



Ministerio de
**TRABAJO, EMPLEO
Y SEGURIDAD SOCIAL**

**GOBIERNO
NACIONAL**

*Paraguay
de la gente*

BLS

BASELINE Study

Results of the Baseline
Study: Quantitative and
Qualitative Components





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DATASHEET

TITLE OF THE CONSULTANCY

Paraguay Okakuaa Baseline Study

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ACRONYMS

BLS	Baseline study
CIRD	Centro de Información y Recursos para el Desarrollo
CL	Child labor
CNAEP*	National Classifier of Economic Activities of Paraguay
CODENI*	Municipal Council for Children and Adolescents
CONAETI*	National Commission for the Eradication of Child Labor and Protection of Adolescent Labor
CPO*	Paraguayan Classification of Occupations
DGEEC*	General Directorate of Statistics, Surveys and Censuses
EANA*	National Survey of Activities of Children and Adolescents
HCL	Hazardous Child Labor
MEC*	Ministry of Education and Sciences
MTESS*	Ministry of Labor, Employment and Social Security
PSU	Primary Sampling Units
RAT	Adolescent Worker Registry
SINAFOCAL*	National System for Labor Training and Education
SNNA*	National Secretariat for Children and Adolescents
SNPP*	National Service for Professional Promotion
SSU	Secondary Sampling Units
USDOL	United States Department of Labor
WFCL	Worst forms of child labor

*The acronym stands for its name in Spanish.

The image features the letters 'ELB' drawn in a thick, hand-drawn yellow font. The letters are positioned in the center of the frame. Surrounding the text is a large, light gray scribble consisting of multiple overlapping, irregular circular and oval shapes, creating a textured, hand-drawn background. The overall style is casual and artistic.

ELB

INTRODUCTION

This report presents the main results of the Paraguay Okakuaa Baseline Study (BLS), carried out by the Fundación Centro de Información y Recursos para el Desarrollo (CIRD). Paraguay Okakuaa (POK) is a project led by the Ministry of Work, Employment and Social Security (MTESS), funded by the US Department of Labor (USDOL) and implemented by Partners of the Americas and implementing agencies.

Objectives

The overall objective of the study was to estimate the nature and prevalence of child labor (CL) in the five districts of Guairá targeted by the project (Villarrica, Borja, Paso Yobai, Mauricio José Troche, and Iturbe) right before its implementation, laying the foundations for measuring changes in key variables related to the prevalence of CL during the life of the project.

The study considered the following specific objectives:

- Estimate the prevalence of CL, hazardous child labor (HCL), specific forms of HCL including domestic work, and work in the sugarcane production, in the target districts, to understand the extent of the problem and help in the project's management.
- To provide baseline values for key indicators
- To provide socio-economic/demographic data of the target population (labor status and educational status of children, socio-economic level of beneficiary households, among others).
- To provide context information to plan interventions and evaluate project outcomes.
- Provide information on attitudes on CL.

Structure of the report

The report is organized into six main sections:

Section 1: Technical and methodological aspects

Section 2: Main characteristics of children

Section 3: CL survey results

Section 4: Children at risk of CL

Section 5: Results from focus groups and interviews

Section 6: Conclusions.

This structure corresponds to the methodological design of the study, which includes a qualitative and a quantitative component. The quantitative component was based on a survey of households to collect information on all children of aged 5–17 years by direct consultation with their parents and guardians. In addition, all children from 10–17 years old were required to respond to a questionnaire developed especially for them. The qualitative component included focus groups of the heads of households and interviews with key stakeholders at the local level (representatives of public institutions related to childhood affairs and community leaders).

Section 1 on technical and methodological aspects begins with an exposition of the key operational concepts and definitions that guided the study. In addition, it includes the sample design and the composition of the stakeholders consulted through qualitative methods.

Section 2 shows the **main characteristics of children**, including the distribution by key characteristics of those who made up the sample.

Section 3 collects the main **CL survey results**. It provides information on prevalence of CL in children from 5 to 17 years; characteristics of CL and HCL among children from 5 to 13 years; characteristics of HCL among children from 14 to 17 years; the relationship of CL with education and consequences of CL in the health of children.

Section 4 provides information concerning **children at risk of CL**, taking into account indicators that show the existence of adverse contexts that could lead to CL, such as households with only one adult as head of the family, children with siblings between 5 and 17 years of age in CL, children with school lag, among others.

Section 5 contains the **results of focus groups and interviews** with local stakeholders on CL. First, the results of the focus groups with parents are gathered. These include information on the general perceptions of the context and roles of parents and children, perceptions about existing forms of CL, attitudes toward CL, perceptions about the risks related to CL, and children's rights in general terms.

Secondly, the **results of the semi-structured interviews with community and institutional stakeholders** are presented. They include information about the general perception of these stakeholders about the situation of children, risks related to CL, how they value the work of children, knowledge of protection regulations, knowledge of institutional actions to protect children, and the knowledge of institutional actions for the training and promotion of decent work for children, youth, and adults in general terms.

Section 6 contains the **conclusions** of the quantitative and qualitative components of the study.

Finally, a section of **appendixes** presents additional information that facilitates the understanding of the results presented and the method used to perform the study.

EXECUTIVE SUMMARY

This report presents the main results of the Paraguay Okakuaa BLS, carried out by Fundación CIRD.

The overall objective of the study was to estimate the prevalence of CL in the districts targeted by the project, namely, Paso Yobai, Borja, Iturbe, Villarrica, and Mauricio José Troche. To this end, a mixed methodology was applied, which included a quantitative component consisting of a survey administered to adults and children, and a qualitative component based on consultations with focus groups and interviews with key stakeholders in the five target districts.

Among the main results of the survey on the prevalence of CL, the following stand out:

Main results on CL

Prevalence of CL in children aged 5–17 years

- The prevalence of CL in children from 5 to 17 years old is 11.6%, with a confidence interval of 95%, where the minimum is 10% and the maximum 13.3%, with a standard error of 0.9%, and a coefficient of variation of 0.07.
- The prevalence of CL in boys from 5 to 17 years old is 16.4%, with a confidence interval of 95%, where the minimum is 13.7% and the maximum 19.4%, with a standard error of 1.4% and a coefficient of variation of 0.09.
- The prevalence of CL in girls from 5 to 17 years old is 7%, with a confidence interval of 95%, where the minimum is 5.4% and the maximum 9%, with a standard error of 0.9% and a coefficient of variation of 0.13.
- The prevalence of CL in children from 5 to 13 years old is 6.2%, with a confidence interval of 95%, where the minimum is 5% and the maximum 7.7%, with a standard error of 0.7% and a coefficient of variation of 0.11.
- The prevalence of CL in children from 14 to 17 years old is 26.2%, with a confidence interval of 95%, where the minimum is 21.6% and the maximum 31.3%, with a standard error of 2.5%, and a coefficient of variation of 0.09.

CL characteristics in children aged 5–17 years

- Of the children in CL, 88.8% were engaged in the following five major activity groups (sections of the National Classifier of Economic Activities of Paraguay- CNAEP) at the time of the study: “agriculture, livestock, hunting, and support activities (36.5%),” “wholesale and retail trade; repair of motor vehicles and bicycles (19.9%),” “household activities as employers of domestic personnel (15.4%),” “manufacturing industries (9.7%)” and “construction (7.3%).” The first three groups mentioned are also those that occupy the first three places in the age group of 5–13 years and the age group of 14–17 years.
- Of the children, 56.8% were “unskilled workers,” that is, they were engaged in all those tasks for which no special training is needed (according to the Paraguayan Classification of Occupations– CPO) – and there was a greater presence of girls in this type of occupation (64.4%) compared to boys (53.3%).
- The average number of hours worked per week is 22.3 hours
- The age group from 14 to 17 years has the highest average of weekly working hours (27.2). In comparison, children aged 5–13 years work on average 14.7 hours per week.

