to enterprises in the target sector**

Consultants will be required to identify all the laws and regulations that apply to target sector enterprises with respect to:

- Differences between the formal and informal economy;
- Working conditions: statutory working time, leave, minimum wage, type of contract, social protection;
- Occupational Safety and Health: OSH standards and requirements vary significantly depending on activity type, workplace and type of enterprise;
- Freedom of association and collective bargaining;
- Child labour;
- Forced labour; and
- Discrimination.

Using the compendium of laws and regulations, national consultants will need to draw up a list of employers’ and workers’ main rights and obligations with regard to working conditions, OSH and other FPRW. For this purpose, national consultants should restrict the list to aspects explicitly covered by this survey.

**Existing literature**

In addition, national consultants will need to collate the literature available in their respective countries (comments of the ILO Committee of Experts on the Application of Conventions and Recommendations for the fundamental Conventions),

- government reports, comments of non-governmental organizations, international organizations, etc.) for the target sector, and in particular for MSMEs, on the characteristics of the sector, including

- Working conditions;
- Occupational Safety and Health;
- Freedom of association and collective bargaining;
- Child labour;
- Forced labour;
- Discrimination.

**Government studies, policies and programmes related to the study**

Similarly, it is their responsibility to learn about past, current or future studies, policies and programmes that are relevant to the study.

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3.1.2 Interviews and exploratory field visits

The interviews and exploratory field visits have two main objectives. Firstly, to explore the relevance of the themes and questions identified before the survey, to amend them and to supplement them where necessary. It is therefore expected that the experts and contact persons with whom interviewers hold semi-structured interviews and free informal discussions will help to supplement and tailor the survey protocol. Secondly, the interviews provide an opportunity to discover potential survey sites and to assess their accessibility and relevance, thus enabling the final selection of survey locations to be made.

3.1.3 Selection of one or more sub-sectors and survey sites

Here the work essentially involves identifying a sub-sector and one or several geographical areas where OSH risks may be thought to be particularly high, and where the realization of other FPRW are most likely to be challenged. The research area is not intended to be representative of the sector as a whole, or of the country.

A given economic sector may include many sub-sectors and these may present different OSH and other FPRW-related situations and issues with varying degrees of prominence. The example of the construction industry is a sector which encompasses structural construction enterprises, finishing enterprises, building materials production enterprises and consultancy firms. In addition, some enterprises are more focused on building individual houses or blocks of flats, while others deal in industrial projects or public works. Each type of enterprise can have different job profiles, so it is important to identify these differences. An initial overview of the sector should make it possible to identify enterprise numbers and size, the average workforce, an inventory of the types of employment in the sector, as well as the areas in which their activities are concentrated.

The differences may be related to the occupation and the nature of the work, the type of enterprise (status and size in particular) or the worker profile (national/migrants, men/women, adults/children, skilled/unskilled labour and temporary/permanent workers). In sectors such as construction and tourism, cyclical or seasonal variations can have a direct impact on recruitment patterns, wages and the number of jobs provided in the sector. These factors are likely to affect working conditions, implementation of OSH standards and other FPRW Conventions. Geographical distance from institutions, public authorities and civil society organizations can also result in noticeable differences.

Consequently, the approach consists in establishing, within a sector, one or more sub-sectors as the focus of the workplace assessment, in order to avoid dispersion (with lots of sub-sectors but too few surveys for each of them) and overly general results (since the purpose of the assessment is elaborate joint intervention strategies to address the issues that would been raised).

Consultants must use the available data relating to the structure of the sector, including the number and size of firms and their geographical distribution, the different types of work available in the sector, the relative size of the formal/informal economy (if relevant to the study), types of employment (permanent, temporary, seasonal, etc.) and worker profiles (gender, age, nationality, etc.). For the numerical data, consultants may use the statistical data available. Where the exact number of enterprises is not known, the available data should be used to estimate their number and distribution by size and geographical area. For the list of activity types, the consultant may use the national sector and enterprise classification system.

During the preparatory phase, it is essential that the consultant should check the possibility/feasibility of accessing workplaces. This implies considering issues such as security and logistics (distance, means of transport, etc.) as well as the willingness of potential respondents to take part in the survey.

Once a sector has been identified, the consultant must choose where to conduct the survey. It is advisable to choose a geographical area where the stakes in terms of OSH and other FPRW are highest and which is accessible to the research team.
3.1.4 Identification of institutional and individual respondents

Before the fieldwork begins, it is essential that national consultants identify and meet with contact persons, including ILO staff, researchers, workers’ and employers’ representatives and other stakeholders who are involved in or likely to be aware of the issues in the sector.

In addition, for each of the categories of people surveyed, a list of contacts should be drawn up. The list is intended to facilitate entry into the field but it is not final. It will need to be supplemented and amended during the course of the survey and as interview opportunities arise.

3.1.5 Revision and testing of questionnaires and semi-structured interview grids

If they are to be relevant, the questionnaires and semi-structured interviews must be tailored to the national context and the sector studied.

To this end, the questionnaires contain modular elements. The national consultants are responsible for making the necessary adjustments following the exploratory study. This involves adapting the tasks, risks and occupational disease classifications to the target business sector, as well as using the specific name of the administrations and other national organizations rather than generic terms.

Once the questionnaires have been adapted, the consultant tests them with a minimum of ten people from at least two different units of measurement, preferably selected from the survey’s target population.

When the test phase has been completed, the consultant may suggest deleting or rewording some questions, either because they are awkward to ask (so-called sensitive subjects), or because they proved pointless or inappropriate during the tests (exploratory study). Similarly, extra questions may be added if they are justified by the exploratory work, for example any questions that which proved to be essential during the exploratory study.

These adaptations and corrections to the questionnaires must not end up modifying their structure and content (modules); for example, a module must not be added. If a topic is not addressed in the questionnaire but is deemed to be necessary, it must be included in the semi-structured interviews.

3.1.6 Drafting the preliminary report

At the end of the exploratory phase, the consultant drafts the preliminary report presenting the chosen business sub-sector(s); the specific issues that the diagnostic analysis will look at in depth; the survey locations; the method chosen for sampling the survey participants; and the revised questionnaires and interview grids. The preliminary report will be submitted to the ILO for validation.

3.2 Selecting and training research staff

To carry out a workplace assessment, it is recommended that the national teams should include two national consultants and at least four interviewers to conduct the questionnaires, given the number of questionnaires and semi-structured interviews required. National consultants will be in charge of framing the Terms of Reference for their interviewers. To ensure that the survey runs smoothly, it is recommended that the interviewers should meet at least the following four criteria:

1. Solid practical experience of semi-structured interviews (individual and group) and qualitative data analysis;
2. Previous experience in conducting questionnaires and in data processing (for descriptive statistics);
3. Proficient in the main regional/local languages; and
4. A background in social, economic and/or statistical science.

The methodology used and the importance of the qualitative dimension of the study requires national consultants to conduct the individual semi-structured interviews and group interviews themselves.

In addition, it is important for the team to include people with specific skills in entering, processing and using the data collected from the questionnaires in order to create relevant tools for analysis (flat table, cross-tab table, composite table, etc.). For this study, national consultants attend a five-day training course that is designed to train them to:

- Gain a basic knowledge of the issues covered by the workplace assessment (OSH and other FPRW);
- Understand the diagnostic analysis methodology;
- Administer the questionnaires;
- Conduct semi-structured interviews; and
- Present and analyse the information collated.

Consultants will receive the necessary background documents relevant for the study from the ILO. National consultants are subsequently responsible for 1) organizing training of their interviewers for conducting the questionnaires (a Questionnaire Administration Handbook (QAH) is provided for this purpose); and 2) entering and processing data (when necessary, using third party data entry operators).

It is recommended that the ILO should provide consultants and interviewers with letters of introduction, mentioning the purpose of the study, and what it consists of (surveys, secondary source collation). A letter of introduction is essential to facilitate access to respondents, especially in enterprises.

In addition, to facilitate access to the field, it is recommended to invite one or more representatives of national/regional administrations to the interviewers' training day.

3.3 Research ethics

The ethical guidelines in this section have been adapted from the ILO International Programme on the Elimination of Child Labour (IPEC Programme) (IPEC 2005, pp. 186–198) and the ILO forthcoming ethical guidelines for research on child labour and forced labour. They are not meant to replace any ethical rules governing certain specific contexts, particularly with regard to gender relations and social relations. As a result, the following ethical considerations merely guide the consultant and the interviewers in making decisions.

The study of child labour and forced labour poses a number of particular methodological and ethical difficulties related to the sensitivity of the subject matter and the potential attitude of the survey participants or those who “control” them (employer, in the case of child labour). There may be considerable mistrust and reluctance to speak. The QAH and the Handbook for Conducting Semi-structured Interviews provide recommendations and ethical considerations that should be taken into account when administering the questionnaires and conducting the semi-structured interviews.

The ethical rules specify that, in the event that a consultant or interviewer finds or suspects that a child who has taken part in the survey is in child labour, they must offer referrals to relevant authorities.

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19 ILO (forthcoming). Ethical guidelines for research on child labour; Ethical guidelines for research on forced labour.
services to the child or to persons designated to assist children when the child is being exploited by a third party (interviewers must report to the consultant leading the study). However, children should never be referred without their assent, except in cases in which unaccompanied children may otherwise be at risk of harm. In case of adults, referral options shall be offered when the person is in immediate danger or requests urgent help, but researchers should always consult the participants before contacting referral institutions. If the participant refuses assistance, the researcher shall provide in an easy concealed format, written referral information that the individual can use later. All possible precautions must be taken to ensure that research participants are not harmed by the research. Before the fieldwork, list referral services and develop referral procedures that are simple to implement and train interviewers on how to use these procedures. In practice, the course of action is obviously not so simple: it can happen that representatives of the authorities tell consultants that they are not to mention or even discuss phenomena such as child prostitution.

While difficulties and risks shall be carefully considered, it is important not to back down on the issue of child labour or forced labour; regardless of the results from the diagnostic analysis, the latter also provides an opportunity for more general advocacy work in this area.

3.3.1 Before the survey

It is important to be aware of the risks inherent in the research, especially for worker respondents whose employers may take a dim view of the fact that they are taking part. Consequently, prior to beginning the interviews and other survey-related activities, consultants will need to ensure that survey participation does not pose a risk for the respondents. The opinion and consent of the persons concerned must therefore be sought.

Informed consent

“Informed consent” is an essential part of the research. Researchers may occasionally be forced to hide certain aspects of the research from employers so that they do not attempt to stop worker from taking part. That said, workers who do take part in the survey have the right to be informed of the practical implications and expected results of the research. In addition, respondents should be informed of the identity and contact details of the research institute, the consultant and other key research partners, so that they may ask additional questions. It is equally important that respondents, including children, understand that they have the right to refuse to participate in the research and that they have a right of withdrawal that they may exercise at any time during the research. In the case of children, they might be too young to consent and their assent shall be sought, while consent shall be sought from their parents. Moreover, age-appropriate language shall be used.

3.3.2 During the survey

Language and logical reasoning

Researchers should bear in mind that the technical terms, abbreviations and abstract concepts are not part of the vocabulary of most of the respondents. The approach shall be flexible and the language must be accessible; patience is required along with a willingness to understand the local context.

A question of trust

The quality of the results depends on the establishment of a good relationship between the informants and the researchers. Collating reliable information on sensitive issues requires important notions such as trust, patience and adequate time to be respected.
Whenever possible, in-depth interviews should be conducted in a neutral location where respondents feel comfortable and safe. It is therefore essential that researchers should ask respondents to name the place they feel is most appropriate for the interview. Here are some basic rules and principles to guide the interview:

- Ensure that the interview is conducted in a safe, neutral environment, where respondents can talk freely without fears of being punished in any way.
- Take the time needed to clearly explain the basic ideas and the research framework, including the objective, methods and expected results.
- Ensure that no third parties interfere when the person wants to talk about certain topics in private; leave it to the child to decide on the conditions and place for the interview.
- Clearly indicate the names and contact details of the consultant, research institutions and other project stakeholders so that people may subsequently contact them as needed.
- Avoid technical terms, abbreviations and abstract concepts – use the local language and an accessible line of reasoning tailored to the local context.
- Respect the person’s right to remain silent on sensitive subjects.
- Take on board the issues and concerns raised by the person – even when they are not in line with the research objectives.

3.3.3 After the survey

The right to privacy

The information gathered by the consultants is subject to the rules of confidentiality. Anonymity must be guaranteed by keeping the names and some types of personal information separate from the data, and the process must be explained to respondents taking part in the research. Unless otherwise specified, persons outside the research team should only be permitted to access the information with the consent of the respondent. The only grounds that would authorize researchers to lift the information secrecy requirement relate to any dangerous conditions to which the persons may be subjected.

Sharing research results

When reporting the results of the research, care must be taken not to expose the informants, especially children, to any risk. Although case studies and photos are excellent tools for getting the message across to a specific group of readers, researchers have an ethical responsibility to ensure that exposed individuals are not subject to reprisals. Consent must be obtained from each person before using any photographs of them or their case study, and the researcher and the respondents must agree on the use of pseudonyms.

It is often difficult to share results with respondents owing to the language barrier, illiteracy and poor access. However, the benefits to participants, above and beyond the research results themselves, are such that an attempt should be made to include results sharing in the overall research framework and to make every effort to publish the results in an accessible form, i.e., in writing or through illustrations.
Conducting the field survey
The field work includes:

- Administering questionnaires to employers and adult worker;
- Conducting individual semi-structured interviews with employers, adult workers, working children, union representatives, representatives of employer organizations, labour inspectors and other contact persons involved in the target sector; and
- Conducting group interviews with employers and adult workers.

Table 4 shows the number of surveys per questionnaire and of semi-structured interviews for a given sector.

<table>
<thead>
<tr>
<th></th>
<th>Questionnaires</th>
<th>Individual semi-structured interviews</th>
<th>Group interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of employer surveys</td>
<td>At least 40</td>
<td>At least seven</td>
<td>1</td>
</tr>
<tr>
<td>(One employer questionnaire</td>
<td>(One employer questionnaire per enterprise)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>per enterprise)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of worker surveys</td>
<td>At least 100</td>
<td>At least 15</td>
<td>1</td>
</tr>
<tr>
<td>(maximum three workers from the same enterprise)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workers’ organizations</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Employers’ organizations</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labour inspectorate</td>
<td></td>
<td>At least 1</td>
<td></td>
</tr>
<tr>
<td>Other contact persons</td>
<td>At least 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Ministries, NGOs and other stakeholders)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.1 Questionnaire-based assessment

The questionnaires provide standardized information. The standardized information obtained from the questionnaires makes it possible to:

- Highlight any links between different data (for example, the incidence of workplace accidents and enterprise size);
- Make a distinction between enterprise profiles or sub-groups and/or workers with regard to safety/insecurity conditions at work; the health hazard situation at work; and the situation regarding other FPRW (see 5.1 et seq. for details); and
- Determine the magnitude of FPRW issues that can be used to design a joint intervention strategy to address them (sectors, enterprise profiles, profiles of vulnerable workers, particularly severe problems, special cases, etc.).

### 4.1.1 Selecting respondents for the questionnaires

This section presents the strategies and criteria for selecting respondents for the questionnaires. Unlike a quantitative study, the respondent sample here cannot claim to be representative of the populations concerned, i.e. all employers and workers from enterprises in the target sector.
In order to ensure rigorous qualitative statistical results, the sample should – as far as possible – take into account the full range of situations within the same population. There are several strategies for selecting respondents for a study, namely an essentially qualitative study. In conducting the survey, it is important to adopt a strategy that can encompass the widest possible range of employer and worker profiles and link the situation of workers (information obtained through the “worker” questionnaires) with the profile of the enterprises in which these workers are employed (information obtained through the “worker” questionnaires).

To take the gender dimension into consideration, it is essential to ensure participation of women workers and employers in the selection of respondents.

To this end, separate strategies must be defined for selecting employers and selecting workers.

**Selecting employers**

As mentioned above, in this survey “employer” profiles are matched with the profiles of the enterprises they run. Thus, for each sector studied, the employer sample should contain all the profiles of the enterprises in the economic sector covered by the study (see section 5.1.1. “Defining enterprise profiles”). Preliminary research into the economic sector will have enabled the national consultants to make an inventory of the different business profiles present in the sector. The consultant selects the employers for the survey on the basis of this information.

For example, if the construction sector comprises small formal enterprises and medium-sized and large formal enterprises, the employer sample for the survey should contain employers from micro informal enterprises, small formal enterprises and from medium-sized and large formal enterprises.

The following are excluded from the sample:

- Employers from enterprises whose activities do not correspond to the those of the economic sector, the geographical area or the types of enterprise selected for the study; and
- Workers, even when they carry out management, supervisory and/or personnel management roles.

Regarding questions relating to past events (accidents, negotiations, etc.), it was decided to select enterprises that have existed for at least one year (regular activity).

With regard to questions relating to past events (accidents, negotiations, etc.), it was decided to select enterprises that have existed for at least one year (regular activity).

**Selecting workers**

In selecting workers, consultants will, as far as possible, prioritize workers from enterprises whose employer they have already “consulted”. The intention here is to be able to accumulate a critical mass of information in order to establish the relationship between the enterprise profile and FPRW conditions, including OSH.

By targeting workers in enterprises whose employer has already been interviewed, consultants may find it easier to access workers since they can ask the employer directly for permission to administer the questionnaire to one or more of their workers. This choice nevertheless has several disadvantages:

- **Biased selection**: The employer is likely to select/designate the worker(s) to be interviewed, which poses a risk that “difficult” workers will not be included;
- **Employer reluctance**: The employer may refuse to allow these workers to take part in the survey if, for example, he/she sees certain issues as being awkward;

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20 Main strategies for selecting respondents: maximizing information (selecting the people who have the most to tell); maximizing diversity (looking for different cases); counter-example (looking for cases that run counter to a hypothesis, in order to invalidate the hypothesis); case selection from the previous one (the respondent refers you to the next one); typical case; and random selection (selection of the first person available recommended upon arrival in the field).
Unease of the worker interviewed: If the survey is conducted in the workplace, the worker may feel unsettled by the employer’s presence and feel obliged to paint a more positive/less critical picture of their work. This risk is all the greater for the types of enterprises selected for this diagnostic study, in particular MSMEs where there are “strong” links between the employer and the workers, such as family ties, personal relationships, dependent relationships and personal obligations (cash advances, debt, etc.). For workers' surveys, therefore, the survey should be conducted (if necessary) after work and outside the workplace in the hope of reducing any “pressure” on the worker.

These difficulties do not arise, or arise to a lesser extent, for surveys involving workers not designated by their employer. It is therefore possible and recommended when the interviewer encounters the above difficulties to select workers from outside the enterprises surveyed, for example by turning to workers' organizations, labour inspectorates or other respondents.

The consultants must strive to select workers with the different profiles identified in the enterprise and/or sector. In this case, the consultant will be able to draw on the answers provided by the employer through the employer questionnaire, which includes questions about the number and profile of workers in the enterprise. Using the employer questionnaire, the consultant can draw up an inventory of the different profiles in the enterprise. Worker sampling must take into account the following criteria, as far as possible and according to their relevance to the sector studied:

- Gender
- Age group
- Type of contract (permanent, temporary, no contract, apprentice)
- Type of trade/work performed
- Migratory status
- Nationality
- Ethnicity
- Religion
- Disability

Consultants will need to adapt these criteria to the characteristics of the workers in the sector studied. For example, if an employer employs men and women, adults and children, nationals and migrants, and permanent and temporary workers, the consultant must strive, as far as possible, to have the questionnaire taken by at least:

- 1 man
- 1 woman
- 1 permanent worker with at least one year of seniority in the enterprise
- 1 temporary worker
- 1 apprentice
- 1 national worker
- 1 migrant worker

Clearly, several of the above criteria may apply to one and the same interviewee. The consultant will need to perform a sampling that is best suited to the composition of the enterprise's workforce. Consultants must keep a survey dashboard to ensure that the different categories of workers are represented in the sample. There is no need to set quotas for the respondent sample, unless this is thought to make it easier to select survey participants.
4.1.2 The questions asked

The structure of the questionnaires reflects the different dimensions of the sectoral diagnostic analysis, namely respondent and enterprise characteristics, working conditions, OSH, other FPRW and the role of the labour inspectorate. Table 5 lists the corresponding modules.

<table>
<thead>
<tr>
<th>Employer Questionnaire Modules</th>
<th>Worker Questionnaire Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enterprise Identification (ENI)</td>
<td>Respondent Identification (RI)</td>
</tr>
<tr>
<td>Employment Conditions (EC)</td>
<td>Employment Conditions (EC)</td>
</tr>
<tr>
<td>Occupational Safety and Health (OSH)</td>
<td>Occupational Safety and Health (OSH)</td>
</tr>
<tr>
<td>Safety at Work (SAF)</td>
<td>Safety at Work (SAF)</td>
</tr>
<tr>
<td>Occupational Health (HEA)</td>
<td>Occupational Health (HEA)</td>
</tr>
<tr>
<td>Prevention (PRE)</td>
<td>Prevention (PRE)</td>
</tr>
<tr>
<td>FPRW</td>
<td>FPRW</td>
</tr>
<tr>
<td>Forced Labour (FOR)</td>
<td>Forced Labour (FOR)</td>
</tr>
<tr>
<td>Child Labour (CHI)</td>
<td>Child Labour (CHI)</td>
</tr>
<tr>
<td>Equality and Discrimination (DIS)</td>
<td>Equality and Discrimination (DIS)</td>
</tr>
<tr>
<td>Labour Inspectorate (INS)</td>
<td>Labour Inspectorate (INS)</td>
</tr>
<tr>
<td>Respondent Identification (RI)</td>
<td></td>
</tr>
</tbody>
</table>

4.1.3 The Questionnaire Administration Handbook (QAH)

National consultants receive a Questionnaire Administration Handbook (QAH). The QAH consists essentially of clarifications (on the meaning of the question, the information sought) and instructions (how to ask the question, how to record the information in the questionnaire).

Three key points should be mentioned here:

1. the interviewers fill in the questionnaire; they must not, under any circumstances, hand over the questionnaire to someone to fill in themselves and hand it back;
2. the presence of third parties may influence how the respondent answers the questions. It is therefore preferable to conduct the interview with no third parties present; and
3. all the questions must, in principle, be asked; however, the interviewer may choose not to ask a question, for example because a third party is present (if that person could pose a risk to the interviewee), or because of the attitude of the interviewee. In this case, the interviewer writes QNA (Question Not Asked) in the right-hand column.
4.1.4 Data entry and processing

Data entry will be performed using statistical software to produce tables and graphs to illustrate the survey results and support the analysis in the final reports. National consultants may choose the software they are most familiar with, or their data entry clerks are most familiar with, should they decide to use third party operators. National consultants will check data entry quality if using third party operators and perhaps train them in the task.

4.2 Semi-structured interviews

The qualitative assessment itself is based on individual semi-structured interviews and group interviews. Experience highlights the benefits of earmarking more time for the group interviews in order to be able to present and discuss their initial survey findings with the relevant stakeholders, such as workers’ and employers’ organizations, labour inspectors and any other respondent and organization with practical knowledge and experience in the field of OSH and other FPRW.

A Handbook for Conducting Semi-structured Interviews has been prepared for the categories of respondents mentioned above and for each of the other respondent categories, providing nine interview grids:

1. Individual semi-structured interviews for “employers”;
2. Individual semi-structured interviews for “adult workers”;
3. Individual semi-structured interviews for “child workers”;
4. Individual semi-structured interviews for “workers’ organizations”;
5. Individual semi-structured interviews for “employers’ organizations”;
6. Individual semi-structured interviews for “labour inspectors”;
7. Individual semi-structured interviews for other stakeholders;
8. Group interviews for “employers”; and
9. Group interviews for “adult workers”.

4.2.1 Selecting respondents for semi-structured interviews

As with the questionnaires, there are several strategies for selecting respondents for individual semi-structured interviews with employers and workers. For this study, diversity is maximized by selecting workers with different profiles. In addition, the focus will be to identify local stakeholders and experts having a thorough practical knowledge of the issues. Consultants will select respondents in the light of their understanding of the issues and the most vulnerable groups in the target sector.

In some cases, interviews may be conducted with questionnaire respondents if, for example, they have shown particularly willing to speak and if the consultant is convinced that the person has “interesting” things to tell. Care must also be taken not to neglect workers in vulnerable conditions, especially young people and working children and potential victims of forced labour – categories that are often particularly difficult to reach. To identify these respondents outside the enterprises surveyed, consultants may draw on suggestions from workers’ organizations, community-based organizations and contact persons.

Gender balance is also very important when selecting respondents. However, a rigorous yet equally flexible approach is required here, to take account of the different sectors (for example, men in the majority of construction enterprises, women in hairdressing salons).
4.2.2 Content of individual semi-structured interviews and group interviews

The semi-structured interviews aim to identify:

- **The “how” and “why” of OSH-related events / problems / situations.** It is important to avoid conducting a semi-structured interview that replicates the questionnaires (factual information, what, who, how many?) but focuses instead on the how and the why.

- **Constraints and opportunities** for the realization of FPRW and prevention of OSH risks.

- **The stakeholder perceptions** (employers and especially workers) should be recorded on issues related to “poor health”, “health problems”, “danger”, “risk”, “prevention” and “discrimination”, as these concepts are not necessarily understood in the same way by the organizations that produce them and by the stakeholders.

- **The respondents’ concerns and expectations** regarding OSH, other FPRW and the role of labour inspectorates.

The individual semi-structured interviews should also make it possible to pick up on certain specific features, for example relating to a person, a population group or a situation, that cannot be captured by the questionnaire.

Specific interview topics have been selected depending on the category of respondents: adult workers, child workers, employers, workers’ organizations and labour inspectors. These topics are discussed in detail in the *Handbook on Conducting Semi-structured Interviews*. Qualitative data can also be used to highlight the emic point of view, i.e. the way in which respondents perceive and interpret their own personal experience, or an “insider’s perspective.

4.2.3 The Handbook on conducting Semi-structured Interviews

This Handbook aims to help the national consultants conduct interviews with respondents. It consists of three parts:

1. **General instructions for the interviews, presentation of the interview, sequencing and reporting information.**

2. **A set of nine interview grids.** As with the questionnaires, the interview topics address the key dimensions of OSH and other FPRW. For each type of interview, a number of topics have been listed that need to be covered. For each of these topics, several points are mentioned, as well as a list of questions to ask in order to help the interviewer cover the topic adequately. The consultant will doubtless also need to add specific points tailored to the local context.

3. **Interview identification forms.** These forms must be completed before the interview so that they can be identified when processing the information. They must be attached to the interview notes.

4.2.4 Recording and reporting information

The interview information is recorded by taking notes and perhaps through audio recording. It may be that note-taking and/or an audio recording bothers an interviewee (who may be afraid that the notes will be read, for example). The interviewer must determine whether note-taking and/or recording might distort the interview. In fact, there is a risk that the interviewee might give ready-made or inaccurate answers or not mention what is probably the most interesting thing. If so, the interviewer will conduct the interview without taking notes and/or recording. The process becomes more difficult because they
must be able to remember the information they have collected. If the notes are to be useable, a summary/analysis of the interview will need to be prepared. Recommendations for writing summaries are presented in detail in the *Handbook on Conducting Semi-structured Interviews*.

It is recommended to write a summary/analysis for each interview (individual and group). Summaries should be written in the project’s working language. Important terms or expressions (describing a fact, a process, a stakeholder or a specific situation) should be mentioned in the national or local language in quotation marks once they have been translated. Writing the summary-analysis is an integral part of the interview work. Each summary will be accompanied by an Interview Identification form, which can be found in *Handbook for Conducting Semi-Structured Interviews*. 
5

Data presentation and analysis
The last step of the survey involves analysing all of the collated data and preparing the report. The analysis aims to use the resulting data to identify trends in the sector and explain what has been observed. A key part of the analysis is the “scope” of the survey results. The workplace assessments are meant to be illustrative of the OSH conditions and the realization of other FPRW in the enterprises, sub-sectors and sites surveyed. The analysis cannot claim to be statistically representative of the whole sector or of the national level, since there is no statistical sampling as such, but rather a selection of study sites, enterprises and workers. It is important to mention this in the report and to avoid any observations that are extrapolated from the workplace assessment. When analysing the questionnaire data in particular, any mention of averages or percentages such as the average number of in-enterprise accidents or the percentage of workers injured in accidents in the sector must be avoided. In general, the report will refer to the sites studied rather than to the sector or the country as a whole.

5.1 Guidelines for establishing results analysis variables

The questionnaire analysis is intended to provide an assessment of OSH and other FPRW according to the enterprise profile and the worker profile in the target sector. The survey results must therefore be broken down according to enterprise and worker profiles, guidance for which is presented below.

5.1.1 Defining enterprise profiles

For enterprises, several analysis variables may be envisaged. They may differ depending on the sector and consultants will need to identify the relevant analysis variables for the sector being studied. For example, for a sector in which enterprises target different markets (domestic or export markets, public or private markets, etc.), an analysis variable relating to the type market targeted by the enterprises can be included.

However, it is recommended, regardless of the scope of the study, to include at least one variable related to the size of the enterprise. To this end, national definitions should be used to differentiate between micro enterprises, SMEs and large enterprises. If the national framework does not differentiate between these three categories, national consultants will need to establish their own categories based on the statistical categories used by the ILO.

In addition, when the purpose of the study includes informal economy activities, a variable relating to the degree of informality should be included. In this case, the analysis will highlight the impact of formality/informality on OSH and other FPRW. In addition, a classification based on informality levels can reveal any potential mismatch between the regulatory framework and actual practice. Indeed, many enterprises can meet the formality criteria (regulatory framework) but in practice side-step it or do not comply with the regulatory framework. An analysis is therefore required of the extent to which OSH and other FPRW deficits are a result of the lack of an adequate regulatory framework and/or from non-compliance with existing legislation. This information is key to framing relevant intervention strategies:

- Is there a need for regulation? (if there is no framework);
- Should the existing framework be strengthened or tailored regulation? (if the regulatory framework is inadequate or inappropriate for a certain sector, for example); or
- Should the labour inspectorate’s remit and resources be strengthened to enable it to enforce the existing regulatory framework, among others?
In theory, the informal economy refers to “all economic activities by workers and economic units that are – in law or in practice – not covered or insufficiently covered by formal arrangements.” Generally speaking, an enterprise is deemed to be informal when it is unregistered (in the business register and/or in the social security system), and/or when it is a small unincorporated private enterprise producing goods or services for sale or barter (ILO 2013). In many countries, enterprises with very few permanent workers are not required to register. In these countries there is therefore a strong correspondence between micro enterprises and the informal economy – even though the two categories do not overlap precisely.