Health consequences of CL in children aged

5–17 years

- Among the children of ages 5–17 years in CL, 51.2% suffered from some health problems arising from their work.
- Of the aforementioned health problems, the main ones in percentage terms are exhaustion or fatigue (25.1%), fever or headaches (20.3%), back or muscular pains (15.8%), and injuries or cuts (12.3%).
- 42.2% of the children who reported a health problem as a result of CL worked as agricultural laborers.
- Of children in the age group of 5–17 years in CL, 58.8% were exposed to hazardous working conditions. A significant difference was observed according to sex. Of the boys, 70% mentioned that they were exposed to such conditions, while 34% of the girls reported such exposure.

Children at risk of CL

- On average, 62.4% of the households in the five districts are female-headed.
- Of the children aged 5–17 years, 4.9% neither work nor attend school.
- Of children aged 8–17 years, 11.5% are currently attending school and have school lag.
- Of the children aged 5–17 years, 5.8% do not live with their parents.
- 4.3% of the children live in households where both parents are not present during the day, therefore the children accompany them to work.

Amongst the main results of the qualitative component on perceptions and attitudes towards CL, the following stand out:

- Most parents in rural areas stated that their children (sons and daughters) as well as most children in their communities work on the family farm, at home and during the harvest with their parents.
- In the poorest urban and rural areas, there is an increase in the number of children aged 6–8 years in CL outside their homes, in occupations such as sales of food and natural remedies in municipal markets, nearby factories, and at bus terminals.
- In addition to the above activities, children from 12 years of age are seen working as stevedores, construction site assistants, mechanics or employees in small factories. Girls typically work as domestic employees and nannies.
- These jobs are classified as low-quality ones because of the low pay, patterns of abuse, and propensity of these children to drop out of school.
- With regards to the “criadazgo,” they pointed out that although this practice has decreased, there are still cases of girls aged 11 and 12 years who work in other people’s homes to be able to study.
- All groups valued CL done in the family, either in the farm, the harvest, the shops or the recycling.
- CL is not perceived as an activity that violates rights but rather the opposite: CL is perceived as an area of formation in attitudes and values of the future adult.
- In general, it is observed that from the age of 15 years, children must start working on jobs outside their homes to meet their own expenses.



**TECHNICAL AND
METHODOLOGICAL
ASPECTS**

TECHNICAL AND METHODOLOGICAL ASPECTS

1.1. CONCEPTS AND OPERATIONAL DEFINITIONS

Next, the main operational definitions used in this study and the method used to calculate the variables of CL and HCL are presented.

The Code of Childhood and Adolescence of Paraguay defines a child as a person from conception to 18 years of age (article 1 of the Convention on the Rights of the Child, Law N° 57/90). Law N° 2169/03 (article 1), which establishes the concepts of a child, adolescent, and adult defines a) child as a person from conception to 13 years of age; b) adolescent as a person from 14 to 17 years of age; and (c) an adult as a person 18 years of age or older. Except for specific mentions of the word “adolescent” to refer to persons 14 to 17 years of age, this document will use the term “child” to refer to all persons under 18 years of age.

Working Children

Children of legal working age (from 14 years of age and under 18 years of age)¹, who are not in any of the Worst Forms of Child Labor (WFCL) defined in Law N° 1657/2001 and Decree N° 4951. Law N° 2332/03, which ratifies Convention N° 138, does not include the definition of “light work,” considering that article 7 of the Convention mentions that “The National Law may...” and Paraguay decides not to do so.

Child Labor

The term “child labor” (CL) refers generally to all types of labor that deprive children of their childhood, their dignity and potential, and that are detrimental to their physical and psychological development.²

The International Labor Organization (ILO) Convention N° 182 stipulates that all children under the age of 18 should be prohibited from working in activities identified as WFCL and HCL. Paraguay has ratified ILO Conventions N° 182, 138, and Recommendation N° 190 and established a minimum age for employment, drawn up a list of 26 hazardous activities, and committed to take immediate measures to eradicate the WFCL.

Children of legal working age (from 14 years to under 18 years) may be employed subject to the following requirements.³ If they are employed in jobs that do not comply with the following requirements, these jobs are considered CL:

1. Children between 14 and 15 years old should work not more than 4 hours a day, or 24 hours a week.
2. Children between 16 and 17 years old should not work more than 6 hours a day or 36 hours a week. For children attending educational institutions, the working day is reduced to four hours.
3. Children less than 18 years of age cannot be engaged in night work, that is, during 12 hours from 7 pm to 7 am.
4. Children shall not be employed in activities identified as HCL and the WFCL. Children of legal working age must be registered in the Adolescent Worker Registry (RAT), regulated by Resolution N° 701/06.

1 Article 52 of the Code of Childhood and Adolescence

2 <http://www.ilo.org/ipec/facts/lang-es/index.htm>

3 Code of Childhood and Adolescence, Chapter III, article 58

5. The Code of Childhood and Adolescence of Paraguay established the following guarantees for the working adolescents (article 53):

- labor rights regarding preventative healthcare;
- individual rights of freedom, respect, and dignity;
- regular medical examinations;
- access to and attendance at school in shifts compatible with their interest and taking into account their local particularities;
- special working hours;
- organization and participation in workers' organizations;
- protected employment of adolescents with special needs, in accordance with international and national standards; and,
- training through access to special training programs for work and vocational guidance.

Therefore, the concept of CL under the legislation of Paraguay consists of:

- Work carried out by a child who does not reach the minimum age of 14 years, which, therefore, probably prevents the education and full development of the child (Law N° 2332/03).
- Work that endangers the physical, mental, or moral well-being of the child, either by its nature or by the conditions in which it is performed, and which is called hazardous labor and has been included in the 26 activities defined as such by the Paraguayan State in Decree N° 4.951/05, which regulates Law N°1657/2001.
- The WFCL that are internationally defined in article 3 of Convention N° 182 and which was ratified under Law N° 1657/2001.

Hazardous Child Labor

Hazardous Child Labor (HCL) refers to work that endangers the physical, mental, or moral well-being of children, whether due to the nature of the work or the conditions under which it is performed. Children under 18 years of age participate in HCL if they engage in any of the following activities that may be harmful to the health, safety, or morals of children.⁴

Paraguay identifies 26 hazardous activities:⁵

1. Public and private surveillance work, which puts at risk the adolescent's own life and safety.
2. Street work and ambulatory work that generates risks of traffic accidents, respiratory, neurological, and skin problems due to environmental pollution and solar radiation; risk of psychological and sexual abuse, stress, fatigue, psychosomatic disorders, low self-esteem, difficulties in socialization, aggressive and antisocial behavior, depression, drug addiction, early pregnancy, and others.
3. Care of people and patients, which puts their health, safety, and morality at risk.
4. Work involving transfer of money and other goods.
5. Activities involving exposure to toxic dusts, fumes, vapors, and gases and contact with fuel, propellant, flammable, radioactive, infectious, irritant, or corrosive products, substances, or objects of toxic nature.
6. Portation, sale, application, and disposal of waste.
7. Collection of waste and recyclable materials.
8. Manufacture, handling, and sale of explosive or pyrotechnical substances or objects, which cause death, burns, amputations, and other injuries.
9. Unhealthy work.
10. Mining, quarrying, underground work, and excavation work.
11. Work with exposure to extreme temperatures of cold and heat.
12. Work that requires the use of mechanical and manual machines and tools of a puncturing, crushing, trapping, and grinding nature.

⁴ Decree N° 4951 of the Ministry of Justice and Work of 2005, which regulates Law N° 1657/2001 "Approving Convention N° 182 and the Recommendation on the Prohibition of the Worst Forms of Child Labor and Immediate Action for its Elimination."

⁵ Law N° 1657/2001. Convention N° 182, article 3 subparagraph d).

13. Work in environments with exposure to constant noise and vibrations, which produce hand-arm vibration syndrome, and osteolysis of the lunate bone.
14. Work in production, distribution, and sale of alcoholic beverages and tobacco.
15. Work involving the transfer to other countries and the periodic transit of national borders.
16. Work that takes place on land where there are ditches, holes or hollows, canals, natural or artificial water channels, embankments and cliffs, or crumbling earth or landslides.
17. Nightwork, including work between 19:00 and 07:00 hours on the following day.
18. Work that is developed with livestock.
19. Modeling works with the sexualization of the image that carries dangers of psychological harassment, early sexual stimulation, and risk of sexual abuse.
20. Work involving the manual transport of heavy loads, including lifting and laying down.
21. Work that takes place in confined spaces.
22. Domestic child labor and housekeeping work.
23. Work that generates health problems through ergonomically awkward posture, isolation, and time constraint.
24. Underwater work and waterborne work that poses the risk of death by drowning, injuries due to inadequate, ergonomically awkward postures and exposure to psychological and sexual abuse.
25. Work at high elevations, especially involving the use of scaffolding, harnesses, and lifelines.
26. Work involving electricity, such as assembly, regulation, and repair of high voltage electrical installations.

Criadazgo is currently not defined in any of the Paraguayan laws.

It is work characterized by: 1) involvement of children; 2) children leave the families in which they are born by agreement with another family that receives them; and 3) children do domestic tasks without remuneration.

This document adopts the definition given by the National Commission for the Eradication of Child Labor and Protection of Adolescent Labor (CONAETI) in 2014 and is set out on page 44 of the “Inter-institutional coordination guide for the care of workers under 18 years of age” and adopted under Resolution N° 03/10 of the National Council for Children and Adolescents. The definition states that “the placement of children or adolescents who have not turned 18, in houses or private residences with greater economic and/or social possibilities, made by their parents, guardians, relatives or persons in charge of custody, education, or care for them, for the alleged purposes of upbringing and education involving one or more unpaid domestic activities, whose purpose is the production of goods and services to meet the needs of its members.”

Domestic work, for the purposes of Law N° 5407/2015, is defined as the provision of services of a subordinate, who is usually paid, with or without a contract, and involves cleaning, cooking and other essential tasks in a household, residence, or private room. There must be an employment contract in which only a person who is 18 years or older can enter. The law also states that children younger than 18 years of age are prohibited from participating in domestic work.⁶

6 Law N° 5407 of Domestic Work.

Worst Forms of Child Labor

The Worst Forms of Child Labor (WFCL) are defined at the international level as slavery, human trafficking, debt bondage and other forms of forced labor, recruitment of children for use in armed conflict, prostitution, pornography, and illegal activities.⁷ A child under 18 years of age with any of the following criteria will be considered engaged in WFCL.⁸

- a. All types of slavery, including the sale and trafficking of children, forced labor to pay off a debt, any other type of forced labor, including using children in war and armed conflict;
- b. All activities which sexually exploit children, such as prostitution, pornography or pornographic performances;
- c. Any involvement in illegal activities, especially the production or trafficking of drugs;
- d. Any work which could damage the health or threaten the safety or well-being of children (the so-called “hazardous work”).

Paraguay ratified Convention N° 182, which stipulates that no child under the age of 18 may carry out the activities listed above in sections a, b, and c.

Children at Risk of Child Labor

The above term refers to children who do not work, but who suffer from or are exposed to several conditions or circumstances in life that make them more susceptible to CL.

The following are risk conditions or circumstances:

- Children living in households where only one adult is head of household.
- Children living in households that benefit from State social programs for persons living in extreme poverty.
- Children living in households headed by adults with a disability.
- Children who are not enrolled in school.
- Children with school lag (whose age does not correspond to the grade in which they are).
- Children who have siblings aged 5–17 years involved in CL.
- Children from families where both parents work and have no one to look after their children.
- Children not living with their parents.

⁷ Decree N° 4951 of the Ministry of Justice and Work of 2005, which regulates Law N° 1657/2001 “Approving Convention N° 182 and the Recommendation on the Prohibition of the Worst Forms of Child Labor and Immediate Action for its Elimination.”

⁸ Law N° 1657/2001, which approves Convention N° 182 “On the Prohibition of the Worst Forms of Child Labor and Immediate Action for Their Elimination.”

Permitted Adolescent Work

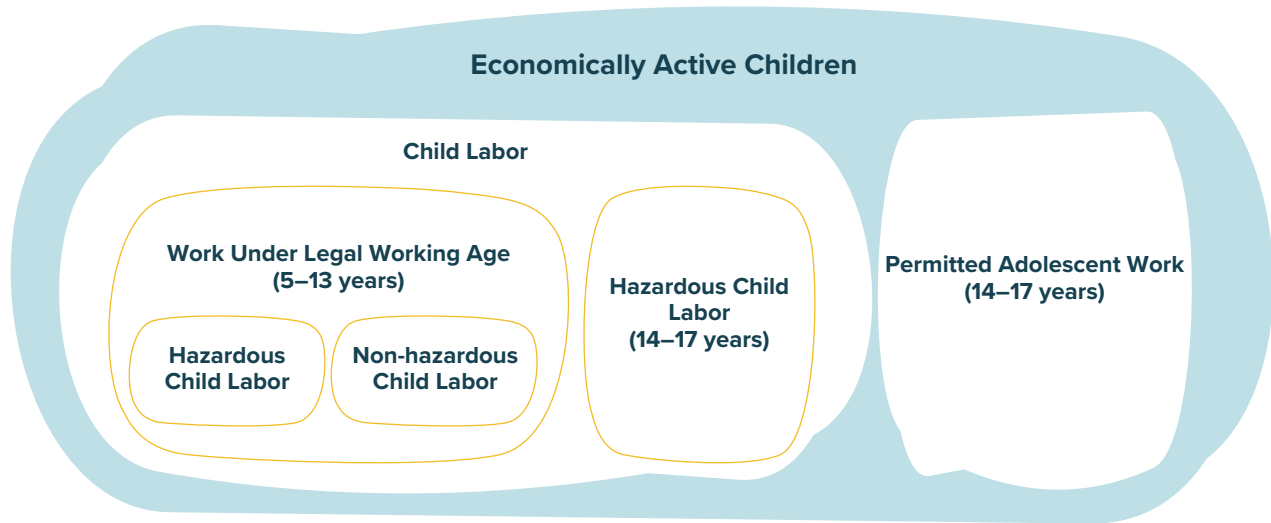
Permitted work synthesizes the aspirations of people during their working lives. It means the opportunity to gain productive employment that generates a fair income, provides safety in the workplace, social protection for families, better prospects for personal development and social integration, freedom for individuals to express their opinions, organize and participate in decisions that affect their lives, and equal opportunities and treatment for all – women and men.⁹

POK will identify as permitted adolescent work for children aged 14-17 years the activities that meet the following criteria:

- For children between 14 and 15 years of age, the work that does not exceed 4 hours a day, or 24 hours a week.
- For children between 16 and 17 years of age, the work that does not exceed 6 hours a day or 36 hours a week, which duration can be reduced to 4 hours a day for children attending educational institutions.
- For children under 18 years of age, employment that does not require working at night in the 12 hours from 7 pm to 7 am.
- Children enrolled in the RAT.
- All activities not identified as WFCL or HCL will be considered permitted adolescent work.

9 http://www.ilo.org/americas/sala-de-prensa/WCMS_LIM_653_SP/lang-es/index.htm

Concept relationship diagram



1.1.1. CL Calculation

For the construction of the CL variable, children 5–17 years old who were employed in any economic activity during the week prior to the survey were considered.¹⁰ This group was split into two age groups – from 5 to 13 years and from 14 to 17 years, and each group was treated according to the operational definitions used:

- Children aged 5–13 years were considered to be engaged in CL because the legal working age begins at 14 years.
- That is, all children between the ages of 5 and 13 years who were employed fall into the category of CL.
- Children between the ages of 14 and 17 can work as long as the safeguards prescribed in the legislation are complied with and they are not engaged in HCL. That is to say, the number of children aged 14–17 years in HCL is the same as the number of children aged 14-17 in CL.

In this respect, it is necessary to mention that household chores in a child’s own home were not considered while calculating CL. However, the present document presents also information on the percentage of children who perform household chores in their own homes and the average of hours invested in those chores without categorizing such work as permitted work or not permitted work.