There is thus no single criterion for distinguishing the formal economy from the informal economy. An enterprise or an employment situation can be classed as formal/informal according to different criteria. In the context of the survey, account should be taken of several criteria to establish the degree of informality of the enterprises surveyed. To this end, the employers’ and workers’ questionnaires include questions that make it possible to retrospectively differentiate firms according to their degree of formality/informality, based on the following criteria:22 An enterprise may be deemed to be informal if:

- it is not registered in the sectoral register;
- it is not affiliated to a social security scheme;
- it does not pay tax in accordance with the tax code;
- it does not have a bank account;
- it keeps no formal accounts; and
- it has no premises.

Each of these criteria will be tested separately, then cumulatively to deduce the degree of informality of each of the enterprises surveyed. The enterprises surveyed must then be divided into three categories:

- Informal enterprise (meets the four informality criteria);
- Semi-formal enterprise (meets some informality criteria); and
- Formal enterprise (does not meet any informality criteria).

This provides a distinction between the degree of formality/semi-formality/informality of the enterprise. In addition, a formal enterprise can operate using informal employment. The work/employment formality dimension was not used to differentiate between enterprises because of the complexity of the exercise (since formal/informal employment criteria would need to be added). On the other hand, the types of enterprises – formal, semi-formal, informal – will need to be cross-referenced with the employment characteristics (types of contract, worker affiliation to a social protection or social security system) collated from the questionnaires.

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21 See ILO 2002, Para. 3 of the Resolution concerning Decent Work and the Informal Economy, available at: https://www.ilo.org/public/english/standards/relm/ilc/ilc90/pdf/pr-25res.pdf. The informal economy does not include unlawful activities, in particular the supply of services or the production, sale, possession or consumption of property prohibited by law, including the illegal production and trafficking of drugs, the illegal manufacture of and trafficking in firearms, trafficking in persons and money laundering, as defined by the relevant international conventions.

22 List adapted from Maldonado 1998, pp. 20–23.
5.1.2 Defining workers profiles

In order to identify variations in the implementation of OSH standards and the realization of other FPRW according to a worker profile, analysis variables will need to be defined that make it possible to analyse and compare the diversity of workers’ situations. As with enterprises, the relevant analysis variables can vary from one sector to another. However, the following variables should be included as a minimum:

- type of job/activity performed
- type of contract (temporary or permanent)
- degree of employment informality – worker is employed in an informal economy enterprise; does not have a written contract; and/or is not affiliated with a social security scheme
- gender
- age
- nationality
- ethnicity
- religion
- disability

National consultants will need to tailor this list to the characteristics of the workers in the target sector and the relevance or otherwise of some variables. For example, religion or ethnicity may not always be relevant. It is then possible to disaggregate the survey results into different profiles of “workers”: (men/women; adults/children; nationals/migrants, etc.). This will make it possible to highlight any discrimination between different groups of workers in the sector, but also to identify categories of workers that are most vulnerable to FPRW violations and OSH shortcomings.

5.2 Presentation and Analysis of Research Results

It is recommended to present and analyse the data and results together, rather than splitting them up into a “data/results” part and an “analysis” part. Presentation and analysis are part of an incremental, step-by-step exercise that includes: 1) presentation of raw data/results; 2) presentation of consolidated data/results; and 3) analysis of how and why.

5.2.1 Presentation of raw data/results

The raw data/results come from the questions asked in the questionnaires or semi-structured interviews, for example:

- General data/results (not broken down by enterprise and worker profile);
- Data/results broken down by enterprise profile (enterprise size and formality level);
- Data/results disaggregated by worker profile.

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23 Informal employment refers to a situation in which workers are not covered or are inadequately covered by formal arrangements, i.e. with no social protection, sickness benefit or employment contract. Informal employment and the informal economy are closely linked. Generally speaking, employment is, of necessity, deemed to be informal when the enterprise is informal. However, informal employment also exists in formal enterprises. Occasional, temporary and seasonal workers, for example, may be employed informally by an enterprise that also meets the formality criteria. For the purposes of this study, informal employment refers to all situations in which workers have no social protection, sickness benefit or legal status (written employment contract), regardless of whether they are workers of a formal enterprise or an informal enterprise.
5.2.2 Presentation of consolidated data/results

Consolidated data/results are obtained by cross-referencing raw data/results, possibly corroborated by secondary sources.

5.2.3 Analysing how and why

It is important to go beyond presenting the consolidated results (data drawn from quantitative and secondary data), i.e. to contextualize the results, and explain the “how” and the “why”. The results and analyses should, if necessary, be corroborated by references to secondary data, in order to confirm, strengthen, refine, qualify, put into perspective or contradict “what we knew before” the diagnostic analysis.

Some OSH and other FPRW-related issues are clearly difficult to document. The information produced may also be uneven depending on the sector, the types of enterprises and the geographical areas studied. However, in order to pinpoint an action strategy, systematized information allowing a comparison between different sub-sectors and different geographical areas is required. Triangulation of data between questionnaire results, semi-structured interviews and secondary literature is therefore particularly important for the analysis.

The conclusion highlights sector-specific challenges, namely:

- The high risk of accidents and health problems;
- The practical difficulties for the labour inspectorate resulting from the fact that the enterprises have mobile worksites but neither registered office nor premises;
- The gap between the existence of a collective agreement and its application; and
- The status of the labour market and the power relation between employers and workers.
6

Report structure
The reports must include the following chapters:

1. **A summary**
2. **An introduction**
3. **A methodological chapter**
4. **A description of the sector and the stakeholders**
5. **A presentation and analysis of the situation regarding OSH and other FPRW**
6. **Proposals for action**
7. **Conclusion and recommendations**

### 6.1 Summary

The summary is not restricted to presenting the project and the workplace assessment; it also includes the key findings and analyses regarding the OSH and FPRW situation.

### 6.2 Introduction

The introduction must include:

- Information on the institutional framework and survey objectives.
- A brief definition of the purpose and main concepts of the study (enterprise types, formal/informal distinction (if relevant for the study), OSH and other FPRW).
- A presentation of the sector and the geographical areas chosen for the survey, and the reasons for the choice.
- A brief presentation of the current legislative and regulatory framework, including:
  - The texts mentioning the most important chapters, articles and provisions for OSH and other FPRW (Constitution, Labour Code, Laws, Decrees specifying and supplementing the legislation; national policy framework document; responsible authorities);
  - Potential legal loopholes in the national framework; for example, the lack of a specific text regulating OSH conditions in a given sector; the lack of a specific text for a type of enterprise or category of workers; the lack of an effective national policy;
  - Shortcomings or flaws in implementing the national legal framework;
  - Ratification/non-ratification status of relevant ILO conventions; and
  - Gaps and shortcomings in the national legal and institutional framework in relation to relevant ILO conventions.
- A brief presentation of the main OSH and other FPRW issues.

### 6.3 Methodology

This chapter aims to present the research methodology as tailored to the country and sector in question. It includes:

- An explanation of the choices involved in producing the sampling of enterprises and workers for the survey;
- The sample for the questionnaire surveys (number and category/profiles of enterprises and workers surveyed by questionnaire);
6.4 Description of the sector and stakeholders

For each of the selected sub-sectors, this chapter presents the productive activities and types of enterprise with regard to worker numbers, annual turnover and informal/formal status, as well as their number and geographical distribution in the country. This chapter also presents the stakeholder typology for each sector: types of enterprises, workers’ and employers’ organizations, etc., and the public authorities, which includes labour inspectorate, involved in the sector.

The description of the stakeholders and the sector not only provides: 1) contextual information before reading the results of the diagnostic analysis; but also 2) explanations for the results. These explanations should be used in the following chapter as well as in the conclusions and recommendations. This chapter will be based on:

1. Secondary sources (statistics and documentation from government institutions or international organizations, for example).
2. Data from the “General description of working conditions” module in the questionnaires, i.e.:
   - Contract types;
   - Recruitment procedure and criteria;
   - Salary level;
   - Working time; and
   - Social protection of workers (sickness, unemployment, maternity and pension).

6.5 Presentation and analysis of the state of play regarding OSH and other FPRW

This chapter must describe and analyse the situations and problems identified in the various workplaces assessed, and the differences according to worker categories and enterprise profile. The chapter should indicated key OSH and other FPRW challenges and identify the groups of workers in most vulnerable conditions. For ease of reading, it is recommended to present the results of the questionnaire survey using tables, diagrams and/or graphs. Information from the semi-structured interviews should supplement and enhance the analysis of the data that emerges from the questionnaires. It is therefore necessary to combine the types of information, rather than present the results of the questionnaire survey first, followed by the information from the semi-structured interviews.

This chapter will specify the Occupational Safety and Health risks involved, based on the questionnaire data from the modules on Safety (SAF), Health (HEA) and Prevention (PRE). Similarly, the chapter will specify the degree of implementation of the other FPRW from questionnaire data from the following modules:

- Freedom of association and collective bargaining (FRE);
- Forced labour (FOR);
- Child labour (CHI);
- Equality and discrimination (DIS).
The analysis will highlight factors that impact the implementation of OSH and other FPRW, distinguishing between:

- Contextual factors, i.e. those relating to the specific features of the enterprises surveyed, the way work is organized and workplace conditions and hazards; and
- Structural factors, such as:
  - economic factors: OSH may involve investments beyond the reach of the enterprises concerned;
  - cultural factors: other FPRW may be considered a luxury and “too far removed” from the realities of these types of enterprises; OSH may be a low-importance issue compared to other constraints affecting economic activity and work for both employers and workers; and
  - Institutional factors: there may be no focus on enterprises, employers or workers, and they may have no contact with public administrations or employers’, workers’ or professional organizations. There is no external OSH or other FPRW requirement, incentive or information.

In this respect, it is essential that the analysis consider the views and comments made by employers and workers, as well as by other stakeholders and contact persons taking part in the survey.

6.6 Proposals for action

This chapter presents stakeholders’ needs and priorities and analyses constraints and opportunities for improving implementation of OSH standards and the realization of the other FPRW. The analysis of the needs and priorities expressed by all the stakeholders must reflect their different points of view so as to highlight points of convergence and divergence. The analysis will mainly draw on the qualitative data collated through semi-structured interviews and group interviews (focus groups) and will provide an analytical summary of the data. In this chapter, it is important to report the recommendations made by the different stakeholders and to assess their relevance. Are they realistic given the working conditions in the enterprises?

The aim of the analysis of stakeholders' needs, priorities and recommendations is to support the development of intervention models. This requires an analysis of the constraints and opportunities linked to the implementation of standards related to the five FPRW, in addition to enhancing the role of the various stakeholders involved.

This summary should include all the information collated for the sectoral diagnostic analysis, i.e. the data drawn from the survey (quantified data and qualitative data) but also information derived from the secondary data on the legal, political, economic and social context (see explanations on Strengths, Weaknesses, Opportunities, Threats [SWOT] in table 6 below). To this end, it is suggested to present a summary of the constraints and opportunities in the form of a SWOT table for each sector in relation to a given objective.

<table>
<thead>
<tr>
<th>Table 6. Using SWOT analysis to summarize constraints and opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applying SWOT Analysis to Internal and External Contexts</strong></td>
</tr>
<tr>
<td><strong>Internal</strong></td>
</tr>
<tr>
<td><strong>Strengths</strong></td>
</tr>
<tr>
<td>Characteristics that are internal to the sector and provide an advantage in terms of the desired objective.</td>
</tr>
<tr>
<td><strong>Opportunities</strong></td>
</tr>
<tr>
<td>Situations that are external to the sector and specific to the environment (local, national, international) in which it operates and which can provide an advantage for achieving the desired objective.</td>
</tr>
</tbody>
</table>

The first strand (internal) identifies the current characteristics of the sector, its capabilities and resources,
in terms of strengths and weaknesses to improve the health and safety conditions of workers (SWOT 1) and the realization of other FPRW (SWOT 2).

The second strand (external) presents factors that are external to the sector and that have a proven or potential impact on health and safety conditions (SWOT 1) and on the realization of other FPRW (SWOT 2). These factors include opportunities and threats at the local, national and international levels.

We suggest establishing three SWOT tables aimed respectively at: 1) improving occupational safety and health; 2) strengthening the realization of other FPRW; and 3) strengthening national capacities to promote OSH and the other FPRW.

### 6.7 Conclusions and recommendations

In conclusion, it is important to summarize the target sector issues in order to identify the sub-sectors, geographical areas and priorities for setting policies and programmes to address the identified deficits. For the best results, the recommendations should be tailored to the specific stakeholders.
References

Cited References
—. 2010b. ILO List of Occupational Diseases, Revised 2010.
—. 2011. Safety and health in agriculture.

Suggested Further Reading
—. 2012. Decent Work Indicators in Africa - A first assessment based on national sources.
### Annex 1 - Risk prioritization

#### Action prioritization grid

<table>
<thead>
<tr>
<th>Priority 1 = Immediate action</th>
<th>Priority 2 = Short-term action</th>
<th>Priority 3 = Action to be planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>Very low or very unlikely</td>
<td>Low or likely</td>
</tr>
<tr>
<td>1</td>
<td>Exposure a few days a year</td>
<td>Exposure a few days a month</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Very serious
- Fatal accident or illness (electrocution, drowning, cancer, ...)
  - Priority 1

#### Serious
- Accident or illness with permanent partial disability
  - Occupational disease (eczema recurring owing to renewed exposure, deafness, ... with sequelae but not causing death)
  - Priority 3

#### Average
- Accident or sickness with sick leave
  - Deep cut, burn, concussion, sprain, fracture
  - Injury requiring the intervention of a doctor but not necessarily external emergency assistance
  - Priority 2

#### Low
- Accident or illness without sick leave
  - Small cut, bruise, slight eye irritation
  - Priority 3
Book II: Questionnaire administration handbook
### List of acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI</td>
<td>Child labour</td>
</tr>
<tr>
<td>COM</td>
<td>Trade sector</td>
</tr>
<tr>
<td>DIS</td>
<td>Equality and discrimination</td>
</tr>
<tr>
<td>DK</td>
<td>“Don’t know”</td>
</tr>
<tr>
<td>EC</td>
<td>Employment conditions</td>
</tr>
<tr>
<td>ENI</td>
<td>Enterprise identification</td>
</tr>
<tr>
<td>FOR</td>
<td>Forced labour</td>
</tr>
<tr>
<td>FRE</td>
<td>Freedom of association and collective bargaining</td>
</tr>
<tr>
<td>HEA</td>
<td>Health</td>
</tr>
<tr>
<td>INS</td>
<td>Labour Inspectorate</td>
</tr>
<tr>
<td>NA</td>
<td>“No answer”</td>
</tr>
<tr>
<td>PRE</td>
<td>Prevention</td>
</tr>
<tr>
<td>QI</td>
<td>Questionnaire identification</td>
</tr>
<tr>
<td>QNA</td>
<td>Question not asked</td>
</tr>
<tr>
<td>RI</td>
<td>Respondent identification</td>
</tr>
<tr>
<td>SAF</td>
<td>Safety at work</td>
</tr>
</tbody>
</table>
1. Presentation

This handbook provides instructions for conducting the employer and worker questionnaires. It is intended for the interviewers who will be using the questionnaires and for the consultants responsible for training the interviewers before they go on to administer the questionnaires in the field. The handbook contains all the questions from both questionnaires. Under each question you will find some specific guidance such as:

- A clarification of the meaning of the terms used in the questionnaire (Comprehension);
- Instructions on how to ask the question (How to ask the question); and
- Instructions on how to record the answer to the question (How to fill in the questionnaire).

The handbook is divided into two parts. It contains a number of general instructions, which apply to both questionnaires, and instructions that are specific to each questionnaire. The handbook does not contain any information on identifying and selecting respondents. These instructions are provided in Book I - Users' handbook.

2. General instructions

1. Before beginning the interview, it is essential to describe the objectives and scope of the survey must be clearly defined.

Some questions could make the respondents wary if they equate the interviewers with tax officials or other public servants. In order to gain the confidence of the people interviewed, the consultant and/or interviewer must explain, before starting the interview, how the information collected will be used. Here is some wording that the consultant or the interviewer could use for this purpose:

- “I am doing this survey for the International Labour Office, which is an international organization that aims to promote better working conditions throughout the world.”
- “The purpose of the survey is to establish the state of play with regard to occupational safety and health and compliance with fundamental principles and rights at work, with a view to framing measures to improve working conditions.”
- “I am an independent consultant/interviewer. I do not work for the tax office or for the State.”
- “The data collected remains anonymous.”
- “Data are collected and analysed for this survey only. They will not be forwarded to any public or private body.”

2. The interviewer should, as far as possible, conduct the interview without a third party present

This will allow the respondent to answer questions without worrying about confidentiality, or that they might get into trouble for disclosing certain information. If the interviewer comes across people who would like to attend the interview, it should be explained to them that it is best to be alone with the respondent in order to obtain more “reliable” results. If the interviewer cannot prevent a third person from being present, they might consider not asking some questions that could be too sensitive, including certain questions relating to workplace constraints and forced labour (FOR) and child labour (CHI).
3. In principle, all questions must be asked

However, the interviewer may choose not to ask a question, for example, because of the presence of a third party, who is likely to cause trouble for the respondent, or because of the respondent's reaction to certain questions. In this case, the interviewer writes QNA (question not asked) in the left-hand column, under the question number. Similarly, the interviewer may decide to discontinue the interview if they feel that the conditions are not conducive to continuing the interview. In this case, the interviewer indicates “questionnaire interrupted” to the right of the last question asked.

4. All the questions must have an answer

The DK-NA response (DK for “don't know” and NA for “no answer”) enables a response to be recorded even if the respondent answers “I don't know” or if they refuse to answer the question. The DK-NA response is no less interesting than the other answers. If DK-NA is the answer to the question “Do workers' health problems have a negative impact on their effectiveness at work?”, this provides us with some information about the employer's level of knowledge of occupational health. However, the DK-NA response should not be used as an easy way to avoid answering questions and finishing the interview faster. If the interviewer feels that this is the case, they may repeat the question again to prompt the interviewee to respond.

5. Main difficulties in administering the questionnaire

One of the main difficulties in administering the questionnaires lies in interpreting the different possible answers (when the response alternatives are not simply Yes, No, DK-NA). The text to be read by the interviewer is written in bold type. For questions with a list of possible answers, the general rule is to read only the question, without the different possible answers, and then record the answer that best reflects the information provided by the respondent. If their answer does not correspond to one of the questionnaire's predefined answers, the interviewer may read the possible answers and ask the respondent to choose the one that seems most appropriate. The interviewer also indicates the first response provided by the respondent in the right-hand margin. In some cases, a question may contain one or more sub-questions, as in the example below:

| FRE12 | How would you describe your contacts with union representatives or workers' organizations? Would you say they were … | 1: fairly beneficial to the operations in the enterprise | 2: rather unhelpful to the operations in the enterprise | 3: DK-NA | | | |

In this case, the different answers are an integral part of the question and should be read to the respondent as follows:

- How would you describe your contacts with union representatives or workers' organizations?
- Would you say that they are fairly beneficial to the operations in the enterprise?
- Would you say that they are rather unhelpful to the operations in the enterprise?

Others are multiple questions for which there is a list of question options, as in the example below:
How many of your permanent workers are women?

Repeat the question for each of the following options:

A: are women
B: are of foreign nationality
C: have a disability
D: are under 18 years old
E: are under 15 years old
F: are under 13 years old

For each option, indicate the number or DK-NA

A: ……
B: ……
C: ……
D: ……
E: ……
F: ……

In this case, the question should be repeated for each of the options listed as follows: “How many of your permanent workers are women?” Wait for the answer and write it down. Then read “How many of your permanent workers are of foreign nationality?” Wait for the answer and write it down. Read “How many of your permanent workers have a disability?” Wait for the answer and write it down. And so on for all the options.

6. If the answer is “other”, it must always be followed by a request to “specify”. The interviewer must systematically ask the respondent to specify their answer when they answer “other” and write the answer in full in the space provided.

7. The questionnaire contains some “skip” questions, which are indicated in the right-hand column after the question.

Some “skips” depend on the response provided by the respondent. For example, if the respondent answers “No” to the question, the interviewer will not ask the following question. On the other hand, if they answer “Yes”, the interviewer will ask them the following question. This is illustrated in the example below:

<table>
<thead>
<tr>
<th>SAF1</th>
<th>In the past 12 months, have there been any accidents in your enterprise?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Yes</td>
<td>2: No</td>
</tr>
<tr>
<td>3: DK-NA</td>
<td>If 2 or 3, go to SAF4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAF2</th>
<th>How many workers were involved in these accidents?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter the total number</td>
<td></td>
</tr>
</tbody>
</table>
3. Instructions for administering the employer questionnaire

**Questionnaire Identification (QI)**

<table>
<thead>
<tr>
<th>QI1</th>
<th>Name of interviewer</th>
</tr>
</thead>
</table>

**How to fill in the questionnaire:** The interviewer writes their name in the space provided.

<table>
<thead>
<tr>
<th>QI2</th>
<th>Economic sector</th>
<th>Code: 25</th>
</tr>
</thead>
</table>

**Comprehension:** The term economic sector refers here to the economic sector targeted by the diagnostic analysis. National consultants have drawn up a list of codes according to each of the survey sites. According to this, the investigator enters the correct code for the site in question.

**How to fill in the questionnaire:** In the space provided, the interviewer indicates the name of the industry in which the respondent works. In addition, the interviewer indicates the code defined by national consultants in the right-hand column to identify the sector of activity.

<table>
<thead>
<tr>
<th>QI3</th>
<th>Sub-sector</th>
<th>Code:</th>
</tr>
</thead>
</table>

**Comprehension:** Here, the term “sub-sector” refers to the sub-sector identified as a research field by the national consultants at the end of the exploratory study (see *Users’ handbok*, section 3.1 “The exploratory study”).

**How to fill in the questionnaire:** The interviewer indicates the name of the respondent’s sub-sector of activity in the space provided.

<table>
<thead>
<tr>
<th>QI4</th>
<th>Survey location</th>
<th>Code: 26</th>
</tr>
</thead>
</table>

**How to fill in the questionnaire:** The interviewer indicates the name of the respondent’s sub-sector of activity in the space provided.

Questions QI5 to QI8 relate to the place where the interview is conducted. Administrative units are not the same in all countries. The consultants have adapted the questionnaires accordingly.

<table>
<thead>
<tr>
<th>QI5</th>
<th>Country</th>
</tr>
</thead>
</table>

**How to fill in the questionnaire:** In the empty box, write down the name of the country where the interview takes place.

---

25 For example, CPW (Construction and Public Works), COM (trade), national consultants define the initials.

26 To be determined by the consultants.
<table>
<thead>
<tr>
<th>Q16</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How to fill in the questionnaire:</strong> In the empty box, write down the name of the state where the interview takes place.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q17</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How to fill in the questionnaire:</strong> In the empty box, write down the name of the district where the interview takes place.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q18</th>
<th>Block</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How to fill in the questionnaire:</strong> In the empty box, write down the name of the block in a given district where the interview takes place.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q19</th>
<th>Date of interview</th>
<th>DD MM YYYY</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

**How to fill in the questionnaire:** DD MM YYYY

For 15 April 2020: | _ 1 _ | _ 5 _ | _ 0 _ | _ 4 _ | _ 2 _ | _ 0 _ | _ 2 _ | _ 0 _ |

<table>
<thead>
<tr>
<th>Q10</th>
<th>Duration of interview</th>
<th>h</th>
<th>min</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

**How to fill in the questionnaire:** Note the interview start time in the margin. At the end of the interview, note the end time of the interview. This will enable you to calculate the duration of the interview. If the interview lasted two hours and ten minutes, write | _ 0 _ | _ 2 _ | h | _ 1 _ | _ 0 _ | min. |

<table>
<thead>
<tr>
<th>Q11</th>
<th>Survey status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire fully completed</td>
<td>1</td>
</tr>
<tr>
<td>Questionnaire partially completed</td>
<td>2</td>
</tr>
</tbody>
</table>

**How to fill in the questionnaire:** Circle the code (“1” or “2”) that corresponds to the status of the survey.

**Comprehension:**

**Questionnaire fully completed:** All the questions were asked and answered.

**Questionnaire partially completed:** Some questions were not asked and have no answer.
Self-assessment of the reliability of the information and responses obtained

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reliable information</td>
</tr>
<tr>
<td>2</td>
<td>Unreliable information</td>
</tr>
<tr>
<td>3</td>
<td>No opinion</td>
</tr>
</tbody>
</table>

**Comprehension:**

**Reliable information:** The interviewer believes that the interview was conducted in conditions that guarantee that the respondent’s answers are reliable.

**Unreliable information:** The interviewer has good reason to believe that all or part of the respondent’s answers were not trustworthy (for example because a third person was present or because the respondent seemed wary or embarrassed).

**No opinion:** The interviewer has no opinion on the reliability of the answers provided by the respondent.

**How to fill in the questionnaire:** Circle the code (“1”, “2” or “3”) that corresponds to your self-assessment of the reliability of the information.

**Interviewer’s comments on the survey conditions**

**How to fill in the questionnaire:** In the empty box, the interviewer writes their comments, remarks and observations on the course of the interview (context, circumstances, attitude of the respondent, etc.), noting in particular any factors that are important for analysing and interpreting the answers.

**Questionnaire Code**

<table>
<thead>
<tr>
<th>Economic sector initial</th>
<th>Location initial</th>
<th>Employer or Worker</th>
<th>Questionnaire number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to fill in the questionnaire:** Each questionnaire, as well as each semi-structured interview, is numbered. This serial number comprises four elements:

1. **The economic sector initial** identifies the economic sector studied. It corresponds to the economic sector code, as defined by the national consultants. For example, “CPW” for Construction and Public Works, “COM” for trade, etc.

2. **The location initial**, identifies the location where the interview took place. As for the economic sector initial, the location initial corresponds to the location code, as defined by the national consultants. For example, “ABI” for Abidjan, “TUN” for Tunis, etc.

3. **A code that indicates the type of respondent (“Employer” or “Worker”).**

The interviewer indicates “E” for “Employer” and “W” for “Worker”.

4. **A questionnaire number (01, 02, etc.).**
For example, the serial number of the first questionnaire taken by an employer in the construction sector in Abidjan will be as follows:

<table>
<thead>
<tr>
<th>C</th>
<th>P</th>
<th>W</th>
<th>ABI</th>
<th>E</th>
<th>Q</th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction and Public Works sector initial</td>
<td>Location initial, e.g. Abidjan</td>
<td>Employer or Worker</td>
<td>Questionnaire number for a CPW Employer in Abidjan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Employer or Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location Initial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Worker or Other Stakeholder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td>Questionnaire number for this survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The purpose of this item is to indicate whether there is any information concerning the enterprise from other questionnaires, such as those conducted with workers who work for the respondent, or any information concerning the same respondent from other interviews, for example if the respondent also took part in a semi-structured individual or group interview. The serial number of the corresponding questionnaires and/or semi-structured interviews should be indicated here, in order to facilitate the subsequent data analysis. Like the questionnaires, the semi-structured interviews have a serial number based on the same model as the questionnaire serial numbers (see "Handbook for Conducting Semi-structured Interviews").
### Enterprise Identification (ENI)

<table>
<thead>
<tr>
<th>ENI1</th>
<th>When was the enterprise established?</th>
<th>Enter the year</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as it is worded (bold text).

**How to fill in the questionnaire:** Write the year in the space provided.

<table>
<thead>
<tr>
<th>ENI2</th>
<th>What is your position/status in the enterprise?</th>
<th>Free answer</th>
<th></th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the answer in the box provided.

<table>
<thead>
<tr>
<th>ENI3</th>
<th>Are you the owner of this enterprise?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided.

<table>
<thead>
<tr>
<th>ENI4</th>
<th>What is the legal status of the enterprise?</th>
<th>1: ............</th>
<th>2: ............</th>
<th>3: ............</th>
<th>4: Other (specify)</th>
<th>5: DK-NA</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded. N.B.: The responses are selected by the national consultants in order to reflect the different legal statuses in force in the country in question.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided. If the answer is “4: Other”, indicate the legal status mentioned by the respondent in the space provided.

<table>
<thead>
<tr>
<th>ENI5</th>
<th>What is your enterprise's main activity?</th>
<th>Free answer</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Write the name of the main activity in the empty box.

<table>
<thead>
<tr>
<th>ENI6</th>
<th>Does your enterprise act as a sub-contractor to a bigger enterprise in your area?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided.

<table>
<thead>
<tr>
<th>ENI7</th>
<th>Does your enterprise act as a sub-contractor to any other enterprise?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided.
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| **ENI8** Is your enterprise registered with a Trade Register? | 1: Yes 2: No 3: DK-NA | **How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided. |
| **ENI9** Do you have a Unique Financial Identification Number? | 1: Yes 2: No 3: DK-NA | **How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided. |
| **ENI10** Is your enterprise subject to tax? | 1: Yes 2: No 3: DK-NA | **How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided.  
*Skip:* If the answer is “2: No” or “3: DK-NA”, go straight to question ENI12. Do not ask question ENI11. |
| **ENI11** What tax system is it subject to? | Free answer | **How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Write the answer in the empty box. |
| **ENI12** Is your enterprise affiliated with the National Social Security Fund? | 1: Yes 2: No 3: DK-NA | **How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided. |
| **ENI13** Does your enterprise contribute to the National Social Security Fund? | 1: Yes 2: No 3: DK-NA | **How to ask the question:** Read the question as worded.  
*Skip:* If the answer is “2: No” or “3: DK-NA”, go straight to question ENI15. Do not ask question ENI14.  
**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided. |
| **ENI14** Does your enterprise contribute to the National Social Security Fund for all workers? | 1: Yes 2: No 3: DK-NA | **How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided. |
| ENI15 | How many people work for you on a permanent basis at the moment? | Enter the number of permanent workers or DK-NA | \[| ... | ... | ... |\] |
|-------|---------------------------------------------------------------|------------------------------------------------|----------------------------------|

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of workers in the boxes provided. If the respondent answers that they don't know or they give no answer, write DK-NA in the box provided for the answer.

| ENI16 | Do the permanent workers have an employment contract? | 1: Yes, all of them 2: Yes, most 3: Yes, some 4: No, none 5: DK-NA | \[| ... |\] |
|-------|------------------------------------------------------|-------------------------------------------------|------------------|

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided.

| ENI17 | How many of your permanent workers are women? xxx Repeat the question for each of the following options: A: are women B: are of foreign nationality C: have a disability D: are under 18 years old E: are under 15 years old F: are under 13 years old | For each option, indicate the number or DK-NA | \[| ... |\] |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------|

**How to ask the question:** ENI17 is a multiple question. The question should be repeated for each of the options listed as follows:

Read “How many of your permanent workers are women?” Wait for the answer and write it down.