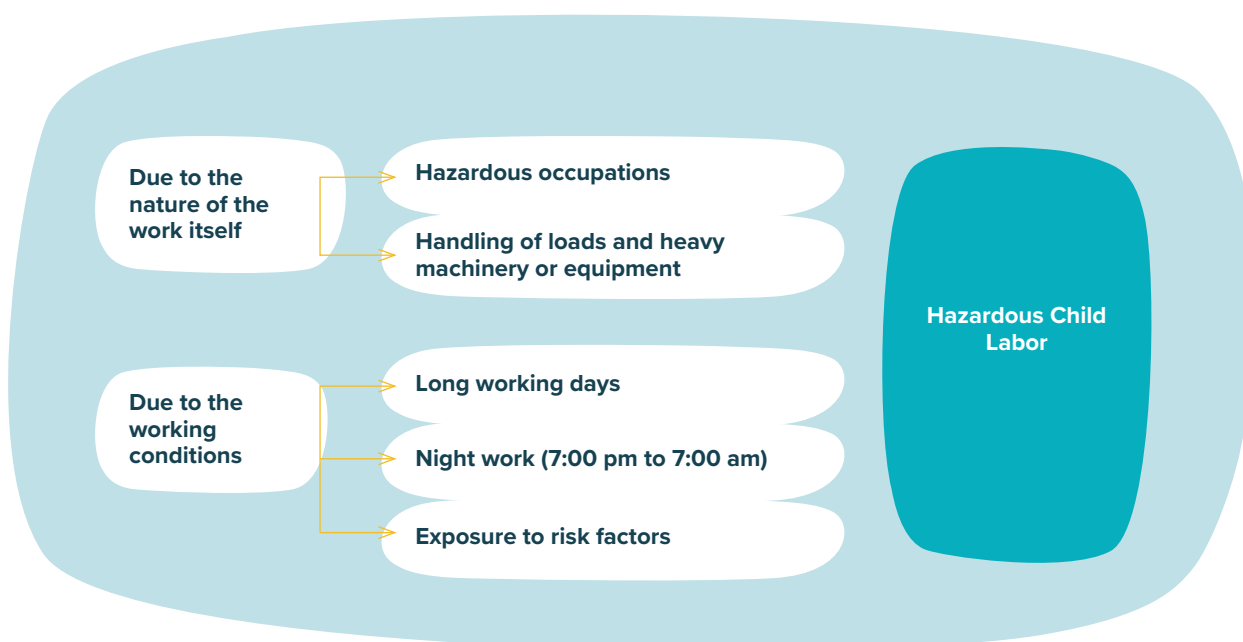
¹⁰ The questionnaire inquired about the paid employment of children in two periods, the previous seven days and the previous 12 months. In order to calculate the CL variable, the children who reported having been in paid employment during the previous week were taken included in the study, because the objective was to know the prevalence of CL at the time of the study and not during the previous year. However, data of the past 12 months could provide important information on the occupational trajectory of children in CL.

1.1.2. Calculation of HCL

The methodology developed to estimate HCL was within the framework of the National Survey of Activities of Children and Adolescents (EANA) of the General Directorate of Statistics, Surveys and Censuses (DGEEC), where “two subgroups were established to designate work that may harm children and adolescents health, safety or morality due to the nature of the work itself and another group, due to the conditions under which the work is performed” (EANA 2011, 66).

The values of HCL, like those of CL, have been calculated taking into account the previous week because the objective was to find out the prevalence of CL contemporaneous with the study. Nevertheless, one of the sub-indicators for the calculation of CL, referring to night work, was only consulted for the period of the last twelve months and not for the previous week. For this reason, in the case of this sub-indicator, an exception was made but always considering only the children that were economically active during the previous week.

These two subgroups are:



Due to the nature of the work itself

Indicator: Hazardous occupations

For the construction of the indicator “hazardous child labor by occupations,” the national legislation’s Decree N° 4951/05 “National list of hazardous child labor” and Recommendation N° 190 of ILO Convention N° 182 were taken into consideration. Of the total number of occupations in which children aged 5–17 years were involved, 51 occupations were classified as hazardous based on the abovementioned criteria. Following is a list of the hazardous occupations and their codes according to the CPO.

Variable used: HCL_OCCUP (Dangerous work by occupations – Last week)

Indicator: Handling of loads and heavy machinery or equipment

For the indicator of HCL “handling loads, machinery or heavy equipment,” the following specific question was included in the questionnaires for adults and children aged 10–17 years: ASL10. What kind of machinery, heavy lifting, sharp, cutting or stubbing tools have they used [NAME] in the work or task that they performed? This question was posed as an open question and the answers were later systematized.

All the cases in which handling of loads and heavy machinery or equipment were mentioned were classified as HCL.

Variable used: EQUIPPELCL (Management of hazardous equipment Total)

Table 1. List of HCL due to the nature of the work itself.

Code in the CPO classifier	Occupation
3473	Singing musicians and street, cabaret, and related dancers
4113	Operators of word processing machines and related activities
4215	Collectors and related activities
5122	Cooks
5123	Waiters and bartenders
5131	Nannies and child caretakers
5132	Nursing assistants in institutions
5133	Nursing home helpers
5220	Store salespersons and store demonstrators
5230	Sellers at kiosks and market stalls
6111	Farmers and skilled crop workers
6112	Farmers and skilled workers in tree and shrub plantations
6114	Farmers and qualified workers of mixed crops
6121	Handlers of livestock and domestic animals and producers of milk and milk products
6129	Livestock breeders and skilled cattle breeders for the market
6141	Harvesters and other forestry workers
6142	Charcoal and charcoal related workers
6152	Fishermen
6153	Hunters and trappers
6210	Subsistence agricultural workers and livestock workers
7111	Mine and quarry workers
7124	Assembling carpenters
7135	Car repair and car-servicing workers
7137	Electricians

Code in the CPO classifier	Occupation
7141	Painters and papermakers
7213	Plumbers and boilers
7221	Blacksmiths and welders
7223	Regulators and regulator-operators of machine tools
7411	Butchers, fishermen and related occupations
7412	Bakers, pastry chefs and confectioners
7421	Woodworking operators
7422	Carpenters and related occupations
8273	Machine operators for grinding cereals and spices
8290	Other machine operators and assemblers
8322	Automobile, taxi, and truck drivers
8323	Bus and tram drivers
8324	Heavy truck drivers
8331	Operators of motorized agricultural and forestry machinery
9111	Street vendors of edible products
9112	Street vendors of inedible products
9113	Sellers at home and by phone
9120	Shoeshine and other street workers
9131	Domestic personnel
9133	Washers and hand ironers
9152	Goalkeepers, guardians, and related
9161	Trash collectors
9212	Forest pawns
9311	Mining and quarrying workers
9312	Maintenance workers for public works, e.g., roads, dams, and similar works
9313	Construction workers
9333	Pawnshops

According to conditions under which work is performed

Indicator: Long working days

It refers to the weekly workload exceeding 24 hours (for the group of 14- and 15-year-olds), exceeding 36 hours weekly (for the group of 16- and 17-year-olds), and sessions longer than 24 hours weekly (group of 5–13-year-olds) ¹¹.

Variable used: TIP_HTOTAL (Workload above the allowed number of hours)

Indicator: Night work

It refers to the work that is done at night, either daily or combining day and night work. The time slot considered as night work is that from 7 pm to 7 am.

Questionnaires applied to adults and children included a question if during the previous 12 months the children had happened to work between 7 pm to 7 am. However, since this study considered working children who worked during the reference week (the previous week), only in these cases this data was taken into account.

¹¹ Children younger than 14 years are not permitted. Therefore, the legislation does not prescribe the maximum hours of work for children between 5 and 13 years of age. However, the EANA considers the workload of 24 hours per week for this age group as evidence of HCL.

Variable used: L_1_Q_187 (During the past 12 months, they worked {0} at least once between 7.00 pm and 7.00 am of the following day)

Indicator: Exposure to risk factors

The following risk factors were considered:

- Dust, fire, gas, smoke, steam
- Strong noise or vibration
- Damp, cold or intense heat
- Work on ditches, holes, hollows, channels, embankments, and cliffs
- Mine or quarry/underground work
- Work at heights
- Work in the water/lake/lagoon/river
- Excessive darkness in the workplace
- Insufficient ventilation
- Chemicals (pesticides, glues, etc.)
- Explosives
- Exposure to trash or solid waste
- Prolonged sun exposure
- Contact with electricity
- Contact with hot metals
- Heavy lifting
- Work with livestock (horse, cow, bull, ox)

Variable used: Approximately 86 (Exposure to some risk factor)

1.2. METHODOLOGY OF THE QUANTITATIVE COMPONENT

SAMPLE DESIGN

The survey design seeks to establish a baseline to guide the actions of the project and provide evidence for the subsequent impact assessment.

In the following paragraphs, the characteristics of the sample are described in terms of its universe, size and geographic spread. The sample selection procedures are also described in full detail. Lastly, the procedure that was followed in fieldwork is described according to the values of expansion factors.

Target Population Sample–Geographic Spread

Households from Paso Yobai, Borja, Iturbe, Villarrica, and Mauricio José Troche (Department of Guairá) that have children 5–17 years old.

Sample size

The main objective of the study was to measure the prevalence/incidence of CL in each of the selected districts where the project POK intended to intervene, namely, Paso Yobai, Borja, Iturbe, Villarrica, and Mauricio José Troche. The sample size was calculated to be suitable for achieving the goal of the survey. The size and the sample design were decided in accordance with the aforementioned objective and to achieve the required accuracy in the measurement of the parameters (95% reliability and an error margin of 0.05). The details of the district-wise samples are shown below:

Table 2. Sample size (number of households) required in the CL Survey in the selected districts of Guairá – BLS 2016.

Breakdown	Target number of households to visit
Total	1,627
Villarrica	350
Borja	313
Mauricio José Troche	315
Iturbe	309
Paso Yobai	340

It should be noted that in designing the sample size for each district, an adjustment (usually used in small universes) was made considering the population of 5–17 years old children, based on the updates of the National

Population Projections of the DGEEC for the year 2016. The population universes projected per district, based on the aforementioned source of information, are presented in Table 3.

Table 3. Estimated population of 5–17-year-olds according to National Population Projections. Selected districts of Guairá, Paraguay. Year 2016.

District	Estimated population of 5–17-year-olds children
Villarrica	17,353
Borja	2,502
Mauricio José Troche	2,668
Iturbe	2,283
Paso Yobai	6,422

Source: Projected population based on DGEEC National Population Projections 2000–2025.

For defining the sample size per district, the following equation was used:

$$n = \frac{N K^2 P (1 - P)}{(N - 1)e^2 + K^2 P (1 - P)}$$

Where:

n = Size of the sample

N = Size of the universe

K = Confidence level (1.96; equal to 95%).

P = Proportion of a category of the variable

$P(1-P)$ = Variance

e = sample error (0.05)

One of the components of the sample size determination (applied to every sample district) is the hypothesis of estimated heterogeneity of the population. In this case, it corresponds to the estimated proportion of child workers based on the EANA 2011¹². The highest value found – the one that corresponds to rural areas (0.367) – was adopted considering that the application of the hypothesis requires a larger number of cases (the greater the heterogeneity in the population with regard to the aspect to be measured, the larger the number of cases required to ensure the maximum $P=0.5$). In the above equation for determining the sample size, $P = 0.367$.

Therefore, the computed sample size permits the calculation of district estimates with the previously indicated theoretical sample error (5%), as well as general estimates for the total target population (in the five surveyed districts) with a level of sample error of $\pm 2.37\%$ ¹³.

The sample design was adjusted to the main goal, which was the measurement of the incidence of CL in each of the selected districts. With a sample of 1,627 cases or households from five districts as a group, it is possible to estimate (with a high level of statistical precision) the incidence of CL by sex, age groups, etc. However, these disaggregations cannot be carried out within each dis-

trict. The sample design can give only the estimates of the incidence of CL in each district.

The sample size offers an additional value, that is, the characterization of CL. Once the objective of measurement of the incidence of CL was accomplished, the sample also facilitated the internal characterization of the working children (as would a CL survey). The feasibility of making internal characterizations to the population of working children is subject to the level of required disaggregation.

Sample design

The sample design of the BLS consisted of the development of five independent samples (one per district) as was necessary for the analytic requirements for estimating the incidence of CL per sample district.

To meet the above purpose, a two-stage stratified sampling approach was used. The strata were constructed by combining districts (five units) and areas (two units, urban and rural), which resulted in a total of ten sample strata (two strata, one urban and the other rural, were created within each district).

Using census parameters, values related to CL¹⁴ were so calculated as to incorporate heterogeneity measures in the strata to serve the purpose of the present study. As for the mentioned input, ideal¹⁵ allocation criteria for selecting the final sampling units (households) was applied for each sample stratum (district). The detail and result of the assigned cases per strata using the criteria of optimum refinement are presented in the table annexed at the end of the sample design section.

Stage 1: Selection of primary sampling units (urban neighborhoods and rural localities)

Once the assignment of cases (households) per stratum was defined, primary sampling units (PSUs) were selected. In the urban strata sample, the PSUs consisted of neighborhoods, whereas in the rural strata, the PSUs were localities. In this framework, an n of PSUs was defined differently for each stratum, taking into account the universe (N) of PSUs in each stratum. Then, the number of

¹² EANA 2011.

¹³ This is a theoretic value/sample error in the estimate based on the total number of cases in the five selected districts. This error is calculated using the formula $e = \alpha \cdot \sqrt{\frac{0.5^2 \cdot N - n}{n \cdot N - 1}}$ with a reliability of 95% and maximum heterogeneity ($P = 0.5$). However, if heterogeneity similar to that observed in the EANA 2011 ($P = .367$) were applied, the level of sample error would be reduced to $\pm 1.74\%$.

¹⁴ The census-based source provides the level of estimated heterogeneity in the areas with regards to the variables related to the present study. In this case, two proxy variables, both estimated from the census, have been used: (1) the proportion of children aged 10–17 years (considering that the Census captures economic activity of the population aged 10 and above) classified as employees, and (2) proportion of children aged 13–17 years old (the age group where absence from school becomes evident. Absenteeism is rare among children of the age group of 6–12 years in all strata) who do not attend school. The measurement of these parameters aims to point at the measurement of heterogeneity of the population, to optimize the territorial allocation of the sample.

¹⁵ The allocation criterion is one of the three possibilities in the assignment of sample units (apart from the fixed and proportional criteria). It takes into account the homogeneity or heterogeneity of the population under determined aspects (Rodríguez Osuna, 1991: 54–55). As was explained in a previous note, in this case the heterogeneity of the strata is taken into account in terms of (1) proportion of children aged 10–17 years and (2) proportion of adolescents aged 13–17 years who do not attend classes in educational establishments. The values of heterogeneity in each stratum are presented in Table 5 "Territory distribution of the sample. Survey on CL in selected districts in Guairá – 2016 BLS." Rodríguez Osuna, J (1991) Sampling methods. Madrid: CIS.

households and the number of households with children aged 5-17 years were estimated (from the preliminary results of the National Survey of Housing and Population of 2012). This would help secure a sufficient number of households to achieve the targeted numbers per stratum and neighborhood/locality.

The number of PSUs to be selected per stratum as a sample was determined based on two factors, the number (n) of households to be selected and the value of the median of the number of households in the neighborhoods and localities of the stratum¹⁶. The purpose of this arrangement was to maximize the number of primary units in the strata that have a great number of neighborhoods/localities that are less populated than others to obtain more precise estimates.

The selection of PSUs within each stratum was carried out with the systematic sampling with equal probability technique¹⁷. Accordingly, the units (neighborhoods and localities) were organized in the ascending order of the number of households counted in the 2012 National Census¹⁸. This helped in the selection of units according to the demographic volume to ensure the heterogeneity of the units. Following this technique, 64 neighborhoods/localities in the five selected districts were surveyed.

Stage 2: Selection of secondary sampling units (households)

Once the neighborhoods/localities within each sample stratum were selected, the number of households (Secondary Sampling Units, SSUs) to be surveyed was selected following a proportional criterion according to the total number of households of the selected neighborhoods/localities in the first stage of sampling¹⁹. The sample units distribution according to the strata is detailed in Table 4.

Table 4. Sample units distributed according to strata. CL Survey in selected districts in Guairá – 2016 BLS.