Then read “How many of your permanent workers are of foreign nationality?” Wait for the answer and write it down.

Read “How many of your permanent workers have a disability?” Wait for the answer and write it down.

Read “How many of your permanent workers are under 18?” Wait for the answer and write it down. And so on for each of the options listed.

**How to fill in the questionnaire:** Write the number of permanent workers next to the letter corresponding to the question asked (“A: …” for the number of women, “B: …” for the number of permanent workers of foreign nationality, etc.). If the interviewee replies that they don't know or they give no answer, write DK-NA next to the letter corresponding to the question asked.

| ENI18 | Do you sometimes employ workers on a temporary basis? | 1: Yes 2: No 3: DK-NA | \[| ... |\] |
|-------|------------------------------------------------------|----------------|------------------|

**How to ask the question:** Read the question as worded.

Skip: If the answer is “2: No” or “3: DK-NA”, go straight to question ENI22. Do not ask questions ENI19 to ENI21.
**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

<table>
<thead>
<tr>
<th>ENI19</th>
<th>How many people work for you on a temporary basis at the moment?</th>
<th>Write down the number of people or DK-NA</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of temporary workers in the boxes provided. If the interviewee answers *that they don’t know* (DK) or they give no answer (NA), write DK-NA in the box provided for the answer.

<table>
<thead>
<tr>
<th>ENI20</th>
<th>How many of the temporary/seasonal workers recruited in the last 12 months are women?</th>
<th>For each option, indicate the number or DK-NA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Repeat the question for each of the following options:</td>
<td></td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>A: are women</td>
<td>A: .....</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>B: are of foreign nationality</td>
<td>B: .....</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>C: have a disability</td>
<td>C: .....</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>D: are under 18 years old</td>
<td>D: .....</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>E: are under 15 years old</td>
<td>E: .....</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>F: are under 13 years old</td>
<td>F: .....</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

**How to ask the question:** ENI20 is a multiple question. The question should be repeated for each of the options listed as follows:

Read *“How many of the temporary workers are women?”* Wait for the answer and write it down.

Read *“How many of the temporary workers are foreign nationals?”* Wait for the answer and write it down.

Read *“How many of the temporary workers have a disability?”* Wait for the answer and write it down, and so on for each option listed.

**How to fill in the questionnaire:** Write the number of temporary workers next to the letter corresponding to the question asked (*“A: ...”* for the number of women, *“B: ...”* for the number of workers of foreign nationality, etc.). If the person replies that they don’t know or they give no answer, write DK-NA next to the letter corresponding to the question asked.

<table>
<thead>
<tr>
<th>ENI21</th>
<th>Do your temporary/seasonal workers have an employment contract?</th>
<th>1: Yes, all of them</th>
<th>2: Yes, most</th>
<th>3: Yes, some</th>
<th>4: No, none</th>
<th>5: DK-NA</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided.
### ENI22

**Research Manual for the assessment of the implementation of fundamental principles and Rights at work in the workplace**

<table>
<thead>
<tr>
<th>ENI22</th>
<th>How many apprentices currently work in the enterprise?</th>
<th>Enter the number of people or DK-NA</th>
<th>If the answer is “0”, go to question ENI27</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded. Skip: If the answer is “0”, go straight to question ENI27. Do not ask questions ENI23 to ENI26.

**How to fill in the questionnaire:** Enter the number of people in the boxes provided. If the person replies that they don’t know or they give no answer, write DK-NA in the box provided.

### ENI23

<table>
<thead>
<tr>
<th>ENI23</th>
<th>On average, how long do your apprentices stay on as apprentices with you?</th>
<th>Enter the duration (in months) or DK-NA</th>
<th>If the answer is “0”, go to question ENI27</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of months in the boxes provided. If the person replies that they don’t know or they give no answer, write DK-NA in the box provided.

### ENI24

<table>
<thead>
<tr>
<th>ENI24</th>
<th>Are the apprentices registered with a learning centre?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided.

### ENI25

<table>
<thead>
<tr>
<th>ENI25</th>
<th>Do your apprentices have an apprenticeship contract?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided.

### ENI26

<table>
<thead>
<tr>
<th>ENI26</th>
<th>Does your enterprise pay your apprentices?</th>
<th>1: Yes, all of them</th>
<th>2: Yes, most</th>
<th>3: Yes, some</th>
<th>4: No, none</th>
<th>5: DK-NA</th>
<th>If 1, 2 or 3 specify how they are paid: by the job, by hour, by day, by week, or by month Specify the amount and currency …………….. …………..</th>
<th>If 1, 2 or 3 specify how they are paid: by the job, by hour, by day, by week, or by month Specify the amount and currency …………….. …………..</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded. If the answer is “1. Yes, all”, “2. Yes, most”, “3. Yes, some” also ask “How much are they paid?”

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided. If the answer is “1. Yes, all”, “2. Yes, most”, “3. Yes, some” circle the option corresponding to the answer related to the mode of payment. Also, enter the amount and currency of the salary.
ENI27

Do you provide your apprentices with in-kind benefits, such as accommodation?
Repeat the question for each of the following options:
A: accommodation
B: meals
C: transport

1: Yes
2: No
3: DK-NA

A: | __ |
B: | __ |
C: | __ |

How to ask the question: ENI27 is a multiple question. The question should be repeated for each of the options listed as follows:
Read “Do you provide your apprentices with in-kind benefits, such as accommodation?” “Wait for the answer and write it down.
Read “Do you provide your apprentices with in-kind benefits, such as meals?” Wait for the answer and write it down.
Read “Do you provide your apprentices with in-kind benefits, such as transport?” Wait for the answer and write it down.

How to fill in the questionnaire: Enter the number corresponding to the answer related to the in-kind benefits, in the box provided (“A: ...” for accommodation, “B: ...” for meals, etc.).

ENI28

Do any of your family members help you with your work on a voluntary basis?

1: All the time
2: Often
3: Occasionally
4: Never
5: DK-NA

| __ |

How to ask the question: Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

How to fill in the questionnaire: Enter the number corresponding to the answer in the box provided.

ENI29

How many hours a week does the company operate?
Enter the number of hours per week

| __ | __ |
hours/week

How to ask the question: Read the question as worded.

How to fill in the questionnaire: Enter the number of hours per week in the boxes provided.

I would like to know more about the main issues, challenges, limitations and problems you face in running and growing your business today.
### ENI30

<table>
<thead>
<tr>
<th>Of the following problems, are accidents at work ...</th>
<th>1: not a problem?</th>
<th>2: a secondary problem?</th>
<th>3: a major problem?</th>
<th>4: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat the question for each of the following options:</td>
<td>A: are accidents at work ...</td>
<td>A:</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td>B: is workers' health ...</td>
<td>B:</td>
<td>...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C: are labour disputes ...</td>
<td>C:</td>
<td>...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D: is absenteeism ...</td>
<td>D:</td>
<td>...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:**

Read the introductory sentence “I would like to know more about the main issues, challenges, limitations and problems you face in running and growing your business today” before moving on to question ENI30. Question ENI30 is a multiple question that also contains several sub-questions.

The question should be read for each of the options listed, as follows:

Read “Of the following problems, are accidents at work not a problem? a secondary problem? a major problem?” Wait for the answer and write it down.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).
## Safety at work (SAF)

**I would now like to ask you some questions about workplace safety and ways to improve workplace safety**

<table>
<thead>
<tr>
<th>SAF1</th>
<th>In the past 12 months, have there been any accidents in your enterprise?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
<th>If 2 or 3, go to SAF4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:**

Read the introductory sentence “I would now like to ask you some questions about workplace safety and ways to improve workplace safety” before moving on to SAF1. Then read SAF1 as worded.

**Skip:** If the answer is “2: No” or “3: DK-NA”, go straight to SAF4. Do not ask questions SAF2 and SAF3.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided.

<table>
<thead>
<tr>
<th>SAF2</th>
<th>How many workers were involved in the(se) accident(s)?</th>
<th>Enter the total number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of workers involved in the accident(s).

<table>
<thead>
<tr>
<th>SAF3</th>
<th>I would like to know more about the main causes of these accidents. Have there been <em>any accidents involving the use of chemicals?</em> Repeat the question for each of the following options:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A: chemical-related accidents</td>
</tr>
<tr>
<td></td>
<td>B: accidents linked to the use of hazardous machinery or equipment (cutting tools or heavy, hot, corrosive or electric tools)</td>
</tr>
<tr>
<td></td>
<td>C: falls from a height or engulfment</td>
</tr>
<tr>
<td></td>
<td>D: traffic accidents within the enterprise</td>
</tr>
<tr>
<td></td>
<td>E: commuting accidents</td>
</tr>
<tr>
<td></td>
<td>F: accidents due to fire or electricity (electrocution)</td>
</tr>
<tr>
<td></td>
<td>G: other types of accidents (specify)</td>
</tr>
<tr>
<td></td>
<td>1: Yes</td>
</tr>
<tr>
<td></td>
<td>A:</td>
</tr>
<tr>
<td></td>
<td>B:</td>
</tr>
<tr>
<td></td>
<td>C:</td>
</tr>
<tr>
<td></td>
<td>D:</td>
</tr>
<tr>
<td></td>
<td>E:</td>
</tr>
<tr>
<td></td>
<td>F:</td>
</tr>
<tr>
<td></td>
<td>G:</td>
</tr>
</tbody>
</table>

**How to ask the question:** The SAF3 question is a multiple question. The question should be repeated for each of the options listed as follows:

Read “I would like to know more about the main causes of these accidents. Have there been *any accidents involving the use of chemicals?*” Wait for the answer and write it down.

Then read “Have there been any accidents involving the use of hazardous machinery or equipment (cutting tools or heavy, hot, corrosive or electric tools)?” Wait for the answer and write it down.
Read “Have there been any falls from a height or any accidents involving engulfment?” Wait for the answer and write it down. And so on, for each of the options listed.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked ("A", "B", "C", etc.). If the person answers “1: Yes” to the “G: Other” option, write down the other causes of accidents mentioned by the respondent.

<table>
<thead>
<tr>
<th>SAF4</th>
<th>Are any of your workers covered by group insurance for workplace accidents?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided.

<table>
<thead>
<tr>
<th>SAF5</th>
<th>Do victims of workplace accidents receive any compensation?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided. If the answer is "2: No" or "3: DK-NA", go straight to SAF7. Do not ask SAF6.

<table>
<thead>
<tr>
<th>SAF6</th>
<th>From whom do they receive the compensation?</th>
<th>1: The company</th>
<th>2: Insurance</th>
<th>3: Other</th>
<th>4: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:** Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided. If the answer is "3: Other", write the answer in the space provided.

<table>
<thead>
<tr>
<th>SAF7</th>
<th>If a workplace accident requires treatment or hospitalization, are the costs covered?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:** Read the question as worded.

**Skip:** If the answer is "2: No" or "3: DK-NA", go straight to the HEA1 question. Do not ask SAF8.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided.

<table>
<thead>
<tr>
<th>SAF8</th>
<th>Who pays these costs?</th>
<th>1: The company</th>
<th>2: Insurance</th>
<th>3: Other</th>
<th>4: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:** Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided. If the answer is "3: Other", write the answer in the space provided.
### Health (HEA)

**Work can affect workers' health. I would like to know more about how work affects the health of your workers and how any negative impacts might be reduced.**

**In particular, I would like to know more about the specific causes of any diseases that might be related to work.**

#### HEA1

<table>
<thead>
<tr>
<th>Do you carry out risk assessment at the workplace?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: No, never</td>
</tr>
<tr>
<td>2: Yes, once</td>
</tr>
<tr>
<td>3: Yes, at regular times</td>
</tr>
<tr>
<td>4: DK-NA</td>
</tr>
</tbody>
</table>

If 3, specify how often: __________

**How to ask the question:** Read the introductory sentence “Work can affect workers' health. I would like to know more about how work affects the health of your workers. In particular, I would like to know more about the specific causes of any diseases that might be related to work” before moving on to the HEA1 question. Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

**How to fill in the questionnaire:** Enter the number corresponding to the answer in the box provided. If the answer is “3: Yes, at regular times”, write down how often in the space provided.

#### HEA2

<table>
<thead>
<tr>
<th>Do your workers sometimes get sick as a result of exposure to chemicals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: exposure to chemicals</td>
</tr>
<tr>
<td>B: exposure to biological hazards</td>
</tr>
<tr>
<td>C: bad air quality in the workplace</td>
</tr>
<tr>
<td>D: excessive noise in the workplace</td>
</tr>
<tr>
<td>E: high temperature in the workplace or dehydration</td>
</tr>
<tr>
<td>F: lack of hygiene</td>
</tr>
<tr>
<td>G: physical effort and fatigue</td>
</tr>
<tr>
<td>H: stress</td>
</tr>
<tr>
<td>I: consumption of alcohol or other drugs</td>
</tr>
</tbody>
</table>

| 1: Yes                                                                 |
| 2: No                                                                  |
| 3: DK-NA                                                              |

**How to ask the question:** The HEA2 question is a multiple question. The question should be repeated for each of the options listed.

Read “Do your workers sometimes get sick as a result of exposure to chemicals?” Wait for the answer and write it down. Then read “Do workers sometimes get sick as a result of exposure to biological hazards?” Wait for the answer and write it down.

Read “Are workers sometimes get sick as a result of exposure to bad air quality in the workplace?” Wait for the answer and write it down. And so on, for each of the options listed.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).

#### HEA3

<table>
<thead>
<tr>
<th>In the past 12 months, how many workers have been off sick?</th>
</tr>
</thead>
</table>

| Enter the total number of workers or DK-NA                  |

| __ | __ | __ | __ |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of working days in figures in the space provided. If the interviewee answers that they don’t know (DK) or they give no answer (NA) to the question, indicate DK-NA in the answer box.
### HEA4
In the past 12 months, how many working days were lost because of workers being off sick?
Enter the total number of working days or DK-NA

| __ | __ | __ |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of working days in figures in the space provided. If the interviewee answers that they don't know (DK) or they give no answer (NA) to the question, indicate DK-NA in the answer box.

### HEA5
Are health issues a problem in running the company?

| 1: Yes, they're a problem |
| 2: No, they aren't a problem |
| 3: DK-NA |

| __ |

**How to ask the question:** Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

### HEA6
Do you think that your workers’ health problems are related to their work?

| 1: Yes |
| 2: Yes, but only partly |
| 3: No, there is no link to work |
| 4: DK-NA |

| __ |

**How to ask the question:** Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

### HEA7
In your opinion, could some tasks be detrimental to workers’ health?

| 1: Yes |
| 2: No |
| 3: DK-NA |

| __ |

If 1, specify which tasks:
……………………
……………………

**How to ask the question:** Read the question as worded. If the answer is “1: Yes”, ask “Which tasks?”

**How to fill in the questionnaire:** Enter the number of the answer in the box provided. If the answer is “1: Yes”, write down the tasks that affect workers’ health in the space provided.

### HEA8
Do your workers still get their wages if they are off sick?

| 1: Yes |
| 2: No |
| 3: DK-NA |

| __ |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.
Prevention (PRE)

*It is sometimes difficult or impossible to know what constitutes an occupational health risk and what can be done to protect one's workers. I would now like to discuss these points with you.*

<table>
<thead>
<tr>
<th>PRE1</th>
<th>Do you feel that you have a good knowledge of the impact work can have on the health of your workers?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
<th>__</th>
</tr>
</thead>
</table>

*How to ask the question:* Read the introductory sentence “*It is sometimes difficult or impossible to know what constitutes an occupational health risk and what can be done to protect one's workers. I would now like to discuss these points with you*” before moving on to question PRE1. Then read question PRE1 as worded.

*How to fill in the questionnaire:* Enter the number of the answer in the box provided.

<table>
<thead>
<tr>
<th>PRE2</th>
<th>Do your workers receive any training or information about work-related risks to their health and how to prevent them?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
<th>__</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If answer 2 or 3, go to PRE4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*How to ask the question:* Read the question as worded.

*How to fill in the questionnaire:* Enter the number of the answer in the box provided.

*Skip:* If the answer is “2: No” or “3: DK-NA”, go straight to question PRE4. Do not ask question PRE3.

<table>
<thead>
<tr>
<th>PRE3</th>
<th>Who provided this training or information?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. A health/safety professional</td>
</tr>
<tr>
<td></td>
<td>B. A union or a workers organization</td>
</tr>
<tr>
<td></td>
<td>representative</td>
</tr>
<tr>
<td></td>
<td>C. Myself or the executive/manager of the</td>
</tr>
<tr>
<td></td>
<td>company</td>
</tr>
<tr>
<td></td>
<td>D. other (specify)</td>
</tr>
</tbody>
</table>

*How to ask the question:* Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

*How to fill in the questionnaire:* Enter the numbers corresponding to all the answers mentioned by the interviewee. If some answers are not in the list, put “D: Other” and write the answer(s) in the space provided.

<table>
<thead>
<tr>
<th>PRE4</th>
<th>When recruiting, do you ask workers to provide you with a medical health certificate?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
<th>__</th>
</tr>
</thead>
</table>

*How to ask the question:* Read the question as worded.

*How to fill in the questionnaire:* Enter the number of the answer in the box provided.
**PRE5**
Do your workers have professional medical check-ups?

1: Yes  
2: No  
3: DK-NA  

| __ |  

*How to ask the question:* Read the question as worded.  
*How to fill in the questionnaire:* Enter the number of the answer in the box provided.

**PRE6**
Has a medical labour inspector ever visited the company?

1: Yes  
2: No  
3: DK-NA  

| __ |  

*How to ask the question:* Read the question as worded.  
*How to fill in the questionnaire:* Enter the number of the answer in the box provided.

**PRE7**
Do you provide your workers with safety shoes?

Repeat the question for each of the options below:

- A: safety shoes  
- B: work overalls  
- C: work pants  
- D: a jacket or work coat  
- E: a breathing mask  
- F: glasses  
- G: a helmet  
- H: gloves  
- I: hearing protection  
- J: others (specify): ………………….

1: Yes  
2: No  
3: DK-NA  

A: | __ |  
B: | __ |  
C: | __ |  
D: | __ |  
E: | __ |  
F: | __ |  
G: | __ |  
H: | __ |  
I: | __ |  
J: | __ |  

*How to ask the question:* Question PRE7 is a multiple question. The question should be read for each of the options listed, as follows:

Read “*Do you provide your workers with safety shoes?*” Wait for the answer and write it down.  
Then read “*Do you provide your workers with work overalls?*” Wait for the answer and write it down.  
And so on for each of the options listed. If the interviewee answers “Yes” to the “J: Other” option, ask “*What other equipment do you provide your workers with?*”  
*How to fill in the questionnaire:* Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.). If the interviewee answers “Yes” to the “J: Other” option, write down the other equipment mentioned by the respondent in the space provided.

**PRE8**
Do you require your workers to use the equipment provided?

1: Yes  
2: No  
3: DK-NA  

| __ |  

*How to ask the question:* Read the question as worded.  
*How to fill in the questionnaire:* Enter the number of the answer in the box provided.

---

27 List to be adapted according to the economic sector. The national consultants will be able to draw on the legal framework in force.
### PRE9
Does the enterprise take care of the maintenance and washing of the equipment?

<table>
<thead>
<tr>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

### PRE10
Do your workers receive any training or information on the use of protective equipment?

<table>
<thead>
<tr>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

### PRE11
Do workers have access to drinking water in the workplace?

| 1: Yes | 2: No | 3: DK-NA |

- A: drinking water
- B: non-potable water
- C: latrines or toilets
- D: a shower or a washbasin

**How to ask the question:** Question PRE11 is a multiple question. The question should be read for each of the options listed, as follows:

Read “Do workers have access to drinking water in the workplace?” Wait for the answer and write it down.

Then read “Do workers have access to non-potable water in the workplace?” Wait for the answer and write it down. And so on for each of the options listed.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).

### PRE12
Can pregnant women have their workstations adapted?

<table>
<thead>
<tr>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

---

28 To be adapted according to economic sector and country.
Employer-worker relationships are sometimes difficult. Disagreements, tensions and disputes can arise. I would now like to ask you a few questions to find out how you handle these tensions.

<table>
<thead>
<tr>
<th>FRE1</th>
<th>Do you communicate with your workers through posters/noticeboards?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Repeat the question for each of the following options:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A: through posters/noticeboards</td>
<td>A:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B: by holding meetings</td>
<td>B:</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C: by email</td>
<td>C:</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D: by phone</td>
<td>D:</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E: face-to-face</td>
<td>E:</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F: other (specify)</td>
<td>F:</td>
<td>___</td>
<td></td>
</tr>
</tbody>
</table>

How to ask the question: Read the introductory sentence “Employer-worker relationships are sometimes difficult. Disagreements, tensions and disputes can arise. I would now like to ask you a few questions to find out how you handle these tensions” before moving on to question FRE1. FRE1 is a multiple question. The question should be read for each of the listed options as follows:

Read “Do you communicate with your workers through posters/noticeboards?” Wait for the answer and write it down.

Then read “Do you communicate with your workers by holding meetings?” Wait for the answer and write it down.

Read “Do you communicate with your workers by email?” Wait for the answer and write it down. And so on, for each of the options listed.

How to fill in the questionnaire: Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.). If the answer is “1: Yes” for question “F: other”, write down the other means of communication mentioned by the respondent.

<table>
<thead>
<tr>
<th>FRE2</th>
<th>In the last three years, have you conducted any collective bargaining negotiations?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

How to ask the question: Read the question as worded.

Skip: If the answer is “2: No” or “3: DK-NA”, go straight to question FRE5. Do not ask questions FRE3 and FRE4.

How to fill in the questionnaire: Enter the number of the answer in the box providea multiple question. The question should be read for each of the listed options as follows:

Read “Did these collective bargaining negotiations focus on wages?” Wait for the answer and write it down.

Read “Did these collective bargaining negotiations focus on working time?” Wait for the answer and write it down.

Read “Did these collective bargaining negotiations focus on leave?” Wait for the answer and write it down. And so on, for each of the options listed.

How to fill in the questionnaire: Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.). If the answer is “1: Yes” for question “F: other”, write down the other issues that were the focus of collective bargaining negotiations.
### FRE4
With whom did you conduct collective bargaining negotiations on wages?
Repeat the question for each of the options identified in the previous question:
- A: wages
- B: working time
- C: leave
- D: social protection
- E: occupational safety and/or health condition

| 1: With union representatives | A: | ___ |
| 2: With representatives of workers not affiliated to a union | B: | ___ |
| 3: DK/NA | C: | ___ |
| | D: | ___ |
| | E: | ___ |
| | F: | ___ |

**How to ask the question:** Question FRE4 is a multiple question. The question should be read for each of the listed options as follows:

Read “With whom did you conduct collective bargaining negotiations on wages?” Do not read the possible answers unless this proves necessary to help the interviewee to respond. Wait for the answer and write it down.

Read “With whom did you conduct collective bargaining negotiations on working time?” Do not read the different possible answers unless this proves necessary to help the interviewee to respond. Wait for the answer and write it down.

Read “With whom did you conduct collective bargaining negotiations on leave?” Do not read the possible answers unless this proves necessary to help the interviewee to respond. Wait for the answer and write it down. And so on, for each of the options listed.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.). If the answer is “1: Yes” for question “F: other”, write down the other issues that were the focus of collective bargaining negotiations.

### FRE5
Is there a collective agreement in force in your company?

| 1: Yes | 2: No | 3: DK-NA | If 2 or 3, go to question FRE8 |
| | | | |

**How to ask the question:** Read the question as worded.

Skip: If the answer is “2: No” or “3: DK-NA”, go straight to question FRE8. Do not ask questions FRE6 and FRE7.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

### FRE6
Does the collective agreement cover wages?
Repeat the question for each of the options identified in the previous question:
- A: wages
- B: working time
- C: workplace safety
- D: workers’ health
- E: social security
- F: integration of people with disabilities
- G: dismissal conditions
- H: continuing education
- I: other (specify) …………

| 1: Yes | 2: No | 3: DK-NA | A: | ___ |
| | | | B: | ___ |
| | | | C: | ___ |
| | | | D: | ___ |
| | | | E: | ___ |
| | | | F: | ___ |
| | | | G: | ___ |
| | | | H: | ___ |
| | | | I: | ___ |

*Note: The table continues with more options for each question.*
**How to read the question:** Question FRE6 is a multiple question. The question should be read for each of the options listed, as follows:

Read “Does the collective agreement cover wages?” Wait for the answer and write it down. Then read “Does the collective agreement cover working time?” Wait for the answer and write it down. And so on for all the options in the list.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.). If the respondent answers “Yes” to question “I: Other”, write down the other issues mentioned by the respondent in the space provided.

<table>
<thead>
<tr>
<th>FRE7</th>
<th>To whom does the collective agreement apply? Does it apply to ...?</th>
<th>1: all workers, including temporary workers? 2: only to permanent workers? 3: only to national workers? 4: others (specify) 5: DK-NA</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>If 4, specify:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>..........................................................................................</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to read the question:** Question FRE7 contains several sub-questions. It should be read as follows: “To whom does the collective agreement apply? Does it apply to all workers, including temporary workers? Does it apply only to permanent workers? Does it apply only to national workers? others?” If the answer is “4: others”, ask “To whom does the collective agreement apply?”

**How to fill in the questionnaire:** Enter the number of the answer in the box provided. If the answer is “4: other” write down the group(s) of persons to whom the agreement applies.

<table>
<thead>
<tr>
<th>FRE8</th>
<th>Can your workers join a union?</th>
<th>1: Yes 2: No 3: DK-NA</th>
<th></th>
<th>If 2 or 3, go to question FRE11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:** Read the question as worded.

Skip: If the answer is “2: No” or “3: DK-NA”, go straight to question FRE11. Do not ask questions FRE9 and FRE10.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

<table>
<thead>
<tr>
<th>FRE9</th>
<th>Do you know if any of your workers are members of a union?</th>
<th>1: Yes 2: No 3: DK-NA</th>
<th></th>
<th>If 2 or 3, go to question FRE11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:** Read the question as worded.

Skip: If the answer is “2: No” or “3: DK-NA”, go straight to question FRE11. Do not ask question FRE10.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

<table>
<thead>
<tr>
<th>FRE10</th>
<th>As far as you are aware, how many of your workers are members of a union?</th>
<th>Enter the number of workers or DK-NA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of workers who are members of a union in the space provided. If the interviewee answers that they don’t know (DK) or they give no answer (NA), indicate DK-NA.
| FRE11 | Do you hold discussions with one or more unions or workers’ organizations? | 1: Yes  
2: No  
3: DK-NA | If 2 or 3, go to question FRE13 |

**How to ask the question:** Read the question as worded.

Skip: If the answer is “2: No” or “3: DK-NA”, go straight to question FRE13. Do not ask question FRE12.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

| FRE12 | How would you describe your contacts with union representatives or workers’ organizations? Would you say they were...? | 1: fairly beneficial to the operation of the company  
2: rather unhelpful to the operation of the company  
3: DK-NA | If 1 or 2, go to question FRE14 |

**How to ask the question:** It should be read as follows: “How would you describe your contacts with union representatives or workers’ organizations? Would you say they are fairly beneficial to the operation of the company? Or would you say that they are rather unhelpful to the operation of the company?”

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

Skip: If the answer is “1: fairly beneficial” or “2: rather unhelpful”, do not ask question FR13. Go straight to question FRE14.

| FRE13 | Do you think it would be good for your company to be able to interact with a union organization? | 1: Yes  
2: No  
3: DK-NA | |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

| FRE14 | Are there labour disputes with your workers...? | 1: frequent  
2: rare  
3: non-existent  
4: DK-NA | |

**How to read the question:** It should be read as follows: “Are labour disputes with your workers frequent? Are they rare? Are they non-existent?”

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.
When there is a dispute, do you discuss the matter individually, directly with each of the workers concerned?

Repeat the question for each of the options identified in the previous question:

- A: individually, directly with each of the workers concerned
- B: collectively, directly with all the workers concerned
- C: with a union representative acting as intermediary
- D: with a workers’ representative (non-union) acting as intermediary
- E: with the Labour Inspectorate acting as intermediary
- F: other (specify) .................

**How to read the question:** Question FRE15 is a multiple question. The question should be read for each of the options listed, as follows:

Read “When there is a dispute, do you discuss the matter individually, directly with each of the workers concerned?” Wait for the answer and write it down.

Then read “When there is a dispute, do you discuss the matter collectively, with workers submitting their requests as a group?” Wait for the answer and write it down. And so on for all the options in the list.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).
### Workplace constraints (forced labour) (FOR)

| FOR1 | Does the establishment delay or withhold wage payment for any reason? | 1: Yes  
2: No  
3: DK-NA | | If 2, go to FOR3 |
|------|------------------------------------------------|------------------|--------------------------------------------------|
**How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the number of the answer in the space provided.  

<table>
<thead>
<tr>
<th>FOR2</th>
<th>Describe the reasons the establishment may delay or withhold wage payment to workers?</th>
<th>Free answer</th>
</tr>
</thead>
</table>
**How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the answer in the space provided.  

| FOR3 | Can workers resign at any time if the legal notice period is respected? | 1: Yes  
2: No  
3: DK-NA | | |
|------|-----------------------------------------------------------------|------------------|--------------------------------------------------|
**How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the number of the answer in the space provided.  

| FOR4 | Are there workers in the establishment that have a dept with you? | 1: Yes  
2: No  
3: DK-NA | | |
|------|-----------------------------------------------------------------|------------------|--------------------------------------------------|
**How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the number of the answer in the space provided.  

| FOR5 | Are there workers in the establishment that have a debt with third party linked to their recruitment? | 1: Yes  
2: No  
3: DK-NA | | |
|------|-----------------------------------------------------------------|------------------|--------------------------------------------------|
**How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the number of the answer in the space provided.  

| FOR6 | Are there workers who live at the workplace or in accommodations provided by the employer? | 1: Yes, dormitory  
2: Yes, industrial zone  
3: Yes, other specify  
4: No  
5: DK-NA | | |
|------|---------------------------------------------------------------------------------|------------------|--------------------------------------------------|
**How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the number of the answer in the space provided.  