Strata ID	District	Area	PSU (selected neighborhoods/ areas)	SSU (household to survey)
4011	Villarrica	Urban	4	200
4016	Villarrica	Rural	6	150
4021	Borja	Urban	1	8
4026	Borja	Rural	12	305
4031	Captain Mauricio José Troche	Urban	3	115
4036	Captain Mauricio José Troche	Rural	11	200
4091	Iturbe	Urban	4	138
4096	Iturbe	Rural	8	171
4171	Paso Yobai	Urban	3	71
4176	Paso Yobai	Rural	9	269
		Total	64	1,627

Note: The district of Borja has a very limited urban area and, therefore, has only one neighborhood (Centro) where the mapping update of the 2012 National Population and Housing Census registered only 71 households with present or temporarily absent people. For this reason, a limited number of cases were available to allocate the population volume and reflect the heterogeneity in the urban and rural areas of the district.

16 The formula $\frac{\text{Number of homes to be selected}}{\text{Number of houses per neighborhood/sites selected}}$ was generally followed with three exceptions (urban Villarrica, urban Borja, and urban Paso Yobai). The calculation sequence is detailed in the attachment.

17 For more reference on this selection technique, go to Verma, V (2009) "Sampling for home surveys on child labor." Pages 114–115. Geneva: ILO.

18 The selection of units was carried out with the module "complex samples" of the SPSS application.

19 $\frac{\text{Number of houses per neighborhood/sites location}}{\text{Total number of selected houses per neighborhood - Sites selected}} * n$ households to survey in the sample design. See details in the attachment.



In the second part of the sampling, the households (SSU) were randomly selected from within the limits of the chosen neighborhoods/localities. The locations of the households in the neighborhoods/localities were provided to the field coordination²⁰. Considering the small universe of units in these small areas and the estimated proportion of households that had at least one member aged 5–17 years, and the assigned data collection targets, a larger number of SSU (households) than required as per the sample design was selected. This larger number was selected to compensate for those households of which members were absent or which did not have members aged 5–17 years. This additional number was based on the estimated number of such households.

A protocol was set for the survey. When a household was contacted, it was first ascertained that it had member/s aged 5–17 years. The questionnaire was administered only if the household met this inclusion criterion.

The search for households in the neighborhood/locality continued until the required number of cases to survey was obtained (the households to be visited in a neighborhood/locality were selected by simple random selection). With this sampling strategy, “replacement” of households was not anticipated because more than sufficient numbers of the mentioned units were selected as (numbers in column “I” of Table 5. “Territorial distribution of the sample. Survey on Child Labor in selected districts in Guairá – 2016 BLS”).

The adults in charge of the eligible households were requested to respond to a general module of the survey and to specific modules for each child of the target age group (ages 5–17 years). As per the directive included in the scope of work, further internal selection of respondents was not done.

Design of expansion factors

When fieldwork and data review, coding, and data entry were completed, the final composition of the sample was analyzed. According to the probabilities of selection in each of the stages of the sampling, the expansion factors were calculated. Once these were obtained, different tests of means and proportions of key variables were applied, using values from official statistical sources of information for reference²¹. With this in mind, an adjustment (calibration) of the consideration factors was made to balance out the small sample biases.

Technical specifications

- Title: Child Labor Survey in Selected Districts in Guairá. 2016 BLS.
- Target areas: Urban and rural areas in the following districts in the Department of Guairá – Paso Yobai, Borja, Iturbe, Villarrica, and Mauricio José Troche.
- Frequency: One-off (September to December 2016).
- Target population: Children aged 5–17 years, living in households located in the five selected districts of the Department of Guairá.
- Sample frame: Listing of urban neighborhoods and rural locations in the five selected districts of the Department of Guairá; classified with estimates of the resident population of 5–17-year-olds, census proxy indicators of CL (population aged 10–17 years), and scholar absenteeism (13–17 years old).
- Type of design: Two-stage, probabilistic, stratified, and with optimum allocation.
- First stage:
 - Defines strata according to districts (5) and area (urban/rural). Total of 10 strata. Variable strata of neighborhoods (urban strata) and localities (rural strata) were selected following the guidelines of systematic sampling.
- Second stage:
 - Selection of households that had members aged 5–17 years.
- Sample units: Neighborhoods (urban strata) and localities (rural strata) (PSU); Households (SSU).
- Sample size: 1,627 households.
- The theoretical sample error for a reliability level of 95% and $P = Q$, the error for the sample set is $\pm 2.37\%$.

²⁰ The sample framework of households to represent each stratum was derived from the cartographic update of the 2012 National Census for Households and Population. The selected households were compiled in a file of coverage points compatible with applications of Geographic Information Systems (GIS) (*.shp); and in a complementary way in *.kml format also, to be compatible with applications of online and offline maps used with smartphones and digital tablets. Both files provided the identification number of the household and its location according to GPS coordinates X-Y.

²¹ Particularly, with the variable study years of the head of the household.

Table 5. Territory distribution of the sample. Survey on CL in selected districts in Guairá – 2016 BLS.

STRATUM ID	DISTRICT	AREA	Estimated households (A)	Estimated population aged 5–17 (C)	Standard deviation (D)1	AND: (CD)	Optimum assignation of households to record (F)2	N adjusted sample (G)3	(H) = (J) * (A/B), adjusted for the population with a population of 17 year old	N adjusted by margin of securely (I) = (H) * 1.54	Neighborhoods/localities (J)	Median of the number of households per neighborhood/localities (K)	Neighborhoods/localities to select (L)5
0401 Villarrica		Total	18,912	9,122	16,225	144.3	350.0	350					
4011	VILLARRICA	Urban	14,470	6,765	11,777	82.3	199.5	200	427.8	642	15	403	4
4016	VILLARRICA	Rural	4,442	2,356	4,448	62.1	150.5	150	282.8	424	25	68	7
0402 Borja		Total	2,386	1,349	2,712	41.7	31.3	313					
4021	BORJA	Urban	79	31	47	1.0	7.6	8	20.3	30	1	70	1
4026	BORJA	Rural	2,307	1,318	2,665	40.7	305.4	305	533.9	801	23	72	12
0403 Captain Mauricio José Troche		Total	2,409	1,434	2,772	57.4	315.0	315					
4031	MJ TROCHE	Urban	806	458	798	20.8	114.1	115	202.6	304	7	117	3
4036	MJ TROCHE	Rural	1,603	977	1,974	36.6	200.9	200	328.2	492	13	46	11
0409 Iturbe		Total	2,661	1,299	2,361	58.1	309.0	309					
4091	Iturbe	Urban	1,434	695	1,184	25.8	137.6	138	284.9	427	6	124	4
4096	Iturbe	Rural	1,226	604	1,177	32.2	171.4	171	347.1	521	12	63	9
Paso Yobai		Total	4,613	2,938	6,646	87.5	340.0	340					
4171	PASO YOBAI	Urban	492	280	536	18.1	70.5	71	124.7	187	3	158	3
4176	PASO YOBAI	Rural	4,121	2,658	6,110	69.3	269.5	269	417.1	626	53	64	10

Notes

- 1: Product of the square root of the sum of variances of (f) part of the employed population aged 10–17 years (2) Proportion of the population aged 13–17 years that does not attend school.
- 2: In each district, the assignation per area is defined (urban/rural) according to the proportion of (E) multiplied by the sample size defined for the district. Example: in urban Villarrica = $(82.3/144.3) * 350 = 199.5$.
- 3: The final effective number of homes to record by district and sample strata.
- 4: Refers to the number of cases to select in the sample frame of households to achieve the goals set in column (G). The proportion of households with children aged 5–17 to which total a margin (50%) is added to meet the foreseen eventualities in the field.
- 5: Of households to select (I)/median of the number of households of the neighborhoods/localities (L). The values for urban Villarrica were exceptionally adjusted by adding two neighborhoods, namely, urban Boija (unique neighborhood); and urban Paso Yobai (universalization of the PSU selection).



1.3. METHODOLOGY OF THE QUALITATIVE COMPONENT

The qualitative component had the objective of gathering information to help analyze the context and bring a better understanding of some of the topics addressed by the quantitative study. Specifically, this component provides qualitative information on knowledge, attitudes, and practices related to CL and HCL in the target districts.

Two instruments were used to collect qualitative information: focus groups and semi-structured interviews.