**How to read the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the number of the answer in the space provided.
Research Manual for the assessment of the implementation of fundamental principles and Rights at work in the workplace

**FOR7**
Can the workers come and go freely from their living quarter/dormitory?

1: Yes
2: No
3: DK-NA

**How to read the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the space provided.

**FOR8**
Does the establishment keep any personal document of workers (e.g. passport, birth certificate, work permit, residence permit)?

1: Yes
2: No
3: DK-NA

**How to read the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the space provided.

Skip: If the answer is “2”, go straight to question CHL01.

**FOR9**
Have workers free access to their document at any time?

1: Yes
2: No
3: DK-NA

**How to read the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the space provided.

**FOR10**
Is overtime work mandatory?

1: always
2: sometimes
3: never
4: DK-NA

**How to read the question:** Read the question as worded, together with possible answers.

**How to fill in the questionnaire:** Enter the number of the answer in the space provided.

Skip: If the answer is “3”, go straight to question FOR14.

**FOR11**
Does the establishment pay workers for overtime work?

1: Yes, always
2: Yes, sometimes
3: No
4: DK-NA

**How to read the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the space provided.

Skip: If the answer is “3”, go straight to question FOR14.

**FOR12**
How much does the establishment pay workers with respect the normal wage for ORDINARY overtime?

Specify

**How to read the question:** Read the question as worded. If needed, provide examples (100%, 150%, 195%, etc.).

**How to fill in the questionnaire:** Enter the answer in the space provided.
### FOR13
How much does the establishment pay workers with respect to overtime AT NIGHT?

**Specify**

| ……………………………… |

**How to read the question:** Read the question as worded. If needed, provide examples (100%, 150%, 195%, etc.).

**How to fill in the questionnaire:** Enter the answer in the space provided.

### FOR14
Does the establishment pay workers during work stoppages caused by employer or force majeure?

| 1: Yes, always | 2: Sometimes | 3: No | __ |

**How to read the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the space provided.

### Child labour (CHL)

#### CHL01
Does the establishment verify the age of workers prior to hiring?

| 1: Yes | 2: No | 3: DK-NA | __ |

**How to ask the question:** Read the questions as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the space provided.

#### CHL02
How does the establishment verify the age of workers prior to hiring?

| 1: Birth certificate | 2: id card | 3: Worker’s statement | 4: Other specify | 5: DK-NA | __ |

**If 4, specify**

| ……………………………… |

**How to ask the question:** Read the questions as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the space provided.

#### CHL03
Does the establishment have a list of tasks which are not allowed for workers below 18 years old?

| 1: Yes | 2: No | 3: DK-NA | __ |

**How to ask the question:** Read the questions as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the space provided.

#### CHL04
Does the establishment keep record of workers under 18 years of age as specified in national law?

| 1: Yes | 2: No | 3: DK-NA | __ |

**How to ask the question:** Read the questions as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the space provided.
**Equality and discrimination (DIS)**

| DIS1 | Is national origin a recruitment criterion in your company? | 1: Yes  
  2: No  
  3: DK-NA |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Repeat the question for each of the following options:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A: national origin</td>
<td>A: [___]</td>
</tr>
<tr>
<td></td>
<td>B: ethnic/regional origin</td>
<td>B: [___]</td>
</tr>
<tr>
<td></td>
<td>C: sex/gender</td>
<td>C: [___]</td>
</tr>
<tr>
<td></td>
<td>D: skin colour</td>
<td>D: [___]</td>
</tr>
<tr>
<td></td>
<td>E: religion</td>
<td>E: [___]</td>
</tr>
<tr>
<td></td>
<td>F: political opinion</td>
<td>F: [___]</td>
</tr>
<tr>
<td></td>
<td>G: social background</td>
<td>G: [___]</td>
</tr>
<tr>
<td></td>
<td>H: migratory status</td>
<td>H: [___]</td>
</tr>
<tr>
<td></td>
<td>I: disability</td>
<td>I: [___]</td>
</tr>
<tr>
<td></td>
<td>J: sexual orientation</td>
<td>J: [___]</td>
</tr>
<tr>
<td></td>
<td>K: marital status</td>
<td>K: [___]</td>
</tr>
</tbody>
</table>

How to read the question: Question DIS1 is a multiple question. The question should be read for each of the options listed, as follows:

Read “Is national origin a recruitment criterion in your company?” Wait for the answer and write it down.

Then read “Is ethnic/regional origin a recruitment criterion in your company?” Wait for the answer and write it down. And so on for all the options in the list.

| DIS2 | Are women and men paid the same for the same work in your company? | 1: Yes  
  2: No  
  3: DK-NA  
  4: Not applicable (if no women or no men in the company) |
|------|------------------------------------------------------------------|----------|

How to ask the question: Read the question as worded.

How to fill in the questionnaire: Enter the number of the answer in the box provided.

| DIS3 | Would you consider hiring a worker with a physical disability? | 1: Yes  
  2: No  
  3: DK-NA |
|------|----------------------------------------------------------------|----------|

How to ask the question: Read the question as worded.

How to fill in the questionnaire: Enter the number of the answer in the box provided.

| DIS4 | Would you consider hiring a worker with HIV/AIDS? | 1: Yes  
  2: No  
  3: DK-NA |
|------|--------------------------------------------------|----------|

How to ask the question: Read the question as worded.

How to fill in the questionnaire: Enter the number of the answer in the box provided.
Have any workers ever complained of harassment in your company?
1: Yes
2: No
3: DK-NA

If 1, specify the nature of the harassment (sexual, moral, etc.):

How to ask the question: Read the question as worded. If the answer is "1: Yes", ask "What kind of harassment was it? Was it sexual or moral harassment?"

How to fill in the questionnaire: Enter the number of the answer in the box provided. If the answer is "1: Yes", write the kind of harassment in the space provided.

**Labour Inspectorate (INS)**

Have you ever heard of the labour inspectorate?
1: Yes
2: No
3: DK-NA

If 2 or 3, continue to RI1

How to ask the question: Read the question as worded. 
Skip: If the answer is “2: No” or “3: DK-NA”, go straight to RI1. Do not ask questions INS2 to INS10.

How to fill in the questionnaire: Enter the number of the answer in the box provided.

Have you ever made an appointment with the labour inspectorate in order to obtain information or find solutions to a workplace issue?
1: Yes
2: No
3: DK-NA

If 2 or 3, continue to INS6

How to ask the question: Read the question as worded.
Skip: If the answer is “2: No” or “3: DK-NA”, go to INS6. Do not ask questions INS3 to INS5.

How to fill in the questionnaire: Enter the number of the answer in the box provided.

Did you want information about working conditions such as contract type, wage levels and working hours? 
Repeat the question for each of the following options:
A: working conditions such as contract type, wage levels and working hours
B: safety risks and conditions in the workplace
C: workers’ health
D: unionization in the company
E: collective bargaining
F: the working conditions of children
G: discrimination issues
H: other (specify) 

A: | __ |
B: | __ |
C: | __ |
D: | __ |
E: | __ |
F: | __ |
G: | __ |
H: | __ |

How to read the question: The INS3 question is a multiple question. The question should be read for each of the options listed, as follows:
Read “Did you want information about working conditions such as contract type, wage levels and working hours?” Wait for the answer and write it down.

Then read “Did you want information about safety risks and conditions in the workplace?” Wait for the answer and write it down. And so on for all the options in the list.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).

<table>
<thead>
<tr>
<th>INS4</th>
<th>Did you find the labour inspector’s consultation useful?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>How to ask the question:</strong> Read the question as worded.</td>
<td><strong>How to fill in the questionnaire:</strong> Enter the number of the answer in the box provided.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INS5</th>
<th>Did the inspector’s consultation lead to any changes?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>How to ask the question:</strong> Read the question as worded. If the answer is “1: Yes”, ask “What has changed?”</td>
<td><strong>How to fill in the questionnaire:</strong> Enter the number of the answer in the box provided. If the answer is “1: Yes”, write down the changes mentioned by the respondent in the space provided.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INS6</th>
<th>Have you ever had a workplace visit from a labour inspector?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>How to ask the question:</strong> Read the question as worded.</td>
<td><strong>How to fill in the questionnaire:</strong> Enter the number of the answer in the box provided.</td>
<td><strong>Skip:</strong> If the answer is “2: No” or “3: DK-NA”, go straight to INS10. Do not ask questions INS7 to INS10.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INS7</th>
<th>Did the labour inspector raise questions about working conditions such as contract type, wage level, working hours?</th>
<th>Repeat the question for each of the following options:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A: working conditions such as contract type, wage levels and working hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B: safety risks and conditions in the workplace</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C: workers’ health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D: unionization in the company</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E: collective bargaining</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F: the working conditions of children</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G: discrimination issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H: other (specify) ........................................</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1: Yes</td>
<td>2: No</td>
</tr>
<tr>
<td></td>
<td>A:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D:</td>
<td></td>
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<td></td>
<td>E:</td>
<td></td>
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<td></td>
<td>F:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H:</td>
<td></td>
</tr>
</tbody>
</table>

**How to read the question:** The INS7 question is a multiple question. The question should be read for each of the options listed, as follows:
Read “Did the labour inspector raise questions about working conditions such as contract type, wage levels and working hours?” Wait for the answer and write it down.
Then read “Did the labour inspector raise questions about safety risks and conditions in the workplace?” Wait for the answer and write it down. And so on for all the options in the list.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).

<table>
<thead>
<tr>
<th>INS8</th>
<th>Did you find the labour inspector’s visit useful?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

<table>
<thead>
<tr>
<th>INS9</th>
<th>Did the inspector’s visit lead to any changes?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded. If the answer is “1: Yes”, ask “What has changed?”

**How to fill in the questionnaire:** Enter the number of the answer in the box provided. If the answer is “1: Yes”, write down the changes mentioned by the respondent in the space provided.

<table>
<thead>
<tr>
<th>INS10</th>
<th>Do labour inspectorate visits take place frequently in your sector?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

**Respondent Identification (RI)**

<table>
<thead>
<tr>
<th>RI1</th>
<th>Gender</th>
<th>1: Male</th>
<th>2: Female</th>
</tr>
</thead>
</table>

Do not ask the question. Enter the sex in the box provided.

<table>
<thead>
<tr>
<th>RI2</th>
<th>How old are you?</th>
<th>Enter the number of years, or DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the age in numbers in the boxes provided. If the respondent answers that they don’t know (DK) or they prefer not to answer (NA), write “DK-NA” in the box.
RI3 | Age range  
(If the respondent did not answer the age question, the interviewer estimates the age range.) | <20 | 20-30 | 30-40 | 40-50 | >50 | __ | __ | __ | __ | __ |
Do not ask the question. If the respondent did not give their age for question RI2, insert the estimated age range.

RI4 | What is your education level? | 1: Never attended school  
2: Primary School  
3: Secondary Education  
4: Higher Education  
5: DK/NA | __ |
If 4, specify the degree: ........................................... |
How to ask the question: Read the question as worded. Do not read the different answers unless it proves necessary to help the interviewee to respond.
How to fill in the questionnaire: Enter the number of the answer in the box provided. If the answer is “4: Higher Education”, indicate the degree obtained by the respondent.

RI5 | What is your nationality? | Enter nationality or DK-NA | ........................................... |
How to ask the question: Read the question as worded.
How to fill in the questionnaire: Enter the nationality in the space provided. If the interviewee answers that they don’t know (DK) or they prefer not to answer (NA), put “DK-NA”.
Concluding the employer interview

At the end of the survey, the interviewer:

- thank the interviewee;
- asks them if they agree to give their phone number in case any information needs clarifying. If agreed, a note is made of the telephone number in the space provided:........................................; and
- asks if one or two of the employer’s workers may take the survey.

Observation grid to be filled in by the interviewer

<table>
<thead>
<tr>
<th>Have you found in the workplace any young worker about 18 years old or below? How many?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old?</td>
</tr>
<tr>
<td>Job or activity?</td>
</tr>
<tr>
<td>Hazardous work?</td>
</tr>
<tr>
<td>Other observation?</td>
</tr>
<tr>
<td>Air quality</td>
</tr>
<tr>
<td>Noise</td>
</tr>
<tr>
<td>Workplace hygiene</td>
</tr>
<tr>
<td>Personal protective equipment</td>
</tr>
<tr>
<td>General workplace atmosphere</td>
</tr>
</tbody>
</table>
4. Instructions for administering the worker questionnaire

Questionnaire Identification (QI)

The first questions aim to identify the context of the questionnaire.

**QI1** Name of interviewer

*How to fill in the questionnaire:* The interviewer writes their name in the space provided.

**QI2** Economic sector

*Comprehension:* The term “economic sector” refers here to the sector targeted by the diagnostic analysis.

*How to fill in the questionnaire:* The interviewer enters the name of the economic sector in which the respondent is working in the left-hand column. In addition, in the right-hand column, the interviewer enters the code predefined by national consultants who have drawn up a list of codes according to each of the survey sites.

**QI3** Sub-sector

*Comprehension:* Here, the term “sub-sector” refers to the sub-sector identified as a research field by the national consultants at the end of the exploratory study (see *Users’ handbook*, section 3.1. “The exploratory study”).

*How to fill in the questionnaire:* The interviewer enters the name of the sub-sector in which the respondent works.

**QI4** Survey location:

*How to fill in the questionnaire:* The national consultants have compiled a list of codes corresponding to each of the survey locations. The interviewer enters the code corresponding to the location surveyed in the space provided.

Questions QI5 to QI8 relate to the place where the interview is conducted. Administrative units are not the same in all countries. The questionnaires will need to be adapted accordingly.

**QI5** Country

*How to fill in the questionnaire:* In the empty box, write down the name of the country where the interview takes place.

---

29 For example CPW (Construction and Public Works), COM (trade); the national consultants define the initials.
30 To be determined by the consultants.
<table>
<thead>
<tr>
<th>Q16</th>
<th>State</th>
<th>……………………………………………………</th>
</tr>
</thead>
</table>

**How to fill in the questionnaire:** In the empty box, write down the name of the state where the interview takes place.

<table>
<thead>
<tr>
<th>Q17</th>
<th>District</th>
<th>……………………………………………………</th>
</tr>
</thead>
</table>

**How to fill in the questionnaire:** In the empty box, write down the name of the state where the interview takes place.

<table>
<thead>
<tr>
<th>Q18</th>
<th>Block</th>
<th>……………………………………………………</th>
</tr>
</thead>
</table>

**How to fill in the questionnaire:** In the empty box, write down the name of the state where the interview takes place.

<table>
<thead>
<tr>
<th>Q19</th>
<th>Date of interview</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**How to fill in the questionnaire:** DD/MM/YYYY

<table>
<thead>
<tr>
<th>Q10</th>
<th>Duration of interview</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**How to fill in the questionnaire:** Note the interview start time in the margin. At the end of the interview, note the end time of the interview. This will enable you to calculate the duration of the interview. If the interview lasted two hours and ten minutes, write: | _ _ _ 0 _ _ | | _ _ _ 2 _ | h | _ 1 _ | _ 0 _ | min.

<table>
<thead>
<tr>
<th>Q11</th>
<th>Survey status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Questionnaire fully completed</td>
</tr>
<tr>
<td></td>
<td>Questionnaire partially completed</td>
</tr>
</tbody>
</table>

**Comprehension:**

**Questionnaire fully completed:** All the questions were asked and answered.

**Questionnaire partially completed:** Some questions were not asked and have no answer.

**How to fill in the questionnaire:** Circle the code (“1” or “2”) that corresponds to the status of the survey.

<table>
<thead>
<tr>
<th>Q12</th>
<th>Self-assessment of the reliability of the information and responses obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reliable information</td>
</tr>
<tr>
<td></td>
<td>Unreliable information</td>
</tr>
<tr>
<td></td>
<td>No opinion</td>
</tr>
</tbody>
</table>

**Comprehension:**

**Reliable information:** The interviewer believes that the interview was conducted in conditions that guarantee that the respondent’s answers are reliable.

**Unreliable information:** The interviewer has good reason to believe that all or part of the respondent’s
answers were not trustworthy (for example because a third person was present or because the respondent seemed wary or embarrassed).

**No opinion:** The interviewer has no opinion on the reliability of the answers provided by the respondent.

**How to fill in the questionnaire:** Circle the code (“1”, “2” or “3”) that corresponds to your self-assessment of the reliability of the information.

### Q13
**Interviewer’s comments on the survey conditions**

*How to fill in the questionnaire:* In the empty box, the interviewer writes their comments, remarks and observations on the course of the interview (context, circumstances, attitude of the respondent, etc.), noting in particular any factors that are important for analysing and interpreting the answers.

### Q14
**Questionnaire code**

<table>
<thead>
<tr>
<th>Economic sector initial</th>
<th>Location initial</th>
<th>Employer or Worker</th>
<th>Questionnaire number</th>
</tr>
</thead>
</table>

*How to fill in the questionnaire:* Each questionnaire, as well as each semi-structured interview, is numbered. This serial number comprises four elements:

1. The economic sector initial identifies the economic sector studied. Its initial corresponds to the economic sector code, as defined by the national consultants. For example, “CPW” (Construction and Public Works), “COM” (trade) etc.
2. The location initial, which identifies the location where the interview took place. As for the economic sector initial, the location initial corresponds to the location code/village code, as defined by the national consultants. For example, “ABI” for Abidjan, “TUN” for Tunis etc.
3. A code that indicates the type of respondent (“Employer” or “Workers”). The interviewer indicates “E” for “Employer” and “W” for “Workers”.
4. A questionnaire number (01, 02, etc.)
For example, the serial number of the first questionnaire taken by an employer in the CPW sector in Abidjan will be as follows:

| C | P | W | | ABI | | E | | Q | 0 | 1 |
|---|---|---|---|---|---|---|---|---|
| Construction and public works sector initial | Location initial, e.g. Abidjan | Employer or Worker | Questionnaire number for a CPW Employer in Abidjan |

Q15:

Code for other surveys - Questionnaire or Semi-Structured Interview – connected with this survey

<table>
<thead>
<tr>
<th>Economic sector initial</th>
<th>Location initial</th>
<th>Employer, Worker or Other stakeholder</th>
<th>Questionnaire number or semi-structured Interview number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic sector initial</td>
<td>Location initial</td>
<td>Employer, Worker or Other stakeholder</td>
<td>Questionnaire number or semi-structured Interview number</td>
</tr>
<tr>
<td>Economic sector initial</td>
<td>Location initial</td>
<td>Employer, Worker or Other stakeholder</td>
<td>Questionnaire number or semi-structured Interview number</td>
</tr>
</tbody>
</table>

**How to fill in the questionnaire:** The purpose of this item is to indicate whether there is any information concerning the same employer or worker from other questionnaires, such as those conducted with workers who work for the respondent, or any information concerning the same respondent from other interviews, for example if the respondent also took part in a semi-structured individual or group interview. The serial number of the corresponding questionnaires and/or semi-structured interviews should be indicated here, in order to facilitate the subsequent data analysis. Like the questionnaires, the semi-structured interviews have a serial number based on the same model as the questionnaire serial numbers (see Handbook for Conducting Semi-structured Interviews).

### Respondent Identification (RI)

**RI1**

**How old are you?**

Enter the number of years

| __ | __ |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the age in numbers in the boxes provided.

**RI2**

**What is your status as a worker/worker?**

1: Permanent worker  
2: Temporary worker  
3: Apprentice  
4: DK-NA

| __ |

**How to ask the question:** Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.
### R13 Sex

| 1: Male | 2: Female |

**Do not ask the question.** Enter the number of the answer in the box provided.

### R14 What is your nationality?

| Enter the nationality |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the nationality in the space provided.

### R15 What is your place of birth?

| Enter the country and the region |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the country and the region where the respondent was born.

### R16 Where is your main residence?

| If the worker is a foreigner, enter the country and the region. |
| If the worker is a national, enter the town and district. |
| Enter the country and the region |
| Enter the country (migrant worker): |
| Enter the region (migrant worker): |
| Enter the town (national worker): |
| Enter the district (national worker): |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** If the respondent is a foreigner, enter the country and the region where the respondent’s main residence is located. If the respondent is a national worker, enter the town and district where the respondent’s main residence is located.

### R17 Where do you currently live?

| 1: In your own home |
| 2: In rented accommodation |
| 3: In accommodation provided by the employer-farmer |
| 4: At a friend’s/relative’s home |
| 5: At your workplace |
| 6: DK/NA |

**How to ask the question:** Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

### R18 What is your profession?

| Enter the profession |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the answer in the space provided.
### RI9 Are you an apprentice?

<table>
<thead>
<tr>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
<th>If 2 or 3, go to question RI13</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

### RI10 How long have you been an apprentice?

Enter the duration

| __ | years |
| __ | months |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the duration in the box provided.

### RI11 Are you registered with an apprentice centre?

<table>
<thead>
<tr>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the answer in the box provided.

### RI12 Do you have an apprenticeship contract?

<table>
<thead>
<tr>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the answer in the box provided.

Skip: If the answer is “1: Yes”, go to question RI16.

### RI13 How long have you been in this profession?

Enter the duration

| __ | years |
| __ | months |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the duration in the box provided.

### RI14 Have you received any specific training for your profession?

| 1: Yes, I have received training |
| 2: Yes, I was an apprentice |
| 3: No, I learned by doing |
| 4: Other (specify) |
| 5: DK-NA |

If 4, specify the kind of training:

| ................................................. |

**How to ask the question:** Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

Skip: If the answer is “2. Yes, I was an apprentice” ask question RI15. In other cases, do not ask question RI15. Go straight to question RI16.

**How to fill in the questionnaire:** Enter the answer in the box provided. If the answer is “4. Other” specify the answer given by the respondent.
### RI15

**How long were you an apprentice for?**

Enter the duration | __ | years |  | __ | months

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the duration in the box provided.

### RI16

**What is your level of education?**

1: Never attended school  
2: Primary school  
3: Secondary education  
4: Higher education (specify degree)  
5: DK-NA

| __ | If 4, specify degree:  
| __ | ........................................

**How to ask the question:** Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided. If the answer is “4: Higher Education”, write the name of the degree in the space provided.

### RI17

**Do you have a family connection with your employer?**

1: Yes  
2: No  
3: DK-NA

| __ |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the answer in the box provided.

### Employment conditions (EC)

#### EC1

**Are you employed ...?**

1: on a piece-rate basis  
2: by the day  
3: by the month  
4: on a yearly basis  
5: on a permanent basis  
6: other  
7: DK-NA

| __ | If 6, specify:  
| __ | ........................................

**How to ask the question:** Question EC1 contains several sub-questions. It should be read as follows: “Are you employed on a piece-rate basis? by the day? by the monthly? on a yearly basis? on a permanent basis? other?”

**How to fill in the questionnaire:** Enter the number of the answer in the box provided. If the answer is “6: other”, write down the answer given by the respondent.

#### EC2

**Do you have a work contract?**

1: Yes, a written contract  
2: Yes, a verbal contract  
3: No  
4: DK-NA

| __ |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.
| EC3 | Do you receive a pay slip? | 1: Yes  
2: No  
3: DK-NA |  |  |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

| EC4 | How are you paid? Are you paid? | 1: on a piece work rate basis  
2: by the hour  
3: on a daily basis  
4: on a monthly basis  
5: other  
6: DK-NA |  |  |

**How to ask the question:** Question EC4 contains several sub-questions. The question should be read as follows: “How are you paid? Are you paid on a piece work basis? by the hour? on a daily basis? on a monthly basis? other?”

**How to fill in the questionnaire:** Enter the answer in the box provided. If the answer is “5. Other” specify the answer in the space provided.

| EC5 | On average, how much are you paid? | Enter the amount and currency  
Circle the correct mode of payment | Amount: ............  
Currency: ............  
on a piecework basis/ daily/weekly/monthly |  |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the amount and currency in the space provided. Circle the mode of payment according to the answer of the respondent.

| EC6 | How many months do you work in a year? | Enter number of months |  | months/year |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of months in the space provided.

| EC7 | How many days do you work in a week? | Enter the number of days |  | days/week |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of days in the space provided.

| EC8 | On average, how many hours do you work per day? | Enter the number of hours |  | hours/day |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of hours worked per day in the boxes provided.
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer Options</th>
<th>How to ask the question:</th>
<th>How to fill in the questionnaire:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC9</td>
<td>Do you work at night?</td>
<td>1: Yes, always 2: Yes, sometimes 3: No, never 4: DK-NA</td>
<td>Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.</td>
<td>Enter the number of the answer in the box provided.</td>
</tr>
<tr>
<td>EC10</td>
<td>How many days off do you have per week?</td>
<td>Enter the number of days</td>
<td>Read the question as worded.</td>
<td>Enter the number of days in the space provided.</td>
</tr>
<tr>
<td>EC11</td>
<td>Are you entitled to annual leave?</td>
<td>1: Yes 2: No 3: DK-NA</td>
<td>Read the question as worded.</td>
<td>Enter the number of the answer in the box provided.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If 2 or 3, continue to question EC14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC12</td>
<td>Is this leave paid?</td>
<td>1: Yes 2: No 3: DK-NA</td>
<td>Read the question as worded.</td>
<td>Enter the number of the answer in the box provided.</td>
</tr>
<tr>
<td>EC13</td>
<td>Did you take your annual leave in the last 12 months?</td>
<td>1: Yes 2: No 3: DK-NA</td>
<td>Read the question as worded.</td>
<td>Enter the number of the answer in the box provided.</td>
</tr>
<tr>
<td>EC14</td>
<td>In the last 12 months, how long were you unemployed?</td>
<td>Enter the duration</td>
<td>Read the question as worded.</td>
<td>Enter the duration in figures in the boxes provided.</td>
</tr>
</tbody>
</table>
Safety at work (SAF)

**SAF1**
Do you consider your work to be …?

1: very hazardous
2: hazardous
3: a little hazardous
4: not hazardous
5: DK-NA

How to ask the question: Question SAF1 contains several sub-questions. The question should be read as follows: “Do you consider your work to be very hazardous? hazardous? a little hazardous? not hazardous?”

How to fill in the questionnaire: Enter the number of the answer in the box provided.

<p>| | | |</p>
<table>
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<tbody>
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</table>

**SAF2**
Does the handling or exposure to chemicals represent a significant, minor or non-existent hazard in your work?
Repeat the question for each of the following options:
A: the handling or exposure to chemicals
B: the use of hazardous machinery or equipment (cutting tools or heavy, hot, corrosive or electric tools)
C: the risk of falling from heights or the risk of accidents involving engulfment
D: the risk of traffic accidents within the company
E: the risk of commuting accidents (if you travel from outside the company)
F: poisoning from gas
G: the risk of accidents due to fire or electricity
H: the risk of other types of accidents (specify) ……………………………………..

1: Significant
2: Minor
3: Non-existent
4: DK-NA

A: | __ |
B: | __ |
C: | __ |
D: | __ |
E: | __ |
F: | __ |
G: | __ |
H: | __ |

How to ask the question: SAF2 is a multiple question. The question should be read for each of the options listed, as follows:

Read “Is the handling or exposure to chemicals a significant, minor or non-existent, hazard in your work?” Wait for the answer and write it down.

Then read “Is the use of hazardous machinery or equipment (cutting tools or heavy, hot, corrosive or electric tools) a significant, minor, or non-existent hazard in your work?” Wait for the answer and write it down.

Read “Is the risk of falling from heights due to work at heights or the risk of accidents involving engulfment a significant, minor or non-existent hazard in your work?” Wait for the answer and write it down. And so on for each of the options listed.

If the interviewee answers “1: significant” or “2: minor” or question “H: other types of accident”, ask

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31 List to be adapted according to the economic sector
“What are the other types of accidents?”

How to fill in the questionnaire: Enter the number of the answer next to the letter corresponding to the question asked ("A", "B", "C", etc.). If the respondent answers "1: significant or 2: minor" or to question "H: other types of accidents", write down the other types of accidents mentioned by the respondent in the space provided.

<table>
<thead>
<tr>
<th>SAF3</th>
<th>Can you withdraw yourself from a dangerous work situation?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
<th>__</th>
</tr>
</thead>
</table>

How to ask the question: Read the question as worded.
How to fill in the questionnaire: Enter the number of the answer in the box provided.

<table>
<thead>
<tr>
<th>SAF4</th>
<th>In the past 12 months, how many accidents have you had at work?</th>
<th>Enter number of accidents</th>
<th>__</th>
<th>__</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>If the answer is &quot;zero&quot;, go to question HEA1</td>
<td></td>
<td></td>
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</tbody>
</table>

How to ask the question: Read the question as worded.
Skip: If the answer is "zero", go to question HEA1. Do not ask questions SAF5 and SAF6.
How to fill in the questionnaire: Enter the number of accidents in the boxes provided.

<table>
<thead>
<tr>
<th>SAF5</th>
<th>Is this accident/are these accidents related to the handling or exposure to chemicals?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
<th>A:</th>
<th>B:</th>
<th>C:</th>
<th>D:</th>
<th>E:</th>
<th>F:</th>
<th>G:</th>
<th>H:</th>
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<tbody>
<tr>
<td></td>
<td>Repeat the question for each of the following options:</td>
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<td></td>
<td>A: handling or exposure to chemicals</td>
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<td>B: the use of hazardous machinery or equipment (cutting tools or heavy, hot, corrosive or electric tools)</td>
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<td>C: the risk of falling from heights or the risk of accidents</td>
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<td>D: the risk of traffic accidents within the company</td>
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<td>E: the risk of commuting accidents (if you travel from outside the company)</td>
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<td></td>
<td>F: poisoning from gas</td>
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<tr>
<td></td>
<td>G: the risk of accident due to fire or electricity</td>
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<td>H: the risk of other types of accidents (specify)</td>
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</table>

How to ask the question: SAF5 is a multiple question. The question should be read for each of the options listed, as follows:
Read “Is this accident/are these accidents related to the handling or exposure of chemicals?” Wait for the answer and write it down.
Then read “Is this accident/are these accidents related to the use of hazardous machinery or
equipment (cutting tools or heavy, hot, corrosive or electric tools)?” Wait for the answer and write it down.

Read “Is this accident/are these accidents related to the risk of falling from heights or the risk of engulfment?” Wait for the answer and write it down. And so on for each of the options.

If the respondent answers “Yes” to question “H: Other”, ask “What was the cause of this accident/these accidents?”

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.). If the person answers “Yes” to question “H: Other”, write down the other causes of accidents mentioned by the respondent in the space provided.

| SAF6 | In the past 12 months, have you had to stop work because of an accident? | 1: Yes  
2: No  
3: DK-NA  
If answer 1, specify the total length of the work stoppage over the last 12 months (months, days) |
<table>
<thead>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1:</td>
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<td></td>
<td></td>
<td>If 1, specify the total number of months/days off</td>
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</table>

**How to ask the question:** Read the question as worded. If the answer is 1, ask “How long did you have to stop work?”

**How to fill in the questionnaire:** Enter the number of the answer in the box provided. If the answer is “1: Yes”, enter the number of months and days in the boxes provided.

**Health (HEA)**

| HEA1 | How would you rate your health in general? | 1: Very good  
2: Good  
3: Fair  
4: Poor  
5: Very poor  
6: DK-NA |
<table>
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<td>6:</td>
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**How to ask the question:** Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

| HEA2 | Do you feel that your work ...? | 1: harms your health a lot?  
2: harms your health a little?  
3: does not harm your health?  
4: DK-NA |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
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<td>1:</td>
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<td>2:</td>
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<td>3:</td>
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<td>4:</td>
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</tbody>
</table>

**How to ask the question:** The HEA2 question contains several sub-questions. The question should be read as follows: “Do you feel that your work harms your health? Harms your health a little? Is significantly harmful to your health?”

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.
Do you suffer from breathing problems, asthma? Repeat questions HEA3 and HEA4 for each of the options below:

A: ... breathing problems, asthma ...
B: ... muscle and bone pain ...
C: ... visual disturbances ...
D: ... skin diseases ...
E: ... blood disorders/anemia ...
F: ... allergies ...
G: ... digestive problems ...
H: ... fever ...
I: ... headache/dizziness ...
J: ... hearing problems/deafness ...
K: ... sleep disorders ...
L: ... fatigue ...
M: ... other (specify)

<p>| | | | | | | | | |</p>
<table>
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</table>

Do you suffer from any breathing problems, asthma chronically? occasionally? never?

If answer 1 or 2, ask question HEA4

A: |__|
B: |__|
C: |__|
D: |__|
E: |__|
F: |__|
G: |__|
H: |__|
I: |__|
J: |__|
K: |__|
L: |__|
M: |__|

Are these health problems related to your work?

1: Yes, mainly to work
2: Yes, to work but also to other factors
3: No, not to work
4: DK-NA

In the past 12 months, how many days have you had off sick?

Enter the number of days

<p>| | | | |</p>
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</thead>
</table>

How to ask questions HEA3 and HEA4: Questions HEA3 and HEA4 are multiple questions that are read consecutively. The question should be repeated for each of the options listed. In addition, question HEA3 contains several sub-questions. On the other hand, there is no need to read the answers for question HEA4.

Questions HEA3 and HEA4 should therefore be asked as follows: “Do you suffer from any breathing problems, asthma chronically? occasionally? never?” Wait for the answer and write it down. If the answer is “1: chronically” or “2: occasionally”, ask question HEA4 “Are these health problems related to your work?” Wait for the answer and write it down.

Then read “Do you suffer from muscle and bone pain chronically? occasionally? never?” Wait for the answer and write it down. If the answer is “1: chronically” or “2: occasionally”, ask question HEA4 “Are these health problems related to your work?” Wait for the answer and write it down.

How to fill in the questionnaire: Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.). If the interviewee answers “Yes” to question “M: Other”, write down the other health problems mentioned by the respondent in the space provided.

How to ask the question: Read the question as worded.

How to fill in the questionnaire: Enter the number of days in the boxes provided.

---

32 List to be adapted to the country and the sector.
HEA6  Does your employer provide a medicine kit for emergency treatment?  1: Yes  2: No  3: DK-NA

How to ask the question: Read the question as worded.
How to fill in the questionnaire: Enter the number of the answer in the box provided.

Prevention (PRE)

PRE1  Do you think you have a good understanding of the risks involved in your job?
Repeat the question for each of the options below:
A: the risks involved in your job
B: the measures and equipment needed to prevent risks
C: workplace safety rules

1: Yes  2: No  3: DK-NA
A: | ___ |
B: | ___ |
C: | ___ |

How to ask the question: PRE1 is a multiple question. The question should be read for each of the options listed, as follows:
Read “Do you think you have a good understanding of the risks involved in your job?” Wait for the answer and write it down.
Then read “Do you think you have a good understanding of the measures and equipment needed to prevent risks?” Wait for the answer and write it down. And so on for each of the options.
How to fill in the questionnaire: Enter the number corresponding to the answer next to the letter corresponding to the question asked (“A”, “B” and “C”).

PRE2  Have you ever had an in-house training/information session led by a health/safety professional?
Repeat the question for each of the options below:
A: in-house training/information session led by health/safety professional
B: in-house training/information session led by your employer
C: training/information session led by the unions
D: given any occupational health and safety literature
E: other (specify) ____________________________

1: Yes  2: No  3: DK-NA
A: | ___ |
B: | ___ |
C: | ___ |
D: | ___ |
E: | ___ |

How to ask the question: Question PRE2 is a multiple question. The question should be read for each of the options listed, as follows:
Read “Have you ever had an in-house training/information session led by a health/safety professional?” Wait for the answer and write it down.
Then read “Have you ever had an in-house training/information session led by your employer?” Wait for the answer and write it down. And so on for each of the options listed.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.). If the respondent mentions any other types of information/training, write them down in the space provided.

**PRE3**

<table>
<thead>
<tr>
<th>Did your employer ask you for a medical health certificate when you were recruited?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

**PRE4**

<table>
<thead>
<tr>
<th>Have you had a medical check-up in the last 12 months?</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

**PRE5**

<table>
<thead>
<tr>
<th>When you are working, do you wear safety shoes? Repeat the question for each of the options below:</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: safety shoes</td>
<td>A:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B: work overalls</td>
<td>B:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C: work trousers</td>
<td>C:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D: a jacket or work coat</td>
<td>D:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E: a breathing mask</td>
<td>E:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F: protective glasses</td>
<td>F:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G: a helmet hearing protection</td>
<td>G:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H: gloves</td>
<td>H:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I: hearing protection</td>
<td>I:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J: other (specify):</td>
<td>J:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:** Question PRE5 is a multiple question. The question should be read for each of the options listed, as follows:

Read “When you are working, do you wear safety shoes?” Wait for the answer and write it down. Then read “When you are working, do you wear work overalls?” Wait for the answer and write it down. And so on for each of the options. If the person answers “Yes” to question “J: Other”, ask “What other equipment do you wear?”

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.). If the person answers “Yes” to question “H: Other”, write down the equipment mentioned by the respondent in the space provided.

---

33 The consultants have adapted the list to the economic sector.
PRE6
Has your employer provided any of this equipment?
1: Yes, all the protective equipments
2: Yes, some of the protective equipments
3: No
4: DK-NA

How to ask the question: Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

How to fill in the questionnaire: Enter the number of the answer in the box provided.

PRE7
Does your employer require you to use this equipment?
1: Yes
2: No
3: DK-NA

How to ask the question: Read the question as worded.

How to fill in the questionnaire: Enter the number of the answer in the box provided.

PRE8
Has your employer provided you with any training or information on how to use this equipment properly?
1: Yes
2: No
3: DK-NA

How to ask the question: Read the question as worded.

How to fill in the questionnaire: Enter the number of the answer in the box provided.

PRE9
Do you have free access to drinking water at your workplace?
Repeat the question for each of the options below:34
A: drinking water
B: non-potable water
C: latrines or toilets
D: a shower or a washbasin
1: Yes
2: No
3: DK-NA

How to ask the question: Question PRE9 is a multiple question. The question should be read for each of the options listed, as follows:
Read “Do you have free access to drinking water at your workplace?” Wait for the answer and write it down.
Then read “Do you have free access to non-potable water at your workplace?” Wait for the answer and write it down. And so on for each of the options.

How to fill in the questionnaire: Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).

PRE10
Are you covered by a social security scheme?
1: Yes
2: No
3: DK-NA

How to ask the question: Read the question as worded.

Skip: If the answer is “2: No” or “3: DK-NA”, go straight to question PRE12. Do not ask question PRE11.

How to fill in the questionnaire: Enter the number of the answer in the box provided.

34 To be adapted according to the economic sector and country in question.
**Research Manual for the assessment of the implementation of fundamental principles and Rights at work in the workplace**

| **PRE11** | **What type of scheme are you covered by? Are you covered by the national social security fund?** | 1: Yes  
| 2: No  
| 3: DK-NA | **If not covered, to question PRE13** |
| **Repeat the question for each of the options below:** | **A:** | __ | **B:** | __ | **C:** | __ | **D:** | __ |
| **A:** national social security fund | **B:** private social insurance | **C:** Another social protection or social assistance scheme (NGOs, associations, etc.) | **D:** other (specify) 
|                      |                      |                      |                      |

**How to ask the question:** Question PRE11 is a multiple question. The question should be read for each of the options listed, as follows:

Read “**What kind of scheme are you covered by? Are you covered by the national social security fund?**” Wait for the answer and write it down.

Then read “**Are you covered by private social insurance?**” Wait for the answer and write it down. And so on for each of the options.

Skip: If the answer to any of the options listed in PRE11 is “1: Yes”, do not ask question PRE12. Go straight to question PRE13.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).

| **PRE12** | **Would you like to join a social security scheme?** | 1: Yes  
| 2: No  
| 3: DK-NA | **If 2, specify why not:** | __ |

**How to ask the question:** Read the question as worded. If the answer is “2: No”, ask why the respondent does not want to join a social security scheme.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided. If the answer is “2: No”, enter the reasons mentioned by the respondent.

| **PRE13** | **Are you paid or compensated for a work stoppage caused by a work accident or an occupational disease?** | 1: Yes  
| 2: No  
| 3: DK-NA | **If 2 or 3, go to question PRE15** |

**How to ask the question:** Read the question as worded.

Skip: If the answer is “2: No” or “3: DK-NA “, go to question PRE15. Do not ask question PRE14.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.
If so, who pays your wages or compensation?
1: your personal insurance
2: your employer
3: other
4: DK-NA

| __ | _ | _ |
If 3, specify:
……………………

How to ask the question: Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

How to fill in the questionnaire: Enter the number of the answer in the box provided. If the answer is not listed, write “3” and write the answer in the space provided.

Are you paid or compensated for non-occupational sick leave?
1: Yes
2: No
3: DK-NA

| __ | _ |
If 2 or 3, go to question FRE1

How to ask the question: Read the question as worded.
Skip: If the answer is “2: No” or “3: DK-NA”, go to question FRE1. Do not ask question PRE16.

How to fill in the questionnaire: Enter the number of the answer in the box provided.

If so, who pays your wages or compensation?
1: your personal insurance
2: your employer
3: other
4: DK-NA

| __ | _ | _ |
If 3, specify:
……………………

How to ask the question: Read the question as worded. Do not read the different possible answers unless this proves necessary to help the interviewee to respond.

How to fill in the questionnaire: Enter the number of the answer in the box provided. If the answer is “3: Other”, write the answer in the space provided.

Freedom of association and collective bargaining (FRE)

Are there any active workers’ unions in your workplace?
1: Yes
2: No
3: DK-NA

| __ | _ |

Comprehension: The term “active” means that some workers are members of the union.

How to ask the question: Read the question as worded.

How to fill in the questionnaire: Enter the number of the answer in the box provided.

Are you a member of a workers’ union?
1: Yes
2: No
3: DK-NA

| __ | _ |
If 1, continue to question FRE4

How to ask the question: Read the question as worded.
Skip: If the answer is “1: Yes”, go straight to question FRE4. Do not ask question FRE3.

How to fill in the questionnaire: Enter the number of the answer in the box provided.
### FRE3

**Have you ever been approached by a union asking you to join?**

<table>
<thead>
<tr>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

### FRE4

**Has your employer ever fired a worker or refused to renew their contract because they were a member of a union or involved in union activities?**

<table>
<thead>
<tr>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

### FRE5

**Do union representatives have access to workers at your workplace?**

<table>
<thead>
<tr>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
</table>

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

### FRE6

**In your workplace, are labour disputes ... ?**

|--------------|----------|-----------------|--------|

**How to ask the question:** Question FRE6 contains several sub-questions. It should be read as follows: “In your workplace, are labour disputes frequent? rare? non-existent?”

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

### FRE7

**When there is a dispute, is it resolved ... ?**

Repeat the question for each of the options below:

- A: individually, directly with each of the workers concerned
- B: collectively, directly with all the workers concerned
- C: with a workers’ representative (non-union) acting as intermediary
- D: with a union representative acting as an intermediary
- E: with the Labour Inspectorate acting as intermediary
- F: other (specify) ............................

<table>
<thead>
<tr>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
<th>A:</th>
<th>B:</th>
<th>C:</th>
<th>D:</th>
<th>E:</th>
<th>F:</th>
</tr>
</thead>
</table>

**State the two most common methods:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:** Question FRE7 is a multiple question. The question should be read for each of the options listed, as follows:

Read “**When there is a dispute, is it resolved individually, directly with each of the workers concerned?**” Wait for the answer and write it down.
Then read “Is it resolved collectively, directly with all the workers concerned?” Wait for the answer and write it down. And so on for each of the options. If the respondent answers “Yes” to question “F: Other”, ask “How are the discussions conducted when there are workplace disputes?”

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.). If the respondent answers “Yes” to question “F: Other”, write down the other ways in which discussions are conducted in the event of workplace disputes.

<table>
<thead>
<tr>
<th>FRE8</th>
<th>In the past 12 months, have you conducted any wage negotiations with your employer? Repeat the question for each of the options below: A: wages B: working time C: leave D: social protection E: other (specify)</th>
<th>1: Yes, individually 2: Yes, collectively 3: No 4: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:** Question FRE8 is a multiple question. The question should be read for each of the options listed, as follows:

Read “In the last 12 months, have you conducted any wage negotiations with your employer?” Do not read the different possible answers unless this proves necessary to help the interviewee respond. Wait for the answer and write it down.

Then read “In the past 12 months, have you conducted any working time negotiations with your employer?” Do not read the possible answers unless this is necessary to help the interviewee respond. Wait for the answer and write it down. And so on for each of the options.

If the respondent answers “1: Yes” to question “E: Other”, ask “What other issues have been discussed in negotiations with your employer?”

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.). If the respondent answers “Yes” to question “E: Other”, write down the other negotiation issues mentioned by the respondent in the space provided.
## Workplace constraints (forced labour) (FOR)

|--------------------------|-------|-------|----------|----|---|   |----|---|   |----|---|   |----|---|   |----|---|   |----|---|   |
| In this current job, have you faced any situation that you do not agree at work, in the last 12 month? |       |       |          |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| Repeat the question for each of the following options: |       |       |          |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| A. paid involuntary overtime (beyond 12 work-hrs / day) or on-call work |       |       |          |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| B. unpaid involuntary overtime (beyond 12 work-hrs / day) or on-call work |       |       |          |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| C. involuntary work in hazardous conditions |       |       |          |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| D. work in illicit activities or use of illicit substance without consent |       |       |          |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| E. work for very low or no wages |       |       |          |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| F. live in degrading living conditions imposed by the employer, recruiter, or another third party |       |       |          |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| G. work for other employers that were agreed to |       |       |          |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |
| H. work for longer period of time than that which was agreed |       |       |          |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |

**How to ask the question:** Question FOR1 is a multiple question. The question should be read for each of the options listed.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).

|--------------------------|-------|-------|----------|----|---|   |----|---|   |----|---|   |----|---|   |----|---|   |----|---|   |----|---|   |----|---|
| Can you refuse to do any of the above mentioned activities? |       |       |          |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |    |   |   |

**How to ask the question:** Question FOR2 is a follow up to question FOR1. The question should be read for each of the options listed in FOR1.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).
FOR3

**Why you cannot refuse?**

*Allow up to FIVE responses*

(Options to be read)

A. Because of threats or actual physical violence against me
B. Because of threats or actual physical violence against my family, relatives, or close associates
C. Because of threats or actual sexual violence against me
D. Because of threats or actual sexual violence against my family
E. Because of threat of financial penalties/fines
F. Because I am under constant surveillance
G. Because I am in an isolated place, with no access to the outside world
H. Because my debt linked to the employer or recruiter is not paid back
I. Because my work permit renewal is done by my employers
J. Because I do not have access to valuable documents, such as, identity documents, residence or work permits, passport
K. Because I would lose due wages or other promised benefits
L. Because I need a salary
M. Because my employer will convince other employers in the areas to boycott hiring me or my family
N. Because of threat of legal action from my employer
O. Because I would be deported
P. Because of threat of dismissal
Q. Other, please specify

1: Yes
2: No
3: DK-NA

**How to ask the question:** Question FOR3 is a multiple question. All options should be read first. Once all the questions have been listed, you should allow up to five responses 1: (Yes).

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).

FOR4

**Are you free to leave this job and look for another one if you respect the notice period?**

1: Yes
2: No
3: DK-NA

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.
Research Manual for the assessment of the implementation of fundamental principles and Rights at work in the workplace

<table>
<thead>
<tr>
<th>FOR5</th>
<th>Why not?</th>
<th>Allow up to FIVE responses</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>A.</strong> Because of threats or actual physical violence against me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>B.</strong> Because of threats or actual physical violence against my family, relatives, or close associates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C.</strong> Because of threats or actual sexual violence against me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>D.</strong> Because of threats or actual sexual violence against my family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>E.</strong> Because of threat of financial penalties/fines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>F.</strong> Because I am under constant surveillance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>G.</strong> Because I am in an isolated place, with no access to the outside world</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>H.</strong> Because my debt linked to the employer or recruiter is not paid back</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>I.</strong> Because my work permit renewal is done by my employers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>J.</strong> Because I do not have access to valuable documents, such as, identify documents, residence or work permits, passport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>K.</strong> Because I would lose due wages or other promised benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>L.</strong> Because I need a salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>M.</strong> Because my employer will convince other employers in the areas to boycott hiring me or my family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>N.</strong> Because of threat of legal action from my employer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>O.</strong> Because I would be deported</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P.</strong> Other, please specify</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How to ask the question:** Question FOR5 is a multiple question. All options should be read first. Once all the questions have been listed, you should allow up to five responses 1 (Yes). Skip: If the answer is “2: No” or “3: DK-NA”, go straight to question FOR7. Do not ask question FOR6.

**How to fill in the questionnaire:** Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).
### Child labour (CHI)

| CHI1 | Are there any workers under the age of 18 in your workplace? | 1: Yes  
2: No  
3: DK-NA | If 2 or 3, go to question CHI8 |
|------|------------------------------------------------------------|-----------------|------------------|

**How to ask the question**: Read the question as worded.

**Skip**: If the answer is “2: No” or “3: DK-NA”, go straight to question CHI8. Do not ask questions CHI2 to CHI7.

**How to fill in the questionnaire**: Enter the number of the answer in the box provided.

<table>
<thead>
<tr>
<th>CHI2</th>
<th>How many workers under the age of * (minimum age for admission to work according to the national legislation) are in your workplace?</th>
<th>Indicate number</th>
<th></th>
</tr>
</thead>
</table>

**How to ask the question**: Read the question as worded.

**How to fill in the questionnaire**: Enter the number of the answer in the box provided.

<table>
<thead>
<tr>
<th>CHI3</th>
<th>How many workers between *(minimum age for admission to work according to the national legislation) to 17 years are in your workplace?</th>
<th>Indicate number</th>
<th></th>
</tr>
</thead>
</table>

**How to ask the question**: Read the question as worded.

**How to fill in the questionnaire**: Enter the number of the answer in the box provided.

| CHI4 | Do some of the workers under the age of 18 do any of the following? A. Working during the night-time or very early in the morning, when it is dark? including going to or from work when it is dark  
B. Working long hours (define long hours in line with national legislation)  
C. Add options as per 35 | 1: Yes  
2: No  
3: DK-NA | A: |  
B: |  
C: |
|------|------------------------------------------------------------------------------------------------------------|----------------|-----|---|---|---|

**How to ask the question**: Question CHI4 is a multiple question. The question should be read for each of the options listed.

**How to fill in the questionnaire**: Enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”).

| CHI5 | Do the workers under the age of 15 go to school? | 1: Yes, all  
2: Yes, some  
3: No  
4: DK-NA | |
|------|------------------------------------------------|----------------|-----|

**How to ask the question**: Read the question as worded.

**How to fill in the questionnaire**: Enter the number of the answer in the box provided.

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35 The consultant has completed the information with the legal definition of “hazardous work” for the sector and country in question. In addition, options from the hazardous work section of the ILO stand-alone model questionnaire could be considered for inclusion under this question (Child labour stand-alone surveys: Model questionnaire (ilo.org) [HAZ_01 to HAZ_20]).
Are there any apprentices who have been working for more than ... months?

1: Yes, all
2: Yes, some
3: No
4: DK-NA

<table>
<thead>
<tr>
<th>CH16</th>
<th>Are there any apprentices who have been working for more than ... months?</th>
<th>1: Yes, all</th>
<th>2: Yes, some</th>
<th>3: No</th>
<th>4: DK-NA</th>
</tr>
</thead>
</table>

**Equality and discrimination (DIS)**

Repeat questions DIS1, DIS2 and DIS3 for each of the following options:
A: national origin?
B: ethnic/regional origin?
C: sex/gender?
D: skin colour?
E: religion?
F: political opinion?
G: social background?
H: migratory status?
I: disability?
J: sexual orientation?
K: marital status?

**DIS1**
When recruiting, do you think your employer takes account of national origin?
1: Yes
2: No
3: DK-NA

A: | _ _ |  B: | _ _ |  C: | _ _ |  D: | _ _ |  E: | _ _ |  F: | _ _ |  G: | _ _ |  H: | _ _ |  I: | _ _ |

**DIS2**
Do you think that some workers are treated worse than others because of their national origin?
1: Yes
2: No
3: DK-NA
4: Not applicable


**DIS3**
Do you feel that you are discriminated against because of your national origin?
1: Yes
2: No
3: DK-NA


How to ask questions DIS1, DIS2 and DIS3: Questions DIS1, DIS2 and DIS3 are multiple questions which must be asked consecutively, as follows:

Read “When recruiting, do you think your employer takes account of national origin?” Wait for the answer and write it down.

Read “Do you think that some workers are treated worse than others because of their national origin?” Wait for the answer and write it down.

Read “Do you feel that you are discriminated against because of your national origin?” Wait for the answer and write it down. And so on for each of the options listed.

How to fill in the questionnaire: For each of the questions DIS1, DIS2 and DIS3, enter the number of the answer next to the letter corresponding to the question asked (“A”, “B”, “C”, etc.).
| DIS4 | Do any women work in your workplace? | 1: Yes  
2: No  
3: DK-NA | If 2 or 3, continue to question DIS6 |

**How to ask the question:** Read the question as worded.

**Skip:** If the answer is “2: No” or “3: DK-NA”, skip to question DIS6. Do not ask question DIS5.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

| DIS5 | Do you think that women are paid less than men for doing the same job at your workplace? | 1: Yes  
2: No  
3: DK-NA  
4: Not applicable (if no women or no men in the company) | |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

| DIS6 | Have there ever been any cases of harassment in your workplace? | 1: Yes  
2: No  
3: DK-NA | If 1, specify the kind of harassment (sexual, moral, etc.): ......................... |

**How to ask the question:** Read the question as worded. If the answer is “1: Yes”, ask “What kind of harassment was it? Was it sexual or moral harassment?”

**How to fill in the questionnaire:** Enter the number of the answer in the box provided. If the answer is “1: Yes”, write down the kind of harassment in the space provided.

| DIS7 | Do you know of any cases of workers in your sector who have been sacked for being HIV-positive? | 1: Yes  
2: No  
3: DK-NA | |

**How to ask the question:** Read the question as worded.

**How to fill in the questionnaire:** Enter the number of the answer in the box provided.
### Labour Inspectorate (INS)

| INS1 | Have you ever heard of the labour inspectorate? | 1: Yes  
2: No  
3: DK-NA | |  | If 2 or 3, conclude the interview |
|------|-----------------------------------------------|-----------------|------|-----------------|

**How to ask the question:** Read the question as worded.  
**Skip:** If answer “2: No” or “3: DK-NA”, conclude the interview.  
**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

| INS2 | Have you ever been visited by a labour inspector at your place of work? | 1: Yes  
2: No  
3: DK-NA | |  | If 2 or 3, conclude the interview |
|------|------------------------------------------------------------------------|-----------------|------|-----------------|

**How to ask the question:** Read the question as worded.  
**Skip:** If answer “2: No” or “3: DK-NA”, conclude the interview. Do not ask questions INS3 to INS5.  
**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

| INS3 | Did the inspector's visit lead to an improvement in working conditions? | 1: Yes  
2: No  
3: DK-NA | |  | |
|------|------------------------------------------------------------------------|-----------------|------|------|

**How to ask the question:** Read the question as worded.  
**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

| INS4 | Have you ever made an appointment with the labour inspectorate in order to obtain information or find solutions to a workplace issue? | 1: Yes  
2: No  
3: DK-NA | |  | If 2 or 3, conclude the interview |
|------|--------------------------------------------------------------------------------------------------------------------------------|-----------------|------|-----------------|

**How to ask the question:** Read the question as worded.  
**Skip:** If the answer is “2: No” or “3: DK-NA”, conclude the interview. Do not ask question INS5.  
**How to fill in the questionnaire:** Enter the number of the answer in the box provided.

| INS5 | Did the inspector’s consultation lead to any changes? | 1: Yes  
2: No  
3: DK-NA | |  | If 2 or 3, conclude the interview |
|------|------------------------------------------------------|-----------------|------|-----------------|

**How to ask the question:** Read the question as worded. If the answer is “1: Yes”, ask “What has changed?”  
**How to fill in the questionnaire:** Enter the number of the answer in the box provided. If the answer is “1: Yes”, write down the changes mentioned by the respondent in the space provided.
At the end of the survey, the interviewer:

► thanks the interviewee; and

► asks them if they agree to give their phone number in case any information needs clarifying. If agreed, a note is made of the telephone number in the space provided: ………………………………………..

Observation grid to be filled In by the interviewer

<table>
<thead>
<tr>
<th>Have you found in the work- \nplace any young worker about \n18 years old or below? How \nmany? How old? Job or activity? \nHazardous work? Other \nobservation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air quality</td>
</tr>
<tr>
<td>Noise</td>
</tr>
<tr>
<td>Workplace hygiene</td>
</tr>
<tr>
<td>Personal protective equipment</td>
</tr>
<tr>
<td>General workplace atmosphere</td>
</tr>
</tbody>
</table>
Book III: Handbook for conducting semi-structured and group interviews
# List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FGD</td>
<td>Focus group discussion</td>
</tr>
<tr>
<td>FPRW</td>
<td>Fundamental Principles and Rights at Work</td>
</tr>
<tr>
<td>GI</td>
<td>Group interview</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>IPEC</td>
<td>International Programme on the Elimination of Child Labour</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
</tr>
<tr>
<td>OSH</td>
<td>Occupational Safety and Health</td>
</tr>
<tr>
<td>QAH</td>
<td>Questionnaire Administration Handbook</td>
</tr>
<tr>
<td>SME</td>
<td>Small and medium-sized enterprise</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities, Threats</td>
</tr>
</tbody>
</table>
1. **Individual semi-structured interviews**

The semi-structured interview is a **qualitative** survey tool with which the researcher addresses the different themes of diagnostic analysis without limiting questions to themes prepared for the interview. The term “semi-structured” means that the interviews have a structure that is provided by a certain number of topics/themes/points that need to be addressed and which are listed in the interview guidelines. Unlike when using the questionnaire, this structure is not binding. The interviews are not necessarily confined to these topics/themes/points; if other issues related to the phenomenon being studied arise during the interview, they must be developed further. Conversely, not all the topics/themes/points listed in the interview grids need to be addressed, which is where it differs from the questionnaire. Consequently, the person conducting a semi-structured interview needs to be able to make a number of judgements that involve knowing:

- when to develop a topic that has arisen during the discussion and that seems interesting (an unusual fact, one that is significant or has never been heard before, etc.);
- when to deal only partially with a topic (for example, when the information provided has nothing new to add, or when the interviewee does not seem willing to talk about the topic); and
- when to leave out a topic or some of the topics from the interview grid, if the interview has already lasted a long time, for example.

The interview guide is, therefore, a list of topics/questions. The semi-structured interviews are an evolving process, inasmuch as the discussion topics/themes/points change from one interview to the next as the interviewer’s knowledge evolves. The interviewer may, for example, return to a topic covered in a previous interview because they feel that they do not have enough information or a sufficient grasp of the issue. Conversely, they may decide not to discuss a topic because they feel that they do have enough information and understand the topic well enough to be able to devote more time to one that has been covered less in previous interviews. Similarly, they may have to take on board new topics/themes/points that were not included in the initial list but which emerged during the interviews and proved to be important. Consequently, it is very important to adapt the interview to the national context.

### 1.1 General instructions for conducting a semi-structured interview

#### 1.1.1 Procedure for the semi-structured interview

In principle, the sequencing for the interview is as follows:

**Before the interview:**

- Identify the essential questions (owing to time constraints, there is always a need to make choices and establish priorities for the different questions).
- Prepare specific questions that are tailored to the context and the interviewee.
- Choose a suitable place to conduct the interview.
At the beginning of the interview:

- Present the context and purpose of the interview (the project and the survey).
- Explain the purpose of the semi-structured interview (in relation to the questionnaire).
- Explain the approximate length of the interview, its level of confidentiality and how it will be used.
- Request permission to record the interview and/or take notes.

During the interview:

- Take notes (if the interviewee has given his/her consent):
  - note down the information from the response;
  - note also what is unclear, what is missing, and what has not been understood. These issues may be asked again during this interview, or during a future interview.
- Introduce the different topics and points, restart the discussion and refocus it if it strays from the topics to be addressed.
- If an interview is interrupted because the interviewee is asked to do something, the interviewer will need to show some flexibility. The “interruption” could even prove productive if someone else starts to speak and respond or give their opinion. Therefore, in theory, an interruption can be useful.