FOCUS GROUPS

Six mixed gender groups comprised of parents were formed, and each represented one district. The number of focus groups depended on two main variables of segmentation – district and area (urban/rural). However, the urban/rural division was applied solely to Villarrica due to the specific characteristics of this district. The only age range considered was 25–45 years, because these parents have underage children.

Though the groups were not segregated by sex, equal representation of sexes in each group was ensured. The facilitator of each group was specifically advised to ensure that the voices of men and women were equally heard and to use appropriate group-management techniques for each participant to participate in the discussions. To manage the groups to meet the above requirements of the process, the number of participants in each group was restricted to 6–8.

Theoretical sample:

- A direct non-probabilistic sampling method was followed.

Selection criteria:

- Sex (male and female)
- Age (parents between 25 and 45 years of age)
- Parents of children mainly between 5 and 15 years of age to give greater weight to the age group that is not permitted to work

- Area of residence (urban and rural in the case of Villarrica and rural in the case of other districts)
- Middle or lower-middle socio-economic level²², parents with at least three children in the household

Recruitment:

- The recruitment was carried out through key informants that made up the CIRD network in the selected districts. They identified the parents who met the established profiles of the theoretical sample.
- A list of the possible participants and their profiles was compiled. From the list, the participants were chosen by random selection.
- After verifying that the profiles of the selected participants matched the established characteristics of the theoretical sample, the households of the selected participants were visited to invite them to the meetings.
- All the participants were residents of the selected neighborhoods/localities so that they did not have to travel far to reach the venues of meetings.

Meeting:

- Moderators with considerable experience in conducting focus group meetings collected the qualitative information during the meetings.
- The moderators who directed the meetings were also involved in the previous process of mapping the guidelines for focus groups.
- The meetings that were held in rural areas were conducted in the Guaraní language.

The guidelines included in two parts. The first part was aimed at collecting generic information of each of the districts and the second sought specific information about knowledge, attitudes and practices related to CL and HCL, taking into consideration the predominantly urban or rural nature of the selected districts.

²² Parents from urban areas had, on average, an educational level of primary or high school. In the rural area, they had completed primary school education. Occupations of parents in urban areas include taxi cabs (drivers or car owners), resident or travelling workmen (plumbing, carpentry), family car-drivers, messengers, fee collectors, construction workers and housewives. The average income of the interviewed heads of the households, either fathers or mothers, in the urban area was equal to the legal minimum wage. The occupations of parents in the rural area were landholders and cultivators owning 2–20 acres, middlemen, and rural paid workers. In peasant families, women who earn also make a claim to a key role along with the men and other members in the production and distribution of provisions for family's consumption.

Table 6. Composition of focus groups.

District	Area	Group	Composition	Meeting place	Duration
Villarrica	Urban	Parents of children between 0 and 15 years old. Middle or lower-middle socio-economic level	Male: 2 Women: 4	House of one of the participants	00:25:16
Villarrica	Rural	Parents of children between 0 and 15 years old. Middle or lower-middle socio-economic level	Male: 4 Women: 4	Local committee meeting of neighbors	00:41:20
Paso Yobai	Rural	Parents of children between 0 and 15 years old. Middle or lower-middle socio-economic level	Male: 4 Women: 4	House of one of the participants	00: 47:35
Mauricio José Troche	Rural	Parents of children between 0 and 15 years old. Middle or lower-middle socio-economic level	Male: 3 Women: 4	House of one of the participants	00:58:21
Borja	Rural	Parents of children between 0 and 15 years old. Middle or lower-middle socio-economic level	Male: 4 Women: 4	A neighbor's house	00:51:11
Iturbe	Rural	Parents of children between 0 and 15 years old. Middle or lower-middle socio-economic level	Male: 4 Women: 4	House of one of the participants	00:45:54

INTERVIEWS

Thirty-eight semi-structured interviews were carried out with the following key actors: the Governor’s Office of the Department of Guairá, municipal governments, including Municipal Council for Children and Adolescents (CODENIs), local leaders in the areas of health and education, and neighborhood committees. For the interviews, a two-section questionnaire was designed. The purpose of the first section was to collect generic, eligible information for each of the interviewed profiles. The purpose of the second section was to obtain specific information about the institutional competencies of each of the interviewed actors.

Apart from collecting information about knowledge, attitudes, and practices related to CL, the interviews aimed at collecting information about the institutionalized speech and the political actions directed towards dealing with CL at the local level. In this case, semi-structured interviews were preferred over focus groups because of the heterogeneous profile of the actors.

The focus groups and the interviews were held in October and November of 2016.

Table 7. Interviewed local actors.

Community/Institutional Actors	Number of interviews	Interviews held
Governor's Office of Guairá	One (1)	(1) Departmental Executive: General Secretary of the Governor's Office
Municipalities	Eleven (11)	Villarrica - (2) Government - (2) Legislative Paso Yobai: - (1) Business Development - (1) Legislative Troche - (1) Legislative Borja - (1) Government - (1) Legislative Iturbe - (1) Government - (1) Legislative
CODENIs	Five (5)	- (1) Villarrica - (1) Troche - (1) Paso Yobai - (1) Iturbe - (1) Borja
Representatives of the justice system	One (1)	- (1) Public Defender
Program Representatives of the Ministry of Education and Sciences (MEC)	One (1)	- (1) Specialists in rural schools
MEC Coordinators	One (1)	Pedagogical Coordinator, Troche District
District Commissioners for Childhood and Adolescent Programs of the Ministry of Health	Two (2)	- (1) District Manager, Expanded Program on Immunization, Iturbe - (1) District Manager, Expanded Program on Immunization, Iturbe
Local leaders in the areas of health	Five (5)	- (1) Water Commission, Villarrica - (1) Sanitation Board, Troche - (1) Sanitation Board Step, Yobai - (1) Water Commission, Iturbe - (1) Borja Sanitation Board
Local leaders in the areas of education	Four (4)	- (1) Parent Association of Villarrica - (1) Parent Association of Troche - (1) Parent Association of Paso Yobai - (1) Parent Association of Iturbe
Neighborhood Committees	Five (5)	- (1) Villarrica - (1) Troche - (1) Paso Yobai - (1) Iturbe - (1) Borja
Foundations/ NGOs that work in the Department of Guairá	Two (2)	- (1) Program Manager of Plan Paraguay in the Department of Guairá. - (1) Community agent of Plan Paraguay in Paso Yobai.



2

**MAIN
CHARACTERISTICS
OF CHILDREN**

MAIN CHARACTERISTICS OF CHILDREN

2.1. MAIN CHARACTERISTICS OF SURVEYED POPULATION

A survey was carried out in households that had children between 5 and 17 years of age in the districts of Paso Yobai, Mauricio José Troche, Iturbe, Borja, and Villarrica. A total of 1,639 adults, parents and guardians of children aged 5–17 years were interviewed. A total of 2,858²³ children between ages 5–17 was registered in these households.

In the case of children aged 5–9 years, the data was obtained exclusively from interviews with adults, while children aged 10–17 years were interviewed directly. Some data from the latter interviews were cross-checked and validated with the responses of adults, who were consulted about the situation of all children aged 5–17 years living and sleeping in their household. However, the responses of the 10–17 year-old children were included in the data, not those of the adults.

This chapter presents the main characteristics of the children surveyed and their households. As previously mentioned, there were 1,639 households in which 2,858 children aged 5-17 years lived. Of the children, 73.2% were between 5 and 13 years old and 26.7% were between 14 and 17 years old. As for the distribution by sex, 48.5% were boys and 51.5% were girls. Table 8 presents the distribution of the total of children from 5 to 17 years who were part of the sample in the five target districts.

23 The single frequency of interviewed homes is 1,639 and the expanded frequency is 18,728. In the case of children, the single frequency of interviewed children aged 5–17 years is 2,858 and the expanded frequency is 31,618.

Table 8. Percentage distribution of children aged 5-17 years by sex according to the selected characteristics.