After the interview:

- Go through the notes, complete them (as quickly as possible), getting down on paper the most important or unusual aspects – facts, situations, explanations, an interviewee’s line of thought, etc.
- Write a summary of the interview which should not be just a “clean version” of the notes but contain the interviewer’s analysis, recording the process of identifying the situation to understanding it:
  - include the overall context;
  - summarize “the how and the why” of the facts that have emerged during the interview; and
  - extrapolate from the individual case of the person interviewed to the wider context. For example: what does this particular workplace accident/event contribute to the general understanding about risks in this type of enterprise?
- When drafting the summary, researchers may ask themselves the following questions:
  - Did I learn anything new from this interview?
  - Does this interview confirm something I have already heard?
  - Does the interview downplay or contradict something I have already heard or thought I had understood?
- Finally, the researcher also questions the accuracy of the information: what is surprising, unsurprising, plausible, etc. The reliability of the information must also be addressed in the summary.
- The summary also helps with preparing for the next interview, since aspects of the previous interview can provide inspiration for new questions for the next one, drawing on facts, situations, explanations, arguments that were not yet known.
1.1.2 Some tips for the interviews

- Before the interview, reread one or several previous interviews.
- Before asking questions related to the survey, open the conversation with some simple questions to get to know each other and “break the ice”.
- Avoid overly suggestive questions, assumptions or closed questions (yes/no), which may inhibit the interviewee. Allow people to tell their “story”.
- Mention, if appropriate, previous interviews. For example, others have said that in their enterprise “people do this and that”, or “that there were a lot of accidents because of this and that”, etc. This can elicit an answer-response from the person without asking them a question.
- Avoid overly technical language, using vocabulary suitable for a discussion that can be understood by the interviewee.
- Avoid asking several questions at once.
- Give your interviewee time to think and develop their answer.
- Similarly, feel free to ask them to give you a few seconds so that you can note down their response, explaining that you will otherwise forget. You can also take this opportunity to note down a point you might want to come back to during the interview.
- Feel free to rephrase/adapt/repeat questions to elicit more thoughts and answers.
- Ask if the interviewee knows of an example which illustrates what they have just said. For example, if they are talking about a risk, ask if they know anyone who has had an accident related to this risk.
- Return to the answers you think are likely to yield more details. For example: “You told me that the workers in your enterprise have to work overtime. Does that apply to all workers? Does it apply to you? Is this required or can they choose? Do you have any idea how many hours a week this might be? Is this overtime paid?
- Dig deeper into the examples given by interviewees by asking who, how, when, where it happened, etc.
- To pursue/expand on a point, refer to a similar or different explanation given earlier in the interview or stated in another interview.
- Avoid making value judgments.
- Expressions of encouragement are often helpful (“Right”, “Okay”, a smile).
### 1.1.3 Interview record sheet

Interviews are recorded on a record sheet so that they can be categorized (by place, by sector) and located more easily for cross-referencing (with other surveys concerning the employer or the worker), for comparison (in one and the same place and/or according to place; in one and the same sector and/or according to sector), and during the final analysis.

<table>
<thead>
<tr>
<th>Questionnaire Identification (QI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 Name of interviewer</td>
</tr>
<tr>
<td>Q2 Economic sector</td>
</tr>
<tr>
<td>Q3 Sub-sector</td>
</tr>
<tr>
<td>Q4 Survey location</td>
</tr>
<tr>
<td>Q5 Country</td>
</tr>
<tr>
<td>Q6 State</td>
</tr>
<tr>
<td>Q7 District</td>
</tr>
<tr>
<td>Q8 Block(^{38})</td>
</tr>
<tr>
<td>Q9 Date of interview</td>
</tr>
<tr>
<td>Q10 Duration of interview</td>
</tr>
<tr>
<td>Q11 Self-assessment of the reliability of the responses and information obtained</td>
</tr>
<tr>
<td>Q12 Interviewer’s comments on the survey conditions</td>
</tr>
<tr>
<td>Q13 Questionnaire Code(^{39})</td>
</tr>
<tr>
<td>Q14 Code for other surveys - Questionnaire or semi-structured interview – connected with this survey</td>
</tr>
</tbody>
</table>

---

\(^{36}\) For example, CPW (Construction and Public Works), COM (trade); national consultants define the initials.

\(^{37}\) To be determined by the consultants.

\(^{38}\) Administrative units are to be adapted according to the country in question.

\(^{39}\) For example, | C | P | W | for the economic sector initial for Construction and Public Works sector; | ABI | for the location initial for Abidjan; | E | for employer; and | 0 | 0 | 1 | Employer questionnaire number in the CPW sector in Abidjan.

\(^{40}\) Each team in the country in question will agree on the initials to be used for each sector.
How to complete the serial number for the semi-structured interview:

Like every questionnaire, every interview is numbered. This serial number comprises four elements:

1. **A sector code.** The interviewer indicates the acronym that corresponds to the sector, for example
   - CPW: Construction and Public Works
   - COM: Trade

2. **A code with the location initials corresponding to the place where the interview takes place.** The initials will be assigned by the national consultants once the different survey locations have been selected in their respective countries.

3. **A code for the type of person with whom the interview took place: employer, worker, etc.**

4. **The interview number (001, 002, etc.).**

1.2 Semi-Structured Interview Grid for Employers

**Selection of interviewees:** Consultants are responsible for selecting employers for the study. *Semi-structured interviews may, in exceptional cases, be conducted with employers who have taken the questionnaires.* From these, the consultant will be able to choose employers who seem most inclined to speak/answer (those with “something to say”). More importantly, other employers who are representative of the diversity of the sector – in terms of size of the enterprise, degree of informality and the Fundamental Principles and Rights at Work (FPRW) including Occupational Safety and Health (OSH) issues identified in the questionnaires can be identified. The semi-structured interview is particularly well suited to talking with employers from workplaces where “awkward” issues have been identified.

**Themes and questions:** The main purpose of the interview is to understand the employer’s approach, practice and perspective regarding OSH and other FPRW. It should facilitate analysis of the obstacles for the implementation of each FPRW. Finally, the interview aims to identify relevant interventions to be implemented by labour inspectors and other key stakeholders.

**Guiding questions:**

1. **Assessment of the general situation in the enterprise**
   - Does your enterprise have any occupational safety or health problems?
   - Does this create a problem in running your business?
   - Do you work as a subcontractor for one or more companies? Describe the situation.
   - Does your enterprise outsource some of the work/ tasks? Describe.

2. **Occupational safety and health** – problems and potential action
   - Does the work in your enterprise create an accident risk? Do you have any examples?
   - Does the work in the enterprise create any health hazards? Do you have any examples?
   - Could you describe the main causes of the problems mentioned?
   - What have you done to reduce the risk of accidents?
     - What would it cost? Who should pay for this?
     - What would it change in terms of running your business, its work, performance and productivity? (The objective here is to explore whether employers think “It’s worth it”.)
In case there are children of legal working age, are there any specific measures in place for workers between 15 (16) and 18 years of age?

What could you do to improve protection of your workers?
- What would it cost? Who should pay for this?
- Would that change the way your business operates, its work? (The objective here is to explore whether employers think “it’s worth it”).

What factors increase or decrease the number of accidents and diseases?

3. Freedom of association and collective bargaining

How do you set wage levels, working time and holidays?
- On what basis are wages set? Daily, weekly, monthly, piecework, other?

Are wages set for each worker or collectively for a group/category of workers?
- Could you describe the type of agreements negotiated/concluded with your workers?
- Is this type of agreement a good thing for the business? Advantages? Disadvantages?

Are some of your workers union members? (The objective here is to explore whether workers have the option or if the employer is against/prohibits it.)
- Is it good for your enterprise if your workers are members of a union? Do unions help you (or not) to find solutions to improve relations with your workers?
- If there are any union representatives in the enterprise or the sector: Could you describe the relationship you have with the unions? (Conflictual or collaborative relationships, regularly fixed or ad hoc meetings, topics addressed with unions, etc.)
- If there are no union representatives: Do you think that the presence of a union representative in your enterprise might improve your relationship with your workers or damage the relationship?

4. Labour disputes

Are there any labour disputes in your enterprise?
- Could you tell me about the last labour dispute you had to deal with in your enterprise? (Ask additional questions about the causes, workers’ actions, the role of the union, the negotiations and the outcome of the dispute.)
- What form(s) do these disputes take?
  - Is there a conceptual problem here: What is a dispute? There are open disputes, refusal to work/strikes and other forms of dispute/resistance, such as a “go-slow”, doing the job badly, arriving late, etc.
  - How are disputes resolved?
- What are these disputes about? Wages/payment, working time, leave, working conditions, etc.
- How often do they occur? (The objective is not to quantify the disputes, but to understand whether these are occasional, rare or chronic disputes.)

Note: Introduction to FPRW for the respondent – Some international organizations have established certain “Fundamental Principles and Rights at Work”, such as freedom of association, the right to form and join a trade union, the elimination of forced labour and discrimination at work based on race, colour, gender, religion, political opinion, etc., the abolition of child labour and the right to a safe and healthy working environment.
5. Forced labour

- Have you ever had to force a worker to do their job? Could you explain the situation/case?
- Forced labour is a situation in which workers are deprived of their freedom of movement and are threatened by their employer; for example, debt bondage or other situations where the worker is “forced” to do a job and/or to stay with the enterprise.
- Do you have any knowledge or suspicions of forced labour in a sector or companies in sectors related to yours?
  - Cases of people working against their will? Under threat of punishment?
  - People forced to work through violence or the threat of violence?
  - Under pressure as a result of being in debt?
  - Workers whose identity documents have been confiscated?
  - The threat of being reported to the migration authorities?
- Why do you think some employers resort to these practices?
- Can you point us to anyone who has experienced this kind of practice?

6. Apprenticeship/Apprentices/Child Labour

- Do you have any apprentices? How old are they? (Then ask some questions to find out whether the apprenticeship conditions comply with the law.)
- What is the difference between the status of the apprentice and the child worker in terms of their working conditions?
- Do they have specific tasks/jobs that are different from those done by adults? What are they?
- Are there different roles for different ages/genders for children aged:
  - under 13?
  - from 13–15?
  - from 15–17?
- Why do you have children working in your enterprise? What do the children do “better” than adults for certain tasks?
- What options do you see for improving the working conditions of children?

7. Discrimination and equality

- For the same work/position/level of responsibility, do you think there is any difference in terms of ability and quality of the work depending on whether it is performed by a man or a woman?
- Can these differences justify wage differences between men and women? Or differences in their contract? Or any other differences in working conditions?
- Do you think it is acceptable to pay different wages to workers according to whether they are foreigners or nationals?
- Or according to the worker’s region of origin or ethnicity?
- Or according to their religion?
- Or according to their skin colour?
8. Issues related to FPRW and OSH in the sectors/areas concerned

- Have you ever been contacted by the local authorities or by any other institutions such as labour inspectorates or trade unions regarding working conditions in your enterprise?
- Could you tell us what happened?
- What are the main constraints in addressing OSH and other FPRW-related issues?
- Opportunities to address OSH and other FPRW-related issues?

9. Communication

- How do you communicate with your workers? (noticeboards, general meetings, face-to-face meetings, etc.)
- What is the most effective way to communicate?
- How do you find out about issues in working conditions?

1.3 Semi-Structured Interview Grid for Adult Workers

Selection of interviewees: It is recommended that the consultant select workers who are representative of the diversity of the worker profiles identified in the sector (by occupation, age, gender, nationality, state of domicile, etc.) in order to gather different perspectives and gain a deeper understanding of the issues. If, for example, the secondary literature mentions the presence of forced labour, child labour and discrimination in the sector without the questionnaires having identified these issues, other types of respondents and sources of information should be sought in the region outside the companies where the questionnaires were administered. As with the employers, the semi-structured interviews may in exceptional cases be conducted with one or two adult worker/workers who have already taken the questionnaire (for example, a worker who has been very vocal and willing to speak while taking the questionnaire).

Themes and questions: As with employers, the main purpose of the interview is to gather the worker’s perspective on the dynamics behind FPRW including OSH-related issues in the target sector. Having already accumulated a certain amount of this information through the preparatory work and the questionnaires, the consultant should now be able to select the subjects that warrant special attention from the list of topics and points below. Here too, the questions should be tailored to the specific situation.

Guiding questions:

1. General knowledge of FPRW

- Introduction to the subject for the respondent: Some international organizations have established certain “Fundamental Principles and Rights at Work”, such as freedom of association, the right to form and join a trade union, the elimination of forced labour and discrimination at work based on race, colour, gender, religion, political opinion, etc., the abolition of child labour, and the right to a safe and healthy working environment.
• Do you know any of these rights?
• Are there any such cases in your enterprise? Please give examples.

2. Accidents

• Have you heard of or experienced any accident in your work?
  • Could you give some examples or recall any recent accident that happened to you or one of your co-workers while at work?
  • What could be done to reduce the risk of accidents at work?
  • Has any preventive action been taken since you started working?
  • In case there are children of legal working age, are there any specific measures for workers between 15, 16 and 18 years of age?
  • Have workers made any requests or demands to the management regarding the risks of accidents at the workplace?

3. Health

• Are there any diseases related to your work?
  • Could you give some examples?
  • What could be done to reduce the impact of these diseases?
  • Are there any specific measures for workers under 18?
  • Have workers made any requests or demands to the management?

4. Freedom of association and collective bargaining

• Does your enterprise allow you and your colleagues to join a union and to engage in union activities?
• Are you a member of a union?
• What do you think are the benefits of being a member? Are there any disadvantages?
• How were your wages/working time/leave decided/set?
• Are you entitled to paid leave? How many days? When was the last time you took time off? If you have not taken any leave, what is the reason?
• Is the issue of paid leave discussed/negotiated individually? Collectively?
• Have you ever engaged in collective bargaining with your employer? If so, on which issues?
• Could you describe the type of agreements concluded with your employer?
• Do workers with your same position/responsibility enjoy the same working conditions? The objective here is to explore for potential cases of discrimination.

5. Labour disputes

• Are there any labour disputes in your place of work?
• Could you give an example of a labour dispute that affected you?
• What are these disputes about? Wages/payments, working time, leave, working conditions, etc.
• What form(s) do these disputes take?
  • Is there a conceptual problem here: what is a dispute? There are open disputes, refusal to work/strikes and other forms of dispute/resistance such as a “go-slow”, doing the job badly, arriving late, etc.
Could you describe a recent dispute?

How are disputes resolved?

### 6. Forced labour

- Have you ever been forced to work against your will? For example, have you ever been forced to work – for instance, hours in addition to what has been planned/agreed with the employer?
- hours in addition to what has been planned/agreed with the employer?
- Do you know anyone who has been forced to work against their will?
  - If so, why did this happen?
  - Was it related to debts you owed to your employer?
  - Has your employer ever threatened you or your family? If so, how did they threaten you and/or your family?
  - Have your identity documents ever been confiscated?
  - Have you ever been threatened with being reported to the migration authorities?
  - Have you ever be deprived of your freedom of movement at your place of work?
- Did you start your current job of your own free will?
- Do you know of any cases of workers forced to work against their will?
- When you were recruited, did your employer make you any promises that were not kept (amount of wages, working time, overtime pay, salary deductions, etc.)? How would you explain that?

*Note: the worker can be asked if they are aware of similar cases with other employers in the sector.*

### 7. Child labour

- Are there any children where you work? Do these children perform the same work as adults?
- Do they have specific tasks/jobs that are different than those done by adults? What are they?
- Are there different roles for different ages/genders for children:
  - Aged 13 and under? (Adapt the question according to national legislation)
  - Aged 13–15 years? (Adapt the question according to national legislation)
  - Aged 15–17 years of age? (Adapt the question according to national legislation)
- Do workers under the age of 18 perform any hazardous work? (Adapt the question to the forms of hazardous work identified in the national context.)
- Why are there children working in this enterprise?
- What do you see as options to improve the working conditions of children?

### 8. Discrimination and equality

- Are there any wage differences between men and women for the same work/job/responsibility at your workplace?
- Are these differences justified? If so, what justifies them?
- Are there any other differences such as in terms of employment contract or working conditions offered to men and women for the same work/workstation/level of responsibility?
Are there any differences in wages for workers who have the same job/position/responsibility with local workers on the basis of foreign nationality?

• Or on the basis of religion?
• Or on the basis of the colour of their skin?
• Or on the basis of their political opinion?
• Or on the basis of social background?

9. Communication

Who do you turn to if you have a question about your working conditions? Your employer, a co-worker, friend, someone else?

What are your sources of information? (Mobile phone? the Internet? Television? Radio?)

Do you have a mobile phone? With an Internet connection?
1.4 Semi-Structured Interview Grid for Working children

The semi-structured interviews with children are designed to understand their specific situation at work.

Selection of children to be interviewed: It is the consultants' responsibility to find and select the children for the study. Secondary sources and key informant interviews might be useful in identifying the children for the study. Children may be selected from workers who have already been interviewed, but it is also possible to look elsewhere.

Guiding questions:

1. How old are you?

   Note: If there is no doubt that the child is under 15 years of age, the question can also be asked at the end of the interview to avoid creating discomfort for the child.

2. Situation, status

   a. If the worker is an apprentice

      ▶ Are you an apprentice or a worker like the others? Do you have a contract?

      ▶ Since when/how long have you been an apprentice?

      ▶ Do you get paid or receive food, accommodation, clothes, the opportunity to go to school, etc. in exchange for your work?

      ▶ Do you know if you will get a job as a worker in this enterprise after the apprenticeship?

      ▶ If yes, do you know when you can get a job as a worker?

      ▶ Do you have an apprenticeship contract?

   b. If the child is a “worker”

      ▶ Do you work and in return receive a salary or something else – food, clothes, accommodation, opportunity to go to school in exchange for your work?

      ▶ Is the salary given to you personally? Or to someone else? Why is that? (The objective is to look for potential situations involving bonded or forced labour, etc.)

      ▶ How are you paid? Per month, week, day? Depending on what you do or what you produce?

      ▶ How much do you earn?

      ▶ Since when/how long have you been working on for this enterprise?

      ▶ How did you find this job?

      ▶ Was it you who decided to take this job at this enterprise? (The objective is to look for potential situations involving debt, forced labour, etc.)

3. Tasks and working time

   ▶ What does your work involve?

   ▶ What different tasks do you have to perform?

   ▶ Do you work every day?

   ▶ On a typical day, what time do you start work?

   ▶ What time do you finish work?

   ▶ Do you stop working during the day? At midday? Morning breaks? In the afternoon? How long?
Do you sometimes have to start earlier or continue working late?
Are you paid more if you work more?
Are there any days when you do not work?
If you are considered as an apprentice, what is the difference between the work you do and the work other people do?

4. Health and safety
Have you ever had an accident in your job? Could you tell us about the accident and what happened next?
Is your job dangerous?
Have you ever fallen sick because of your work?
Does your employer explain the hazards workers may face in the workplace, the risk of occupational accident or disease or anything else? Do you think they are making sure that you are not exposed to the risks, etc.?

5. Work and other activities
Do you go to school?
Have you ever been to school? When did you stop going to school? Why?
If yes, can you tell us which school you attend? (The objective is to find out if they are just doing a few hours of apprenticeship or whether it is a full, regular programme, etc.)
Are you doing any training? Learning a trade?

6. Communication
If you have a problem at your work, who will you go and talk to?
Do you have a mobile phone?
Do you have access to the Internet?
1.5 Semi-Structured Interview Grid for Workers’ Representatives

The aim of the interview is to gain the perspective of employers’ organizations on issues related to FPRW and OSH. During the interview, it is desirable to cover all topics listed above. However, based on the knowledge gained by the consultant throughout the survey, the consultant can choose to explore certain points further.

Selection of interviewees: The consultants are responsible for selecting the representatives of employers’ organizations for the interview. As with trade unions, it is recommended that the consultants meet at least two representatives who are active in the sector for the study, one at national level and one at local level.

Guiding questions:

1. Presence of workers’ organizations in VSEs/SMEs for the sector concerned
   - What are your activities in the sector?
   - How many employers in the sector are members of the organization?
   - What is the rate of enrolment for employers in the sector?
   - What is the share of VSEs/SMEs in the sector among members?
   - What is the share of informal enterprises among members?

2. Assessment of the overall situation in the sector
   - What is the occupational safety and health situation in the sector?
   - What about FPRW and OSH in enterprises in the sector or sub-sectors?

3. Safety and health at work in the sector
   - What are typical accidents in the sector?
   - Frequency and severity of accidents in the sector?
   - What are the main causes of accidents?
   - What are typical diseases in the sector?
   - Frequency and severity of occupational diseases?
   - What are the main causes of occupational diseases?
   - Are there any organizational initiatives to address OSH challenges?

4. Freedom of association and collective bargaining in the sector and area concerned
   - Are labour disputes frequent for your members?
   - What is the frequency and main source of conflict (salary, working time, safety, leave, organization of work, etc.)?
   - Collective bargaining:
     - Please provide the frequency of meetings, people present, the objective of collective bargaining?
     - Are voluntary agreements with workers and unions common in the sector?
   - Have there been any strikes in the sector? Can you give an example (details: who, how many times, etc.)?
How would you describe the relationship with unions in the sector?
What are the differences between the formal and informal sector in terms of collective bargaining?

5. Forced labour in the sector and area concerned
- Occurrence and severity of forced labour in the sector:
  - Are you aware of any suspected or proven cases of forced labour such as workers who are forced to work against their will or forced to work under threat; workers who are victims of physical violence; workers who are forced to work to repay their debt to their employer (debt bondage) or migrant workers who have had their identity documents and residence permits confiscated?
  - If yes, how do you explain why some employers choose to use these practices?
- What are the differences between the formal and informal sector?
- What are the initiatives carried out by the organization (campaigns, research and publications, collection of statistical data, dissemination of information on forced labour)?

6. Child labour in the sector and area concerned
- Describe any presence of child workers: under the ages of 18 through 13. (Adapt the question according to national legislation.)
- Why are children working for this sector/enterprise?
- Are there children doing hazardous work? (Recall the definition “hazardous work” and categories defined at national level.)
- What are the main obstacles to prevent child labour especially in abusive working conditions?
- What are the differences between the formal and informal sector?
- What are the initiatives carried out by the organization in the context of child labour and the sector in particular?

7. Discrimination in the sector and zone concerned
- Presence of discrimination at work:
  - Are there any proven differences between men and women, nationals and non-nationals or on the basis of ethnicity, religion, skin colour, political opinion or social background?
- What are the main obstacles to prevent discrimination at work?
- What initiatives has the organization taken up in this context?

8. Issues related to FPRW and OSH in the sector and area concerned
- How would you describe your cooperation with unions? With employers? With the labour inspectorate? With other public administrations?
- Describe the experience of the organization in addressing FPRW and OSH issues with companies.
  - Are there any differences between very small, small and medium-sized enterprises?
  - Are there any differences depending on whether the enterprise is in the formal or informal economy?
  - What are the main constraints for cooperation with VSEs/SMEs in the sector on FPRW and OSH related matters?
• What are the main opportunities for cooperation with VSEs/SMEs in the sector on FPRW and OSH related matters?

9. Labour inspectorate

Regarding cooperation with the labour inspectorate, have you already collaborated with labour inspectors? How would you describe the experience in terms of:

• Areas of cooperation?
• Frequency and type of cooperation?
• What are the main obstacles to good cooperation with the labour inspectorates on improving OSH and FPRW compliance?
• What are the main opportunities for good cooperation with the labour inspectorates on improving OSH and FPRW compliance in the sector?

10. Communication

What are the experiences of the organization in communicating with companies about working conditions (means of communication/efficiency)?

What are the differences between the formal and informal sectors?

11. Proposals for Action

What should/could be done to improve compliance with FPRW in VSEs/SMEs in the sector? Please give specific recommendations or action proposals regarding:

• elimination of child labour;
• elimination of forms of forced labour and exploitation at work;
• elimination of discrimination; and
• strengthening freedom of association and collective bargaining.

What should/could be done to improve OSH risk prevention in VSEs/SMEs?

Specific, concrete recommendations or action proposals to enable labour inspectorates to help to achieve better OSH risk prevention.

Specific, concrete recommendations and/or action proposals for other stakeholders such as local and national authorities.

At the end of the interview, the interviewer asks the organization representative if their organization keeps statistics or documentary evidence of accidents, complaints lodged by workers and cases of forced labour, child labour, discrimination at work or obstruction to freedom of association and, if so, they ask to be given access to them.
1.6 Semi-Structured Interview Grid for Labour Inspectors

Selection of interviewees: Consultants are responsible for selecting the labour inspectors for the interview.

Themes and questions: The interview aims to understand the labour inspectors’ perspective on FPRW including OSH-related issues and their role in this area. All the topics listed below should therefore be addressed. As with the other interviews, the consultant may choose to delve deeper into certain points.

Guiding questions:

1. Role and work of the labour inspectorate
   - Could you describe the labour inspectorate’s main activities?
   - Could you describe the way the labour inspectorate is organized (staff numbers, distribution of tasks, material and financial resources, training, enforcement powers, etc.)
   - What are the main difficulties encountered in the labour inspectorate’s work in the sector?
   - Inspections of companies in the sector:
     - number of companies inspected in the last 12 months; and
     - type of companies inspected.

2. Identification of FPRW and OSH issues
   - On average, how many people contact you with questions/complaints/queries regarding FPRW and OSH every month?
   - What types of labour law/FPRW violations have you reported?
   - How many labour law violations related to FPRW and OSH has your department documented over the last three years?
   - According to your estimates, what percentage of the number of actual cases does that reflect?
   - In your opinion, which FPRW and OSH issues have the labour inspectorates identified and documented best? And least well?

3. Occupational safety and health in the sector?
   - What are typical accidents in the sector?
   - Frequency and severity of these accidents?
   - What are the main causes of accidents?
   - What are typical diseases in the sector?
   - Frequency and severity of occupational diseases?
   - What are the main causes of occupational diseases?
   - Could you give some examples based on your experiences?

4. Freedom of association and collective bargaining in the sector and area concerned
   - Have you recorded many labour disputes in the sector?
   - If yes, please provide the frequency and the main sources of conflict (salary, working hours, safety, holidays, organization of work, etc.)?
   - Do you consider that unions are present and active in the sector?
According to your observations, are workers free to organize?
Can you give some examples based on your experiences?

5. Forced labour in the sector and area concerned

Incidence and severity of forced labour in the sector:
- Are you aware of any suspected or proven cases of forced labour, such as persons forced to work against their will or under threat, workers who are victims of physical violence, workers forced to work to pay their debts to their employers (debt bondage) or migrant workers who have had their identity documents and residence permit confiscated?
- If so, why do you think that some employers resort to these practices?
Could you give some examples based on your experience?
In your opinion, what are the main obstacles to preventing forced labour in the sector?
Could you help us get an idea of some of the initiatives carried out by the labour department in your district for addressing the problem of forced labour in the sector?

6. Child labour in the sector and area concerned

Presence of child workers: Are there any workers under 18 in the sector? Are there any workers under the age of 13 in the sector?
Why is child labour used in the sector?
Are there any children doing hazardous work? (Recall the definition “hazardous work” and the categories as defined at national level.)
What are the main obstacles to preventing child labour, especially in abusive working conditions in the sector?
Trends in child labour in the sector? (stable numbers, increasing or decreasing)
Child labour initiatives undertaken by the labour inspectorates?

7. Discrimination in the sector and zone concerned

Presence of discrimination at work:
- Are there any proven differences between men and women, nationals and non-nationals or on the basis of ethnicity, religion, skin colour, political opinion or social background?
What are the main obstacles to prevent discrimination at work?
What initiatives has the organization taken up in this context?

8. Issues related to FPRW including OSH in the sector and area concerned

How would you describe your cooperation with employers/trade unions/employers’ organizations?
Describe the labour department’s past experience of addressing FPRW including OSH-related issues with companies:
- Are there any differences between VSEs/SMEs?
- Are there any differences between companies depending on whether they belong to the informal or formal sector?
• What are the main constraints to cooperate with VSE/SMEs on issues related to FPRW including OSH?
• What are the main opportunities for cooperation with VSEs/SMEs on issues related to FPRW including OSH?

Describe the labour department’s experience of working with trade unions and the authorities to identify and report specific cases of abuse in the sector (cases of forced labour, child labour, discrimination, obstruction of freedom of association, risks or clear dangers in the workplace).

At the end of the interview, the interviewer asks the labour inspector whether their department keeps statistics or documentary evidence of the labour departments’ work (number of inspections, enterprise inspected, purpose and results of the inspections), accidents, complaints lodged by workers and cases of forced labour, child labour, discrimination at work or obstacles to freedom of association, and, if so, asks if they may have access to them.
1.7 Semi-Structured Interview Grid for Resource Persons

If undertaken at the beginning of the assessment process, the semi-structured interview with resource persons can enable the consultant to explore the area in sectors or regions that are unfamiliar to them. These interviews can:

- Provide a better understanding of the sector and how it is organized;
- Identify the existence of FPRW including OSH issues in certain subsectors; and
- Enable interview respondents to be identified for selection.

Selection of interviewees: It is essential that consultants meet with ILO focal points during the preparatory phase. Other contact persons will need to be identified by the consultant. For this, they can also turn to the focal point. It is particularly important to include contact persons from outside the workplace. For child labour, for example, non-governmental organizations (NGOs) working on children’s rights can be a considerable help in identifying issues in sectors or regions where there is little trade union presence.

Examples of resource persons

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>CONTACT PERSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forced labour</td>
<td>Department of Justice, Police, NGOs specializing in forced labour/bonded labour, Experts and researchers working on this theme, Ministry of Labour</td>
</tr>
<tr>
<td>Child labour</td>
<td>NGOs specializing in child labour, Experts and researchers working in the fields of education, child labour, Child protection service, UNICEF, Ministry of Labour</td>
</tr>
<tr>
<td>Discrimination</td>
<td>NGOs working in the field of migrant rights, women’s rights and multiculturalism, Experts and researchers working in the fields of education, child labour, Ministry of Labour</td>
</tr>
<tr>
<td>Freedom of association and collective bargaining</td>
<td>Organizations specializing in the informal economy, Informal worker/cooperative associations, Ministry of Labour</td>
</tr>
<tr>
<td>Health and safety at work</td>
<td>Occupational health services, Safety and health professionals, Ministry of Public Health, Professional associations, Ministry of Labour</td>
</tr>
</tbody>
</table>

Themes and questions: The interview aims to obtain preliminary information and an overview of the OSH and FPRW situation in the sectors studied. Each resource person will have an area of expertise or a specific perspective to contribute. It is therefore, best not to ask all the questions mentioned below but rather to select questions that relate to the expertise and experience of the person you are meeting with.
Guiding questions:

1. **Getting to know the resource person and their work in the sector:**
   - What are your main activities related to the sector or the people concerned (project, assistance, research, advocacy etc.)?
   - How has your work evolved over the years since you started?

2. **Assessment of the general situation in the sector** *(for resource persons with particular expertise in the economic sector in question)*
   - In your opinion, what are the main challenges in terms of working conditions in the sector compared to other sectors, particularly in terms of safety, workers' health and other FPRW compliance (freedom of association, elimination of discrimination, elimination of forced labour, elimination of child labour)?
   - In which geographical areas do you think these issues are most critical?

3. **Occupational safety and health in the sector** *(for resource persons with particular expertise in health and safety at work)*
   - What are the typical accidents in the sector?
   - Frequency and severity of accidents?
   - What are the main causes of accidents?
   - What should /could be done to improve safety in the workplace/eliminate risks?
   - Do you/does your organization carry out any activities to improve occupational safety in the workplace?
   - What are the typical diseases in the sector?
   - Frequency and severity of occupational diseases?
   - What are the main causes of occupational diseases?
   - What should /could be done to improve health in the workplace/eliminate risks?
   - Do you/does your organization carry out any activities to improve health in the workplace?

4. **Freedom of association and collective bargaining in the sector and area concerned** *(for resource persons with particular expertise in labour disputes, freedom of association and collective bargaining)*
   - How would you describe labour disputes in the sector compared to other sectors (frequency, reasons for disputes, negotiation options, etc.)?
   - How would you describe collective bargaining in the sector (frequency, purpose of the negotiations, balance of power between the social partners, etc.)?
   - How would you describe the balance of power between the social partners in the sector?
   - In your opinion, what are the strengths and weaknesses of the workers' organizations in the sector?
   - In your opinion, what are the main challenges faced by the workers' organizations?
   - Do you feel that workers in the sector are free to organize and choose their union?
   - What are the main obstacles for workers in MSMEs in the sector to join a trade union?

5. **Forced labour in the sector and geographical area concerned** *(for resource persons with special
expertise in forced labour)

Incidence of forced labour in the sector:

- Are you aware of any suspected or proven cases of forced labour, such as persons forced to work against their will and under threat, workers who are victims of physical violence, workers forced to work to pay their debts (or those incurred by their parents) to their employers (debt bondage) or migrant workers who have had their identity documents and residence permits confiscated?
- If so, why do you think that some employers resort to these practices?
- Could you describe these cases and give some examples?

Which activities in the sector involve the greatest risk of forced labour?

Which groups of workers are particularly vulnerable to forced labour (children, women, foreigners, illegal workers, ethnic origin, etc.)?

In your opinion, what are the main obstacles and opportunities to prevent forced labour in the sector?

What are the initiatives carried out by you/your organization to eliminate forced labour?

6. Child labour in the sector and geographical area concerned (for resource persons with particular expertise in child labour)

Presence of child workers: Are there any workers under 18 in the sector? Are there any workers under the age of 13 in the sector?

Are there any children doing hazardous work (recall the definition “hazardous work” and the categories as defined at national level)?

Could you describe these cases and give some examples? What are the specific circumstances in terms of age, gender, and national/ethnic origin?

What are the main obstacles to preventing and eliminating child labour?

What are the initiatives carried out by you/your organization to eliminate child labour?

7. Discrimination in the sector and geographical area concerned (for resource persons with particular expertise in discrimination)

Presence of discrimination at work: Can you provide examples of any proven differences in treatment between men and women (and other genders), nationals and non-nationals, or based on ethnicity, religion, skin colour, political opinion or social background?

What are the main obstacles to prevent discrimination at work?

What are the initiatives carried out by you or your organization to eliminate discrimination in the sector? (through campaigns, research and publications, collection of statistical data, dissemination of information on discrimination at work, dialogue with employers on discrimination at work, etc.)

8. Issues related to FPRW and OSH in the sector and geographical area concerned

How would you describe your cooperation with other stakeholders in the sector (such as workers’ organizations, employers, government authorities)?

- Are there any differences between micro-, small- and medium-sized enterprises?
- Are there any differences depending on whether the enterprise belongs in the formal or
informal economy?
• What are the main constraints for cooperation with MSMEs in the sector on issues related to OSH and other FPRW?
• What are the main opportunities for cooperation with MSMEs in the sector on issues related to OSH and other FPRW?

9. Labour inspectorate

► Have you ever reported issues related to working conditions in the sector? Which ones?
► Have you already worked with labour inspectors? How would you describe the experience?
  • Areas of cooperation?
  • Frequency and type of cooperation?
  • What are the main obstacles to good cooperation with the labour inspectorate to improve FPRW including OSH?
  • What are the main opportunities for good cooperation with the labour inspectorate to improve FPRW including OSH?

10. Proposals for action

► What should/could be done to improve the realization of FPRW in terms of child labour, forced, labour, discrimination and/or freedom of association in the sector generally? Please give specific, concrete recommendations or action proposals in this respect.
► In particular, do you have some concrete recommendations or action proposals in this area for:
  • Labour inspectors?
  • Other government agencies/ institutions?
  • Other key stakeholders? Which ones?
► What should/could be done to improve OSH risk prevention in the sector generally?
► In particular, do you have some concrete recommendations or action proposals in this area for:
  • Labour inspectors?
  • Other government agencies/ institutions?
  • Other key stakeholders? Which ones?

At the end of the interview, the interviewer asks the resource person if they keep any statistical data or documentation on the topics covered during the interview.
2 Group Interviews

A group interview (often also referred to as “focus group” interview) allows the collection of qualitative data through a focused discussion. In the context of discussion with enterprises, group interviews further verify and enrich the information on the importance of issues related to FPRW including OSH. They also deepen the discussion and may potentially help validate identified proposals for action. The aim of the group interview is to create a debate, which effectively makes it possible to generate different opinions, and in turn, different courses of action. Each cultural and sectoral context provides opportunities and constraints. It is therefore necessary that the consultants adapt the method to fit the context at hand.

The group interview is a form of semi-structured interview where the discussion is partly structured by the content of the research, but also leaves the participants with the choice to elaborate, explain, discuss and develop new points. Therefore, the course and content of the group interview are flexible since participants are not subjected to questioning, and depending on the type of people and context, group interviews can be more or less easy.

During a group interview, the participants will relate and comment on the facts brought up by other participants, and express and discuss their opinions with other participants. The idea is to let the participants question, answer, compare and/or oppose their perceptions, opinions and arguments. The expression of a disagreement is just as valuable (if not more) than elements of consensus. Contrary to the semi-structured individual interview, participants of a focus group do not speak directly to the interviewer but engage in exchange with other participants.

Thus, the role of the consultant/researcher is to lead the discussion (launch a discussion topic, define speaking points, allocate speaking time etc.) For this purpose, the interviewer has an interview grid. Similar to the semi-structured interview grids, the group interview grid consists of a number of topics and points to be covered. The consultant/researcher is not expected to collect the same information that was gained through the individual interviews. Rather, the objective is to stimulate a collective discussion and uncover different points of view. The interview grid lays out a structure for the group interview. It can help the consultant to reframe the discussion in the case where the discussion goes off topic. The interview grid can also be used to revive the discussion in the case where the discussion is not very informative.

Focus group discussions (FGDs) are flexible in their implementation and organization: the group generally includes between six to eight people, but it is also possible to start the discussion with fewer people present as well. Likewise, people can join the discussion later once it has started. It is necessary to maintain the same level of flexibility throughout the discussion – it is up to the organizer of the interview to decide when it should end (due to fatigue, tensions in the group etc.) and how interesting the comments and remarks are for the study.

2.1 General instructions for conducting group interviews

- **Preparation**: the focus group discussion (FGD) requires a high level of organization to ensure the presence of participants. It can be difficult to bring workers and employers together, especially if they do not have fixed working hours.
  - Choose the place and time of the FGD.
  - Identify the participants, invite them to the FGD and confirm their availability for the FGD.

- **Introduction of the FGD**
  - Present the context and purpose of the FGD (the project and the survey). It is essential that the objective is clearly defined at the start of the interview (e.g. verifying information, identifying
courses of action etc.). This will help to frame the discussion.

- Clearly explain the procedure of the FGD and the rules for speaking.
- Specify the level of confidentiality and how the collected information will be used.
- Request permission to record the interview.
- Start the interview.

### During the FGD

- Take notes.
- Facilitate the discussion: introduce new topics, relaunch the discussion, distribute the opportunities for participants to speak.

#### 2.2 The Workers’ Group Interview Grid

- **Main FPRW including OSH needs and challenges in the sector concerned.** The consultant may present information that has already been gathered in order to confirm it (or, conversely, invalidate it) and refine the analysis.

- **Main factors and causes of poor workplace safety and health conditions and lack of other FPRW compliance.** For each of the issues (safety and health, freedom of association and collective bargaining, elimination of discrimination, forced labour and child labour), the consultant facilitates a discussion of the factors and causes.

- **Main opportunities for action to improve OSH and strengthen other FPRW compliance.** For each of the issues, the consultant solicits ideas for projects, actions and initiatives to be carried out by the various stakeholders in the sector (the workers themselves, employers, workers’ organizations, labour inspectorates, etc.).

- **Prepare a scenario in which participants work together to address some FPRW including OSH challenges.** Describe a typical scenario for an enterprise in the sector as it grapples with these challenges (based on the interviews). Invite participants to discuss different responses to the situation in terms of their feasibility, effectiveness and acceptability.

#### 2.3 The Employers’ Group Interview Grid

- **Main FPRW including OSH needs and challenges in the sector concerned.** The consultant may present information that has already been gathered in order to confirm it (or, conversely, invalidate it) and refine the analysis.

- **Main factors and causes of poor workplace safety and health conditions and lack of other FPRW compliance.** For each of the issues (safety and health, freedom of association and collective bargaining, elimination of discrimination, forced labour and child labour), the consultant facilitates a discussion of the factors and causes.

- **Main opportunities for action to improve OSH and strengthen other FPRW compliance.** For each of the issues, the consultant solicits ideas for projects, actions and initiatives to be carried out by the various stakeholders in the sector (the workers themselves, employers, workers’ organizations, labour inspectorate, etc.).

- **Prepare an exercise scenario in which participants work together to address some FPRW including OSH challenges.** Describe a typical scenario for an enterprise in the sector as it grapples with these challenges (based on the interviews). Invite participants to discuss different responses to the situation in terms of their feasibility, effectiveness and acceptability.
Book IV: Employer and worker questionnaires

NB: The questionnaires must be administered by an interviewer. Under no circumstances is a respondent allowed to complete the questionnaire alone.
# 1 Employer questionnaire

<table>
<thead>
<tr>
<th>Questionnaire identification (QI)</th>
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</thead>
<tbody>
<tr>
<td>Q11 Name of the interviewer</td>
</tr>
<tr>
<td>Q12 Economic sector</td>
</tr>
<tr>
<td>Q13 Sub-sector</td>
</tr>
<tr>
<td>Q14 Survey location</td>
</tr>
<tr>
<td>Q15 Country</td>
</tr>
<tr>
<td>Q16 State</td>
</tr>
<tr>
<td>Q17 District</td>
</tr>
<tr>
<td>Q18 Block</td>
</tr>
<tr>
<td>Q19 Date of the interview</td>
</tr>
<tr>
<td>Q110 Duration of the interview</td>
</tr>
<tr>
<td>Q111 Survey status:</td>
</tr>
<tr>
<td>Questionnaire fully completed</td>
</tr>
<tr>
<td>Questionnaire partly completed</td>
</tr>
<tr>
<td>Q112 Self-assessment of the</td>
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<tr>
<td>reliability of the</td>
</tr>
<tr>
<td>information and responses</td>
</tr>
<tr>
<td>obtained:</td>
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<tr>
<td>Reliable information</td>
</tr>
<tr>
<td>Unreliable information</td>
</tr>
<tr>
<td>No opinion</td>
</tr>
<tr>
<td>Q113 Interviewer's comments</td>
</tr>
<tr>
<td>on the survey conditions</td>
</tr>
<tr>
<td>Q14 Questionnaire code:</td>
</tr>
<tr>
<td>Economic sector initial</td>
</tr>
<tr>
<td>Q15 Code for other surveys</td>
</tr>
<tr>
<td>or Semi-Structured Interview</td>
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<tr>
<td>– connected to this survey</td>
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</tbody>
</table>

41 For example, CPW (Construction and Public Works), COM (trade); national consultants define the initials.
42 Ibid.
43 Administrative units to be adapted according to the country in question.
44 For example, [C], [P], [W] for Construction and Public Works sector; [ABID] for location initial for Abidjan; [E] for employer; and [Q04] for the fourth questionnaire in the series.
45 Each country team will have to agree on the initials for each sector.
### Enterprise identification (ENI)

<table>
<thead>
<tr>
<th>ENI1</th>
<th>When was the enterprise established?</th>
<th>Enter the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENI2</td>
<td>What is your position/status in the enterprise?</td>
<td>Free answer</td>
</tr>
</tbody>
</table>
| ENI3 | Are you the owner of this enterprise? | 1: Yes  
2: No  
3: DK-NA |
| ENI4 | What is the legal status of the enterprise? | 1: ……………..  
2: ……………..  
3: ……………..  
4: Other (specify)  
5: DK-NA |
| ENI5 | What is your enterprises' main activity? | Free answer |
| ENI6 | Does your enterprise act as a subcontractor to a bigger enterprise in your area? | 1: Yes  
2: No  
3: DK-NA |
| ENI7 | Does your enterprise act as a subcontractor to any other enterprise? | 1: Yes  
2: No  
3: DK-NA |
| ENI8 | Is your enterprise registered with the Trade Register? | 1: Yes  
2: No  
3: DK-NA |
| ENI9 | Do you have a Unique Financial Identification Number? | 1: Yes  
2: No  
3: DK-NA |
| ENI10 | Is your enterprise subject to tax? | 1: Yes  
2: No  
3: DK-NA |
| ENI11 | What tax system is it subject to? | Free answer |
| ENI12 | Is your enterprise affiliated with the National Social Security Fund? | 1: Yes  
2: No  
3: DK-NA |
| ENI13 | Does your enterprise contribute to the National Social Security Fund? | 1: Yes  
2: No  
3: DK-NA |
| ENI14 | Does your enterprise contribute to the National Social Security Fund for all the workers? | 1: Yes  
2: No  
3: DK-NA |
| ENI15 | How many people work for you on a permanent basis at the moment? | Enter the number of permanent workers or DK-NA |
| ENI16 | Do the permanent workers have an employment contract? | 1: Yes, all of them  
2: Yes, most  
3: Yes, some  
4: No, no one  
5: DK-NA |

---

46 Complete the answer by using the denominations relevant for the country.  
47 According to the terminology used to the country.  
48 Adapt according to the terminology used in the country.  
49 Adapt according to the terminology used in the country.  
50 Adapt according to the terminology used in the country.  
51 Adapt according to the terminology used in the country.
### ENI17

**How many of your permanent workers are women?**

Repeat the question for each of the following options:
- A: are women
- B: are of foreign nationality
- C: have a disability
- D: are under 18 years old
- E: are under 15 years old
- F: are under 13 years old

For each option, indicate the number of people or DK-NA.

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: ...</td>
<td></td>
</tr>
<tr>
<td>B: ...</td>
<td></td>
</tr>
<tr>
<td>C: ...</td>
<td></td>
</tr>
<tr>
<td>D: ...</td>
<td></td>
</tr>
<tr>
<td>E: ...</td>
<td></td>
</tr>
<tr>
<td>F: ...</td>
<td></td>
</tr>
</tbody>
</table>

### ENI18

**Do you sometimes employ workers on a temporary basis?**

1: Yes  
2: No  
3: DK-NA

If 2 or 3, go to question ENI22.

### ENI19

**How many people work for you on a temporary basis at the moment?**

For each option, indicate the number of people or DK-NA.

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### ENI20

**How many of the temporary/seasonal workers recruited in the last 12 months are women?**

Repeat the question for each of the following options:
- A: are women
- B: are under 18 years old
- C: are under 15 years old
- D: are under 13 years old
- E: are of foreign nationality
- F: have a disability

For each option, indicate the number of people or DK-NA.

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: ...</td>
<td></td>
</tr>
<tr>
<td>B: ...</td>
<td></td>
</tr>
<tr>
<td>C: ...</td>
<td></td>
</tr>
<tr>
<td>D: ...</td>
<td></td>
</tr>
<tr>
<td>E: ...</td>
<td></td>
</tr>
<tr>
<td>F: ...</td>
<td></td>
</tr>
</tbody>
</table>

### ENI21

**Do your temporary/seasonal workers have an employment contract?**

1: Yes, all of them  
2: Yes, most  
3: Yes, some  
4: No, no one  
5: DK-NA

### ENI22

**How many apprentices currently work in the enterprise?**

Indicate the number of people or DK-NA.

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

If the answer is “0”, go to question ENI27.

### ENI23

**On average, how long do your apprentices stay on as apprentices with you?**

Enter the duration (in months) or DK-NA.

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### ENI24

**Are the apprentices registered with a learning center?**

1: Yes  
2: No  
3: DK-NA

---

52 Adapt the age according to the legislation in force relating to the age of compulsory education in the country.
53 Adapt the age according to the legislation in force relating to the minimum working age in the country.
54 Adapt the terminology according to the country.
55 Adapt the age according to the legislation in force relating to the age of compulsory education in the country.
56 Adapt the age according to the legislation in force relating to the minimum working age in the country.
### Book IV - Employer and worker questionnaires

<table>
<thead>
<tr>
<th>ENI25</th>
<th>Do your apprentices have an apprenticeship contract?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1: Yes</td>
</tr>
<tr>
<td></td>
<td>2: No</td>
</tr>
<tr>
<td></td>
<td>3: DK-NA</td>
</tr>
<tr>
<td></td>
<td>![ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENI26</th>
<th>Do you pay your apprentices?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1: Yes, all of them</td>
</tr>
<tr>
<td></td>
<td>2: Yes, most</td>
</tr>
<tr>
<td></td>
<td>3: Yes, some</td>
</tr>
<tr>
<td></td>
<td>4: No, no one</td>
</tr>
<tr>
<td></td>
<td>5: DK-NA</td>
</tr>
<tr>
<td></td>
<td>![ ]</td>
</tr>
</tbody>
</table>

If 1, 2, or 3 specify how they are paid:
- by the job, by hour, by day, by week, or by month
- Specify the amount and currency

<table>
<thead>
<tr>
<th>ENI27</th>
<th>Do you provide your apprentices with in-kind benefits, such as accommodation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1: Yes</td>
</tr>
<tr>
<td></td>
<td>2: No</td>
</tr>
<tr>
<td></td>
<td>3: DK-NA</td>
</tr>
<tr>
<td></td>
<td>![ ]</td>
</tr>
</tbody>
</table>

Repeat the question for each of the following options:
- A: accommodation
- B: meals
- C: transport

<table>
<thead>
<tr>
<th>ENI28</th>
<th>Do any of your family members help you with your work on a voluntary basis?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1: All the time</td>
</tr>
<tr>
<td></td>
<td>2: Often</td>
</tr>
<tr>
<td></td>
<td>3: Occasionally</td>
</tr>
<tr>
<td></td>
<td>4: Never</td>
</tr>
<tr>
<td></td>
<td>5: DK-NA</td>
</tr>
<tr>
<td></td>
<td>![ ]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENI29</th>
<th>How many hours a week does the company operate?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enter the number of hours per week</td>
</tr>
<tr>
<td></td>
<td>![ ]</td>
</tr>
</tbody>
</table>

I would like to know more about the main issues, challenges, limitations and problems you face in running and growing your company today.

<table>
<thead>
<tr>
<th>ENI30</th>
<th>Of the following problems, are accidents at work ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Repeat the question for each of the following options:</td>
</tr>
<tr>
<td></td>
<td>A: are accidents at work ...</td>
</tr>
<tr>
<td></td>
<td>B: is workers’ health ...</td>
</tr>
<tr>
<td></td>
<td>C: are labour disputes ...</td>
</tr>
<tr>
<td></td>
<td>D: is absenteeism ...</td>
</tr>
<tr>
<td></td>
<td>1: ... a major problem</td>
</tr>
<tr>
<td></td>
<td>2: ... a secondary problem</td>
</tr>
<tr>
<td></td>
<td>3: ... not a problem</td>
</tr>
<tr>
<td></td>
<td>4: DK-NA</td>
</tr>
<tr>
<td></td>
<td>A: ![ ]</td>
</tr>
<tr>
<td></td>
<td>B: ![ ]</td>
</tr>
<tr>
<td></td>
<td>C: ![ ]</td>
</tr>
<tr>
<td></td>
<td>D: ![ ]</td>
</tr>
</tbody>
</table>

I would now like to ask you some questions about workplace safety and ways to improve workplace safety.

**Safety at work (SAF)**

<table>
<thead>
<tr>
<th>SAF1</th>
<th>In the past 12 months, have there been any accidents in your enterprise?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1: Yes</td>
</tr>
<tr>
<td></td>
<td>2: No</td>
</tr>
<tr>
<td></td>
<td>3: DK-NA</td>
</tr>
<tr>
<td></td>
<td>![ ]</td>
</tr>
</tbody>
</table>

If 2 or 3, go to question SAF4

<table>
<thead>
<tr>
<th>SAF2</th>
<th>How many workers were involved in the(se) accident(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indicate the number</td>
</tr>
<tr>
<td></td>
<td>![ ]</td>
</tr>
</tbody>
</table>
| SAF3 | I would like to know more about the main causes of the(se) accident(s). Have there been any accidents involving the use of chemicals? Repeat the question for each of the following options57: | 1: Yes  
2: No  
3: DK-NA | A: |___| 
B: |___| 
C: |___| 
D: |___| 
E: |___| 
F: |___| 
G: |___| |
| SAF4 | Are any of your workers covered by group insurance for workplace accidents? | 1: Yes  
2: No  
3: DK-NA | |___| |
| SAF5 | Do victims of workplace accidents receive any compensation? | 1: Yes  
2: No  
3: DK-NA | |___| | If 2 or 3, go to question SAF7 |
| SAF6 | From whom do they receive the compensation? | 1: The enterprise  
2: Insurance  
3: Other  
4: DK-NA | |___| | If 3, specify: | |___| |
| SAF7 | If a workplace accident requires treatment or hospitalization, are the costs covered? | 1: Yes  
2: No  
3: DK-NA | |___| | If 2 or 3, go to question HEA1 |
| SAF8 | Who pays these costs? | 1: The enterprise  
2: Insurance  
3: Other  
4: DK-NA | |___| | If 3, specify: | |___| |

57 Terminology to be adapted according to the country.
### Health (HEA)

**Work can affect workers’ health. I’d like to know more about how work affects the health of your workers.**

**I would like to know more about the specific causes of any diseases that might be related to work.**

| HEA1 | Do you carry out risk assessment at the workplace? | 1: No, never  
2: Yes, once  
3: Yes, regularly  
4: DK-NA | If 3, specify when: ............... |
|------|---------------------------------------------------|-----------------|
| HEA2 | Do your workers sometimes get sick as a result of exposure to chemicals? Repeat the question for each of the following options:  
A: exposure to chemicals  
B: exposure to biological hazards  
C: bad air quality in the workplace  
D: excessive noise in the workplace  
E: high temperature in the workplace or dehydration  
F: lack of hygiene  
G: physical effort and fatigue  
H: stress  
I: consumption of alcohol or other drugs | 1 : Yes  
2 : No  
3 : DK-NA | A : |  
B : |  
C : |  
D : |  
E : |  
F : |  
G : |  
H : |  
I : |  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA3</td>
<td>In the past 12 months, how many workers have been off sick?</td>
<td>Enter the total number of workers or DK-NA</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>HEA4</td>
<td>In the past 12 months, how many working days were lost because of workers being off sick?</td>
<td>Enter the total number of working days or DK-NA</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| HEA5 | Are health issues a problem in running the company? | 1: Yes, they’re a problem  
2: No, they aren’t a problem  
3: DK-NA |
|------|---------------------------------------------------|-----------------|
| HEA6 | Do you think that your workers’ health problems are related to their work? | 1: Yes  
2: Yes, but only partly  
3: No, there is no link to work  
4: DK-NA |
|------|---------------------------------------------------|-----------------|
| HEA7 | In your opinion, could some tasks be detrimental to workers’ health? | 1: Yes  
2: No  
3: DK-NA | If 1, specify which tasks: ............... |
|------|---------------------------------------------------|-----------------|
| HEA8 | Do your workers still get their wages if they are off sick? | 1: Yes  
2: No  
3: DK-NA |
|------|---------------------------------------------------|-----------------|

---

58 Terminology to be adapted according to the country.
**Prevention (PRE)**

*It is sometimes difficult or impossible to know what constitutes an occupational health risk and what can be done to protect one's workers. I would now like to discuss these points with you.*

| PRE1 | Do you feel that you have a good knowledge of the impact work can have on the health of your workers? | 1: Yes | 2: No | 3: DK-NA | | 
| PRE2 | Do your workers receive any training or information about work-related risks to their health and how to prevent them? | 1: Yes | 2: No | 3: DK-NA | | 
| PRE3 | Who provided this training or information? Enter the appropriate answer from the following options: A: a health/safety professional B: a union or a workers’ organization representative C: yourself or another executive/manager of the company D: other (specify) | 1: Yes | 2: No | 3: DK-NA | A: | 
| | | | B: | 
| | | | C: | 
| | | | D: | | 
| | | | If D, specify: | 
| PRE4 | When recruiting, do you ask workers to provide you with a medical health certificate? | 2: No | | | 
| PRE5 | Do your workers have professional medical check-ups? | 3: DK-NA | | | 
| PRE6 | Has a medical labour inspector ever visited the company? | 1: Yes | 2: No | 3: DK-NA | | 
| PRE7 | Do you provide your workers with safety shoes? Repeat the question for each of the options below: A: safety shoes B: work overalls C: work pants D: a jacket or work coat E: a breathing mask F: glasses G: a helmet H: gloves I: hearing protection J: others (specify): | 1: Yes | 2: No | 3: DK-NA | A: | 
| | | | B: | 
| | | | C: | 
| | | | D: | 
| | | | E: | 
| | | | F: | 
| | | | G: | 
| | | | H: | 
| | | | I: | 
| | | | J: | | 
| PRE8 | Do you require your workers to use the equipment provided? | 1: Yes | 2: No | 3: DK-NA | | 
| PRE9 | Does the enterprise take care of the maintenance and washing of the equipment? | 1: Yes | 2: No | 3: DK-NA | | 
| PRE10 | Do your workers receive any training or information on the use of protective equipment? | 1: Yes | 2: No | 3: DK-NA | | 

---

59 List to be adapted according to the sector. The national consultants will be able to draw on the legal framework in force.
### Book IV - Employer and worker questionnaires

#### FRE1
Do you communicate with your workers through posters/noticeboards?
Repeat the question for each of the following options:
A: through posters/noticeboards
B: by holding meetings
C: by email
D: by phone
E: face-to-face
F: other (specify)

1: Yes
2: No
3: DK-NA

A:  
B:  
C:  
D:  
E:  
F:  

#### FRE2
In the last three years, have you conducted any collective bargaining negotiations?

1: Yes
2: No
3: DK-NA

If 2 or 3, go to question FRE5

#### FRE3
Did these collective bargaining negotiations focus on wages?
Repeat the question for each of the following options:
A: wages
B: working time
C: leave
D: social protection
E: occupational safety and/or health conditions
F: other (specify)

1: Yes
2: No
3: DK-NA

A:  
B:  
C:  
D:  
E:  
F:  

#### FRE4
With whom did you conduct collective bargaining negotiations on wages?
Repeat the question for each of the options identified in the previous question:
A: wages
B: working time
C: leave
D: social protection
E: occupational safety/health conditions
F: other (specify)

1: With union representatives
2: With representatives of workers not affiliated to a union
3: DK/NA

A:  
B:  
C:  
D:  
E:  
F:  

#### FRE5
Is there a collective agreement in force in your company?

1: Yes
2: No
3: DK-NA

If 2 or 3, go to question FRE8

---

To be adapted according to the economic sector and country.
### FRE6
Does the collective agreement cover wages?
Repeat the question for each of the following options:
A: wages
B: working time
C: workplace safety
D: workers' health
E: social security
F: integration of people with disabilities
G: dismissal conditions
H: continuing education
I: other (specify)

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
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<td>C</td>
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</tbody>
</table>

### FRE7
To whom does the collective agreement apply? Does it apply to...
1: all workers, including temporary workers?
2: only to permanent workers?
3: only to national workers?
4: others (specify) 
5: DK-NA

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
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<tr>
<td>I</td>
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</tr>
</tbody>
</table>

### FRE8
Can your workers join a union?

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

If 2 or 3, go to question FRE11

### FRE9
Do you know if any of your workers are members of a union?

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If 2 or 3, go to question FRE11

### FRE10
As far as you are aware, how many of your workers are members of a union?

Put the number of workers or DK-NA

-------------

### FRE11
Do you hold discussions with one or more unions or workers' organizations?

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If 2 or 3, go to question FRE13

### FRE12
How would you describe your contacts with union representatives or workers' organizations? Would you say they were...
1: fairly beneficial to the operation of the company
2: rather unhelpful to the operation of the company
3: DK-NA

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If 1 or 2, go to question FRE14.

### FRE13
Do you think it would be good for your company to be able to interact with a union organization?

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>B</td>
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<td></td>
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<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FRE14
Are labour disputes with your workers...
1: frequent
2: rare
3: non-existent
4: DK-NA

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FRE15
When there is a dispute, do you discuss the matter individually, directly with each of the workers concerned?
Repeat the question for each of the following options:
A: individually, directly with each of the workers concerned?
B: collectively, directly with all the workers concerned?
C: with a union representative acting as intermediary
D: with a workers' representative (non-union) acting as intermediary
E: with the Labour Inspectorate acting as intermediary
F: other (specify)

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
<th>DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>B</td>
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<td>C</td>
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<td>D</td>
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<td></td>
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<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Forced labour (FOR)

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Answer</th>
<th>If 2, go to</th>
</tr>
</thead>
</table>
| FOR1 Does the establishment delay or withhold payment for any reason?    | 1: Yes  
2: No  
3: DK-NA       |              |              | FOR3              |
| FOR2 Describe the reasons the establishment may delay or withhold payment to workers? | Free answer      |              |                   |
| FOR3 Can workers resign at any time if the legal notice period is respected? | 1: Yes  
2: No  
3: DK-NA       |              |              |                   |
| FOR4 Are there workers in the establishment that have a dept with you?   | 1: Yes  
2: No  
3: DK-NA       |              |              |                   |
| FOR5 Are there workers in the establishment that have a debt with third party linked to their recruitment? | 1: Yes  
2: No  
3: DK-NA       |              |              |                   |
| FOR6 Are there workers who live at the workplace or in accommodations that you provide? | 1: Yes, dormitory  
2: Yes, industrial zone  
3: Yes, other (specific)  
4: No  
5: DK-NA       |              |              |                   |
| FOR7 Can the workers come and go freely from their living quarter/dormitory? | 1: Yes  
2: No  
3: DK-NA       |              |              |                   |
| FOR8 Does the establishment keep any personal document of workers (e.g. passport, birth certificate, work permit, residence permit)? | 1: Yes  
2: No  
3: DK-NA       |              |              |                   |
| FOR9 Have workers free access to their document at any time?             | 1: Yes  
2: No  
3: DK-NA       |              |              |                   |

**We ask overtime in the section on working time and payment but if you have it not in other section you can add these questions here. You can cut b12-b14 if you want to make the questionnaire shorter.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Answer</th>
<th>If 2, go to</th>
</tr>
</thead>
</table>
| FOR10 Is overtime work mandatory?                                        | 1: Yes, always  
2: Yes, sometimes  
3: No, never  
4: DK-NA       |              |              |                   |
| FOR11 Does the establishment pay workers for overtime work?              | 1: Yes  
2: No  
3: DK-NA       |              |              | FOR15             |
| FOR12 How much does the establishment pay workers with respect the normal wage for ORDINARY overtime? | Specify, ........... |              |                   |
| Note: if needed provide examples 100%, 150%, 195%, etc.                  |                  |              |                   |
| FOR13 How much does the establishment pay workers with respect the normal wage for overtime AT NIGHT? | Specify, ........... |              |                   |
| Note: if needed provide examples 100%, 150%, 195%, etc.                  |                  |              |                   |
| FOR14 Does the establishment pay workers during work stoppages caused by employer or force majeure? | 1: Yes, always  
2: Yes, sometimes  
3: No, never  
4: DK-NA       |              |              |                   |
### Child labour (CHI)

<table>
<thead>
<tr>
<th>Code</th>
<th>Question</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHL01</td>
<td>Does the establishment verify the age of workers prior to hiring?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHL02</td>
<td>How does the establishment verify the age of workers prior to hiring?</td>
<td>1: Birth certificate</td>
<td>2: Id card</td>
<td>3: Worker's statement</td>
</tr>
<tr>
<td>CHL03</td>
<td>Does the establishment have a list of tasks which are not allowed for workers below 18 years old?</td>
<td>1: Yes</td>
<td>2: No</td>
<td>3: DK-NA</td>
</tr>
<tr>
<td>CHL04</td>
<td>Does the establishment keep record of workers under 18 years of age as specified in national law?</td>
<td>1: Yes</td>
<td>2: No</td>
<td>3: DK-NA</td>
</tr>
</tbody>
</table>

### Equality & Discrimination (DIS)

<table>
<thead>
<tr>
<th>Code</th>
<th>Question</th>
<th>1: Yes</th>
<th>2: No</th>
<th>3: DK-NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIS1</td>
<td>Is national origin a recruitment criterion in your company?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeat the question for each of the following options:</td>
<td>A:</td>
<td></td>
<td>B:</td>
</tr>
<tr>
<td></td>
<td>A: national origin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B: ethnic/regional origin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C: sex/gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D: skin colour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E: religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F: political opinion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G: social background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>H: migratory status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I: disability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>J: sexual orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>K: marital status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIS2</td>
<td>Are women and men paid the same for the same work in your enterprise?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIS3</td>
<td>Would you consider hiring a worker with a physical disability?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIS4</td>
<td>Would you consider hiring a worker with HIV/AIDS?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIS5</td>
<td>Have any workers ever complained of harassment in your enterprise?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If 1, specify the nature of the harassment (sexual, moral, etc.): ..........................
## Labour Inspectorate (INS)

| INS1 | Have you ever heard of the labour inspectorate? | 1: Yes  
2: No  
3: DK-NA |  | If 2 or 3, go to question RI1 |
| INS2 | Have you ever made an appointment with the labour inspectorate in order to obtain information or find solutions to a workplace issue? | 1: Yes  
2: No  
3: DK-NA |  | If 2 or 3, go to question INS6 |
| INS3 | Did you want information about working conditions such as contract type, wage levels and working hours? | 1: Yes  
2: No  
3: DK-NA | Repeat the question for each of the following options: |  |
| | A: working conditions such as contract type, wage levels and working hours |  | B: |  
| | B: safety risks and conditions in the workplace |  | C: |  
| | C: workers' health |  | D: |  
| | D: unionization in the company |  | E: |  
| | E: collective bargaining |  | F: |  
| | F: the working conditions of children |  | G: |  
| | G: discrimination issues |  | H: |  |
| | H: other (specify) |  | ................. |
| INS4 | Did you find the labour inspector's consultation useful? | 1: Yes  
2: No  
3: DK-NA |  |  |
| INS5 | Did the inspector's consultation lead to any changes? | 1: Yes  
2: No  
3: DK-NA |  |  |
| INS6 | Have you ever had a workplace visit from a labour inspector? | 1: Yes  
2: No  
3: DK-NA |  | If 2 or 3, go to question INS10 |
| INS7 | Did the labour inspector raise questions about working conditions such as contract type, wage levels and working hours? | 1: Yes  
2: No  
3: DK-NA | Repeat the question for each of the following options: |  |
| | A: working conditions such as contract type, wage levels and working hours |  | B: |  
| | B: safety risks and conditions in the workplace |  | C: |  
| | C: workers' health |  | D: |  
| | D: unionization in the company |  | E: |  
| | E: collective bargaining |  | F: |  
| | F: the working conditions of children |  | G: |  
| | G: discrimination issues |  | H: |  |
| | H: other (specify) |  | ................. |
| INS8 | Did you find the labour inspector's visit useful? | 1: Yes  
2: No  
3: DK-NA |  |  |
At the end of the survey, the interviewer:

- thanks the interviewee;
- asks them if they agree to give their phone number in case any information needs clarifying. If agreed, a note is made of the telephone number in the space provided: .................. ; and
- asks if one or two of the employer’s workers may take the survey.

### The following observation grid to be filled in by the interviewer:

<table>
<thead>
<tr>
<th>Have you found in the workplace any young worker about 18 years old or below? How many? How old? Job or activity? Hazardous work? Other observation?</th>
<th>Air quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noise</td>
<td></td>
</tr>
<tr>
<td>Workplace hygiene</td>
<td></td>
</tr>
<tr>
<td>Personal protective equipment</td>
<td></td>
</tr>
<tr>
<td>General workplace atmosphere</td>
<td></td>
</tr>
</tbody>
</table>
### 2. Worker questionnaire

<table>
<thead>
<tr>
<th>Questionnaire identification (QI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q11 Name of the interviewer</td>
</tr>
<tr>
<td>Q12 Sector</td>
</tr>
<tr>
<td>Q13 Sub-sector</td>
</tr>
<tr>
<td>Q14 Survey location</td>
</tr>
<tr>
<td>Q15 Country</td>
</tr>
<tr>
<td>Q16 State</td>
</tr>
<tr>
<td>Q17 District</td>
</tr>
<tr>
<td>Q18 Block</td>
</tr>
<tr>
<td>Q19 Date of the interview</td>
</tr>
<tr>
<td>Q20 Duration of the interview</td>
</tr>
<tr>
<td>Q21 Survey status:</td>
</tr>
<tr>
<td>Q22 Self-assessment</td>
</tr>
<tr>
<td>Q23 Interviewer's comments</td>
</tr>
<tr>
<td>Q24 Questionnaire code</td>
</tr>
<tr>
<td>Q25 Code for other surveys</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q11</th>
<th>Name of the interviewer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q12</th>
<th>Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q13</th>
<th>Sub-sector</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q14</th>
<th>Survey location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q15</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q16</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q17</th>
<th>District</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Q18</th>
<th>Block</th>
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</table>

<table>
<thead>
<tr>
<th>Q19</th>
<th>Date of the interview</th>
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<table>
<thead>
<tr>
<th>Q20</th>
<th>Duration of the interview</th>
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<tbody>
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<td></td>
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<table>
<thead>
<tr>
<th>Q21</th>
<th>Survey status:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Questionnaire fully</td>
</tr>
<tr>
<td></td>
<td>completed</td>
</tr>
<tr>
<td></td>
<td>Questionnaire partly</td>
</tr>
<tr>
<td></td>
<td>completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q22</th>
<th>Self-assessment of the</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>reliability of the</td>
</tr>
<tr>
<td></td>
<td>information and responses</td>
</tr>
<tr>
<td></td>
<td>obtained:</td>
</tr>
<tr>
<td></td>
<td>Reliable information</td>
</tr>
<tr>
<td></td>
<td>Unreliable information</td>
</tr>
<tr>
<td></td>
<td>No opinion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q23</th>
<th>Interviewer's comments on</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>the survey conditions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q24</th>
<th>Questionnaire code</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q25</th>
<th>Code for other surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

61 For example, CPW (Construction and Public Works), COM (trade); national consultants define the initials.

62 All administrative units in the questionnaire must be adapted according to the country in question.

63 For example, CPW (Construction and Public Works), COM (trade); national consultants define the initials.

64 The national consultants define the initials.
<table>
<thead>
<tr>
<th>R1</th>
<th>Research Manual for the assessment of the implementation of fundamental principles and Rights at work in the workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>Research Manual for the assessment of the implementation of fundamental principles and Rights at work in the workplace</td>
</tr>
<tr>
<td>R11</td>
<td>Respondent identification (RI)</td>
</tr>
<tr>
<td>RI1</td>
<td>How old are you?</td>
</tr>
<tr>
<td>RI2</td>
<td>What is your status as a worker?</td>
</tr>
<tr>
<td>RI3</td>
<td>Sex</td>
</tr>
<tr>
<td>RI4</td>
<td>What is your nationality?</td>
</tr>
<tr>
<td>RI5</td>
<td>What is your place of birth?</td>
</tr>
<tr>
<td>RI6</td>
<td>Where is your main residence?</td>
</tr>
<tr>
<td>RI7</td>
<td>Is the place where you are currently living...?</td>
</tr>
<tr>
<td>RI8</td>
<td>What is your current profession?</td>
</tr>
<tr>
<td>RI9</td>
<td>Are you an apprentice?</td>
</tr>
<tr>
<td>RI10</td>
<td>How long have you been an apprentice?</td>
</tr>
<tr>
<td>RI11</td>
<td>Are you registered with an apprentice center?</td>
</tr>
<tr>
<td>RI12</td>
<td>Do you have an apprenticeship contract?</td>
</tr>
<tr>
<td>RI13</td>
<td>How long have you been in this profession?</td>
</tr>
<tr>
<td>RI14</td>
<td>Have you received any specific training for your profession?</td>
</tr>
<tr>
<td>RI15</td>
<td>How long have you been an apprentice for?</td>
</tr>
<tr>
<td>RI17</td>
<td>Do you have a family connection with your employer?</td>
</tr>
</tbody>
</table>
### Employment conditions (EC)

| EC1 | Are you employed ...? | 1: ... on a piece rate basis  
2: ... by the day  
3: ... by the month  
4: ... on a yearly basis  
5: ... on a permanent basis  
6: ... other  
7: DK-NA | If 6, specify:  
| __ |  if 5, specify:  
| __ |  | 

| EC2 | Do you have a work contract? | 1: Yes, a written contract  
2: Yes, a verbal contract  
3: No, no contract  
4: DK-NA |  | 

| EC3 | Do you receive a pay slip? | 1: Yes  
2: No  
3: DK-NA | | 

| EC4 | How are you paid? Are you paid ... | 1: ... on a piece rate basis  
2: ... by the day  
3: ... by the month  
4: ... on a yearly basis  
5: ... on a permanent basis  
6: ... other  
7: DK-NA |  | 

| EC5 | On average, how much are you paid? | Enter the amount and currency  
Circle the correct mode of payment  | | 

| EC6 | How many months do you work in a year? | Enter the number of months | | 

| EC7 | How many days do you work in a week? | Enter the number of days | | 

| EC8 | On average, how many hours do you work per day? | Enter the number of hours | | 

| EC9 | Do you work at night? | 1: Yes, always  
2: Yes, sometimes  
3: No, never  
4: DK-NA | | 

| EC10 | How many days off do you have per week? | Enter the number of days | | 

| EC11 | Are you entitled to annual leave? | 1: Yes  
2: No  
3: DK-NA | | 

| EC12 | Is this leave paid? | 1: Yes  
2: No  
3: DK-NA | | 

| EC13 | Did you take your annual leave in the last 12 months? | 1: Yes  
2: No  
3: DK-NA | | 

| EC14 | In the last 12 months, how long were you unemployed? | Enter the duration | | 

---

65 Adapt according to the legislation in force relating to the definition of night work (e.g. work carried out after 9pm).
### Safety at work (SAF)

<table>
<thead>
<tr>
<th>SAF1</th>
<th>Do you consider your work to be ...</th>
<th>1: ... very hazardous 2: ... hazardous 3: ... a little hazardous 4: ... not hazardous 5: DK-NA</th>
<th>If 2 or 3, go to question SAF4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAF2</td>
<td>Does the handling or exposure to chemicals represent significant, minor or non-existent hazard in your work? Repeat the question for each of the following options 66: A: the handling or exposure to chemicals B: the use of hazardous machinery or equipment (cutting tools or heavy, hot, corrosive or electric tools) C: the risk of accidents due to fire or electricity D: the risk of falling from heights or the risk of accidents involving engulfment E: the risk of commuting accidents (if you travel from outside the company) F: poisoning from gas G: the risk of accidents due to fire or electricity H: the risk of other types of accidents (specify)</td>
<td>1: Significant 2: Minor 3: Non-existent 4: DK-NA</td>
<td>A:</td>
</tr>
<tr>
<td>SAF3</td>
<td>If you feel exposed to a danger while working, can you withdraw yourself from the workplace?</td>
<td>1: Yes 2: No 3: DK-NA</td>
<td>...</td>
</tr>
<tr>
<td>SAF4</td>
<td>In the past 12 months, how many accidents have you had at work?</td>
<td>Enter the number of accidents</td>
<td>If the answer is “zero”, go to question HEA1</td>
</tr>
<tr>
<td>SAF5</td>
<td>Is this accident/are these accidents related to the handling or exposure to chemicals? Repeat the question for each of the following options: A: handling or exposure to chemicals B: the use of hazardous machinery or equipment (cutting tools or heavy, hot, corrosive or electric tools) C: the risk of falling from heights or the risk of accidents D: the risk of traffic accidents within the company E: the risk of commuting accidents (if you travel from outside the company) F: poisoning from gas G: the risk of accident due to fire or electricity H: the risk of other types of accidents (specify)</td>
<td>1: Yes 2: No 3: DK-NA</td>
<td>A:</td>
</tr>
<tr>
<td>SAF6</td>
<td>In the past 12 months, have you had to stop work because of an accident? If answer 1, specify the total length of the work stoppage over the last 12 months (months, days)</td>
<td>1: Yes 2: No 3: DK-NA</td>
<td>If 1, indicate the total number of months/days off</td>
</tr>
</tbody>
</table>
### Occupational Health (HEA)

| HEA1 | How would you rate your health in general? | 1: Very good  
2: Good  
3: Fair  
4: Poor  
5: Very poor  
6: DK-NA |
|------|---------------------------------------------|--------------------------------------------------|
| HEA2 | Do you feel that your work .... | 1: ... harms your health a lot?  
2: ... harms your health a little?  
3: ... does not harm your health?  
4: DK-NA |
| HEA3 and HEA4 | Do you suffer from breathing problems, asthma? Repeat questions HEA3 and HEA4 for each of the options below: 
A: ... breathing problems, asthma ...  
B: ... muscle and bone pain...  
C: ... visual disturbances...  
D: ... skin diseases...  
E: ... blood disorders/anemia ...  
F: ... allergies...  
G: ... digestive problems...  
H: ... fever...  
I: ... headache/dizziness...  
J: ... hearing problems/deafness...  
K: ... sleep disorders...  
L: ... fatigue...  
M: ... other (specify) | 1: ... chronically?  
2: ... occasionally?  
3: ... never?  
4: DK-NA  
If answer 1 or 2, ask question HEA4 |
| HEA3 | Do you suffer from any breathing problems, asthma... | 1: ... chronically?  
2: ... occasionally?  
3: ... never?  
4: DK-NA |
| HEA4 | Are these health problems related to your work? | 1: Yes, mainly to work  
2: Yes, to work but also to other factors  
3: No, not to work  
4: DK-NA |
| HEA5 | In the past 12 months, how many days have you had off sick? | Enter the number of days |
| HEA6 | Does the enterprise provide a medicine kit for emergency treatment? | 1: Yes  
2: No  
3: DK-NA |

67 List to be adapted to the country and the sector.
### Prevention (PRE)

| PRE1 | Do you think you have a good understanding of the risks involved in your job? Repeat the question for each of the options below: A: the risks involved in your job B: the measures and equipment needed to prevent risks C: workplace safety rules | 1: Yes 2: No 3: DK-NA | A: | | B: | | C: | |
| PRE2 | Have you ever had an in-house training/information session led by health/safety professional? Repeat the question for each of the following options: A. in-house training/information session led by health/safety professional B. in-house training/information session led by your employer C. training/information session led by the unions D. given any occupational health and safety literature E. other (specify) | 1: Yes 2: No 3: DK-NA | A: | | B: | | C: | | D: | | E: | |
| PRE3 | Did your employer ask you for a medical health certificate when you were recruited? | 1: Yes 2: No 3: DK-NA | | |
| PRE4 | Have you had a medical check-up in the last 12 months? | 1: Yes 2: No 3: DK-NA | | |
| PRE6 | Has your employer provided any of this equipment? | 1: Yes, all the protective equipments 2: Yes, some of the protective equipments 3: No 4: DK-NA | | | |

---

68 The consultants have adapted the list to the economic sector.
Research Manual for the assessment of the implementation of fundamental principles and Rights at work in the workplace

| PRE7 | Does your employer require you to use this equipment? | 1: Yes  
2: No  
3: DK-NA |  |  |  |
| PRE8 | Has your employer provided you with any training or information on how to use this equipment properly? | 1: Yes  
2: No  
3: DK-NA |  |  |  |
| PRE9 | Do you have free access to drinking water at your workplace?  
Repeat the question for each of the following options:  
A: drinking water  
B: non-potable water  
C: latrines or toilets  
D: a shower or a washbasin | 1: Yes  
2: No  
3: DK-NA | A:  
B:  
C:  
D:  |  |  |
| PRE10 | Are you covered by a social security scheme? | 1: Yes  
2: No  
3: DK-NA |  |  |  |
| PRE11 | What type of scheme are you covered by? Are you covered by the national social security fund?  
Repeat the question for each of the following options:  
A: national social security fund  
B: private social insurance  
C: another social protection or social assistance scheme (NGOs, associations, etc.)  
D: other (specify) | 1: Yes  
2: No  
3: DK-NA | A:  
B:  
C:  
D:  |  |  |
| PRE12 | Would you like to join a social security scheme? | 1: Yes  
2: No  
3: DK-NA |  |  |  |
| PRE13 | Are you paid or compensated for a work stoppage caused by a work accident or an occupational disease? | 1: Yes  
2: No  
3: DK-NA |  |  |  |
| PRE14 | If so, who pays your wages or compensation? | 1: your personal insurance  
2: your employer  
3: other  
4: DK-NA |  |  |  |
| PRE15 | Are you paid or compensated for non-occupational sick leave? | 1: Yes  
2: No  
3: DK-NA |  |  |  |
| PRE16 | If so, who pays your wages or compensation? | 1: your personal insurance  
2: your employer  
3: other  
4: DK-NA |  |  |  |

69 Terminology to be adapted according to the national context.
| FRE1 | Are there any active workers’ unions in your workplace? Specify: “active” means that some workers in your company are members of the union | 1: Yes  
2: No  
3: DK-NA |  
| FRE2 | Are you a member of a workers’ union? | 1: Yes  
2: No  
3: DK-NA | If 1, go to question FRE4  
| FRE3 | Have you ever been approached by a union asking you to join? | 1: Yes  
2: No  
3: DK-NA |  
| FRE4 | Has your employer ever fired a worker, not extended the contract or taken any other negative measures against a worker because of being a member of a trade union or because of participation in trade union activities? (other negative measures may include transfer, downgrading or any other act prejudicial to the workers) | 1: Yes  
2: No  
3: DK-NA |  
| FRE5 | Do union representatives have access to workers at your workplace? | 1: Yes  
2: No  
3: DK-NA |  
| FRE6 | In your workplace, are labour disputes... | 1: frequent?  
2: rare?  
3: non-existent?  
4: DK-NA |  
| FRE7 | When there is a dispute, is it resolved ...? Repeat the question for each of the following options: A: individually, directly with each of the workers concerned? B: collectively, directly with all the workers concerned? C: with a workers’ representative (non-union) acting as intermediary D: with a union representative acting as an intermediary E: with the Labour Inspectorate acting as intermediary F: other (specify)  
| FRE8 | In the past 12 months, have you conducted any wage negotiations with your employer? Repeat the question for each of the following options: A: wages  
B: working time  
C: leave  
D: social protection  
E: other (specify)  
|
## Workplace constraints (forced labour) (FOR)

| FOR1 | In this current job, have you faced any situation that you do not agree at work, in the last 12 month?  
Repeat the question for each of the following options:  
A. paid involuntary overtime (beyond 12 work-hrs / day) or on-call work  
B. unpaid Involuntary overtime (beyond 12 work-hrs / day) or on-call work  
C. involuntary work in hazardous conditions  
D. work in illicit activities or use of illicit substance without consent?  
E. work for very low or no wages  
F. live in degrading living conditions imposed by the employer, recruiter, or another third party  
G. work for other employers that were agreed to  
H. work for longer period of time than that which was agreed |  |  |
|---|---|---|---|
| | 1: Yes  
2: No  
3: DK-NA | A: |  
B: |  
C: |  
D: |  
E: |  
F: |  
G: |  
H: |  |

<table>
<thead>
<tr>
<th>FOR2</th>
<th>Can you refuse to do any of the above mentioned activities?</th>
<th></th>
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</tr>
</thead>
</table>
| | 1: Yes  
2: No  
3: DK-NA | A: |  
B: |  
C: |  
D: |  
E: |  
F: |  
G: |  
H: |  |

->I4
### FOR3

**Why you cannot refuse?**

*Allow up to FIVE responses*

(Options to be read)

1. Because of threats or actual physical violence against me
2. Because of threats or actual physical violence against my family, relatives, or close associates
3. Because of threats or actual sexual violence against me or family
4. Because of threats or actual sexual violence against my family
5. Because of threat of financial penalties/fines
6. Because I am under constant surveillance
7. Because I am in an isolated place, with no access to the outside world
8. Because my debt linked to the employer or recruiter is not paid back
9. Because my work permit renewal is done by my employers
10. Because I do not have access to valuable documents, such as, identify documents, residence or work permits, passport
11. Because I would lose due wages or other promised benefits
12. Because I need a salary
13. Because my employer will convince other employers in the areas to boycott hiring me or my family
14. Because of threat of legal action from my employer
15. Because I would be deported
16. Because of threat of dismissal
17. Other, please specify

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<tbody>
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</table>

### FOR4

**Are you free to leave this job and look for another one if you respect the notice period?**

1. Yes
2. No
3. DK-NA
### Why not?

**Allow up to FIVE responses**

(Options to be read)

- A. Because of threats or actual physical violence against me
- B. Because of threats or actual physical violence against my family, relatives, or close associates
- C. Because of threats or actual sexual violence against me
- D. Because of threats or actual sexual violence against my family
- E. Because of threat of financial penalties/fines
- F. Because I am under constant surveillance
- G. Because I am in an isolated place, with no access to the outside world
- H. Because my debt linked to the employer or recruiter is not paid back
- I. Because my work permit renewal is done by my employers
- J. Because I do not have access to valuable documents, such as, identify documents, residence or work permits, passport
- K. Because I would lose due wages or other promised benefits
- L. Because I need a salary
- M. Because my employer will convince other employers in the areas to boycott hiring me or my family
- N. Because of threat of legal action from my employer
- O. Because I would be deported
- P. Other, please specify

1: Yes
2: No
3: DK-NA
<table>
<thead>
<tr>
<th>Child labour (CHL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHL1</strong></td>
</tr>
</tbody>
</table>
| | 1: Yes  
| | 2: No  
| | 3: DK-NA |
| **CHL2** | How many workers under the age of * (minimum age for admission to work according to the national legislation) are in your workplace? |
| | Indicate number  
| | [...]| 
| **CHL3** | How many workers between * (minimum age for admission to work according to the national legislation) to 17 years are in your workplace? |
| | Indicate number  
| | [...]| 
| **CHL4** | Do some of the workers under the age of 18 do any of the following? |
| | A. Working during the night-time or very early in the morning, when it is dark? including going to or from work when it is dark  
| | B. Working long hours (define long hours in line with national legislation)  
| | C. Add options as per 70 |
| | 1: Yes  
| | 2: No  
| | 3: DK-NA  
| | A: [...].  
| | B: [...].  
| | C: [...]. |
| **CHL5** | Do the workers under the age of * (minimum age for admission to work according to the national legislation) go to school? |
| | 1: Yes, all  
| | 2: Yes, some  
| | 3: No  
| | 4: DK-NA  
| | [...]. |
| **CHL6** | Are there any apprentices who have been working for more than * months? |
| | 1: Yes, all  
| | 2: Yes, some  
| | 3: No  
| | 4: DK-NA |

70 The consultant has completed the information with the legal definition of “hazardous work” for the economic sector and country in question. In addition, options from the hazardous work section of the ILO stand-alone model questionnaire could be considered for inclusion under this question (Child labour stand-alone surveys: Model questionnaire (ilo.org) (HAZ_01 to HAZ_20).
### Equality & Discrimination (DIS)

<table>
<thead>
<tr>
<th>DIS1</th>
<th>DIS2</th>
<th>DIS3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Repeat questions DIS1, DIS2 and DIS3 for each of the following options:</strong></td>
<td><strong>Do you think that some workers are treated worse than others because of their national origin?</strong></td>
<td><strong>Do you feel that you are discriminated against because of your national origin?</strong></td>
</tr>
<tr>
<td>A: national origin</td>
<td>1: Yes</td>
<td>1: Yes</td>
</tr>
<tr>
<td>B: ethnic/regional origin</td>
<td>2: No</td>
<td>2: No</td>
</tr>
<tr>
<td>C: sex/gender</td>
<td>3: DK-NA</td>
<td>3: DK-NA</td>
</tr>
<tr>
<td>D: skin colour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E: religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F: political opinion</td>
<td>A:</td>
<td>A:</td>
</tr>
<tr>
<td>G: social background</td>
<td>B:</td>
<td>B:</td>
</tr>
<tr>
<td>H: migratory status</td>
<td>C:</td>
<td>C:</td>
</tr>
<tr>
<td>I: disability</td>
<td>D:</td>
<td>D:</td>
</tr>
<tr>
<td>J: sexual orientation</td>
<td>E:</td>
<td>E:</td>
</tr>
<tr>
<td>K: marital status</td>
<td>F:</td>
<td>F:</td>
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</table>

<table>
<thead>
<tr>
<th>DIS4</th>
<th>DIS5</th>
<th>DIS6</th>
<th>DIS7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do any women work in your workplace?</strong></td>
<td><strong>Do you think that women are paid less than men for doing the same job at your workplace?</strong></td>
<td><strong>Have there ever been any cases of harassment in your workplace?</strong></td>
<td><strong>Do you know of any cases of workers in your sector who have been sacked for being HIV/AIDS-positive?</strong></td>
</tr>
<tr>
<td>1: Yes</td>
<td>1: Yes</td>
<td>1: Yes</td>
<td>1: Yes</td>
</tr>
<tr>
<td>2: No</td>
<td>2: No</td>
<td>2: No</td>
<td>2: No</td>
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<tr>
<td></td>
<td></td>
<td>If 1, specify the kind of harassment (sexual, moral, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

If 2 or 3, go to DIS6
**Labour Inspectorate (INS)**

| INS1 | Have you ever heard of the labour inspectorate? | 1: Yes  
2: No  
3: DK-NA | |  
If 2 or 3,  
conclude the interview |
| INS2 | Have you ever been visited by a labour inspector at your place of work? | 1: Yes  
2: No  
3: DK-NA | |  
If 2 or 3,  
conclude the interview |
| INS3 | Did the inspector's visit lead to an improvement in working conditions? | 1: Yes  
2: No  
3: DK-NA | |  
If 2 or 3,  
conclude the interview |
| INS4 | Have you ever made an appointment with the labour inspectorate in order to obtain information or find solutions to a workplace issue? | 1: Yes  
2: No  
3: DK-NA | |  
If 2 or 3,  
conclude the interview |
| INS5 | Did the inspector's consultation lead to any changes? | 1: Yes  
2: No  
3: DK-NA | |  
If 1, specify the kind of change  
……………  
……………  
If 2 or 3,  
conclude the interview |

**At the end of the survey, the interviewer:**

- thank the interviewee; and
- asks them if they agree to give their phone number in case any information needs clarifying. If agreed, the phone number is…………………………………………………………………………………………………………

**The following observation grid to be filled in by the interviewer:**

<table>
<thead>
<tr>
<th>Have you found in the workplace any young worker about 18 years old or below? How many? How old? Job or activity? Hazardous work? Other observation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air quality</td>
</tr>
<tr>
<td>Noise</td>
</tr>
<tr>
<td>Workplace hygiene</td>
</tr>
<tr>
<td>Personal protective equipment</td>
</tr>
<tr>
<td>General workplace atmosphere</td>
</tr>
</tbody>
</table>
Labour Administration,
Labour Inspection and Occupational Safety and Health Branch
Governance and Tripartism Department
International Labour Office

Route des Morillons, 4
CH-1211 Geneva 22
Switzerland

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