Selected characteristics	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	31,618	15,339	16,279	100.0	100.0	100.0
Age (Groups)						
5–9 years old	12,562	6,046	6,516	39.7	39.4	40.0
10–13 years old	10,602	5,470	5,132	33.5	35.7	31.5
14–17 years old	8,454	3,823	4,631	26.7	24.9	28.4
Language						
Guaraní	15,343	7,715	7,628	48.5	50.3	46.9
Guaraní and Spanish	6,867	3,093	3,774	21.7	20.2	23.2
Spanish	9,268	4,431	4,837	29.3	28.9	29.7
Another language	104	85	19	0.3	0.6	0.1
Does not speak	36	15	21	0.1	0.1	0.1
Socio-economic Level (terciles)						
Low	8,976	4,253	4,723	28.4	27.7	29.0
Medium	10,141	5,057	5,084	32.1	33.0	31.2
High	12,501	6,029	6,472	39.5	39.3	39.8
District						
Borja	2,244	1,124	1,120	7.1	7.3	6.9
Iturbe	2,314	1,155	1,159	7.3	7.5	7.1
Paso Yobai	6,359	3,017	3,342	20.1	19.7	20.5
Troche	2,900	1,411	1,489	9.2	9.2	9.1
Villarrica	17,801	8,632	9,169	56.3	56.3	56.3
Area of Residence						
Urban	15,261	7,458	7,803	48.3	48.6	47.9
Rural	16,357	7,881	8,476	51.7	51.4	52.1

2.2. SOCIO-ECONOMIC LEVEL OF HOUSEHOLDS

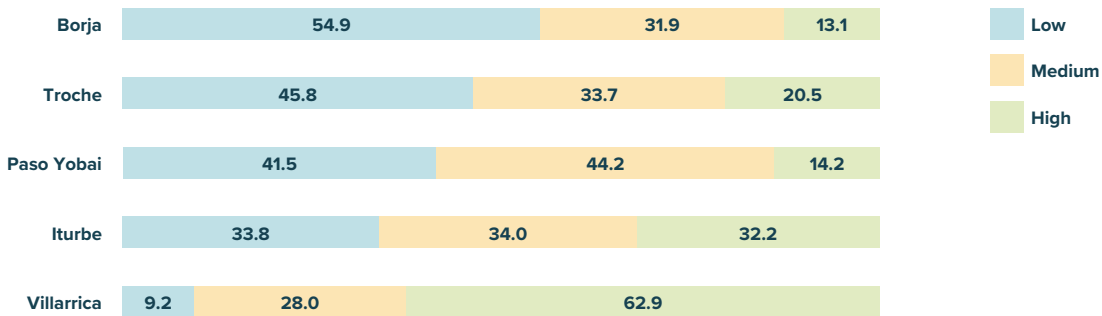
To construct the index of the socio-economic level of households, information on its characteristics and the availability of durable goods was collected. Considering the difficulty in obtaining reliable data on income or consumption, these indicators were not considered for calculating their socio-economic level (APPENDIX 4: Calculation of the socio-economic level of households). A household classification index was generated to indicate their degree of “well-being” or “wealth.” They were organized and classified according to the values assigned to them and groups were formed with the same approximate percentage of households. Finally, the use of terciles was chosen for analytical purposes.

Based on the use of the socio-economic level variables, Graph 1 shows that the district of Borja had the highest percentage of households (54.9%) located in the first tercile corresponding to the “low” level. In contrast, Villarrica had the highest percentage of households (62.9%) located in the third tercile corresponding to the “high” level.

The group of households in the low socio-economic stratum had the highest percentage of working children (26.9%), while the group of households in the high socio-economic stratum showed the lowest percentage of working children (7.8%). For all the households surveyed, 23.7% of children were working.

The educational level of the head of the household is one indicator of the socio-economic level of the household and their ability to attain a higher level of well-being is another. In this regard, 74.4% of the households in which working children live have heads who have completed only the basic school education.

Graph 1. Percentage distribution of households by socio-economic level by district.



Households surveyed

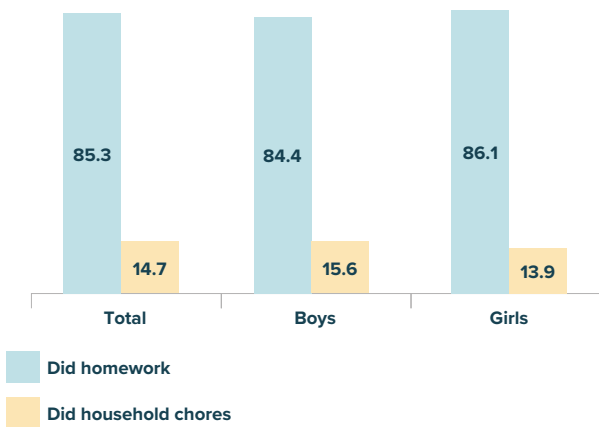


2.3. PARTICIPATION IN HOUSEHOLD CHORES AT HOME

This section analyzes unpaid domestic work that members of the household do in their own homes. This work is also known as “domestic chores.” Domestic chores in the children’s own home are not considered CL so long as they are not domestic chores of hazardous nature. In this sense, the segment contributes with general information on children’s participation in domestic chores within their own home, as part of the general characteristics of the studied population, without making a difference between domestic chores that are permitted or forbidden²⁴.

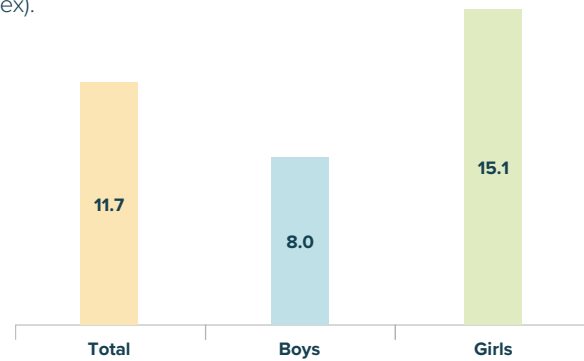
Of the total number of children included in the study, 85.3% were engaged in household chores in their own homes during the reference week (the week preceding the study). There was no marked difference in the sex of the children engaged in such chores. However, as seen in Graph 3, there is a marked difference in the average number of hours of such work per week, girls worked for an average of 15.1 hours a week, which was 7.1 hours more than boys. Boys worked, on average, 8 hours a week.

Graph 2. Percentage of children ages 5–17 engaged in household chores in their homes (by sex).



Total children in the age group 5–17 years surveyed

Graph 3. Average number of hours per week spent in domestic chores in their homes by 5–17-year-old children (by sex).



Total children in the age group 5–17 years doing household chores in their homes

²⁴ The calculation methods of CL used in the present study exclude children’s unpaid domestic chores performed in their own homes, since they are not considered to be hazardous. To construct the category of hazardous domestic chores, the EANA used a list of housework and hours of work to serve as the criteria for classifying a child or adolescent engaged in hazardous domestic chores in their own household. These are workload exceeding 24 hours per week. This criterion is used because household chores are not counted among work leading to production.

2.4. NUMBER OF CHILDREN IN PERMITTED WORK

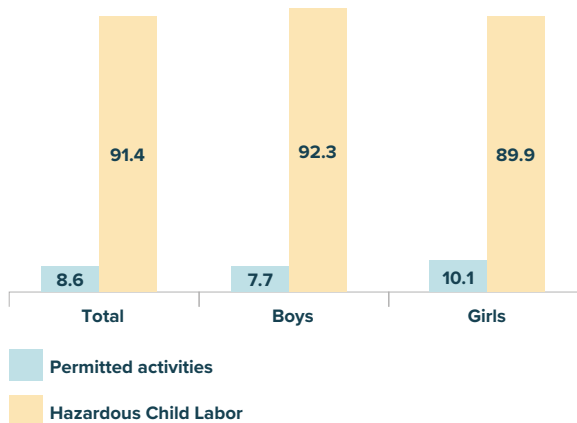
This section considers children aged 14–17 years employed in permitted work, meaning those children who are not engaged in CL because the work they perform complies with all the safeguards established in the legislation and international agreements. In this regard, Graph 4 shows that only 8.6% of children are engaged in permitted work.

Children in the age group of 14–17 years were also directly consulted to know if they were registered in the RAT regulated by the MTESS²⁵. The registration is obligatory and implemented by CODENIs in their respective districts.

This registration is a protection for both, working children and employers because registration is also the authorization given by parents and guardians for children to work. The RAT is granted only to children who are eligible to work.

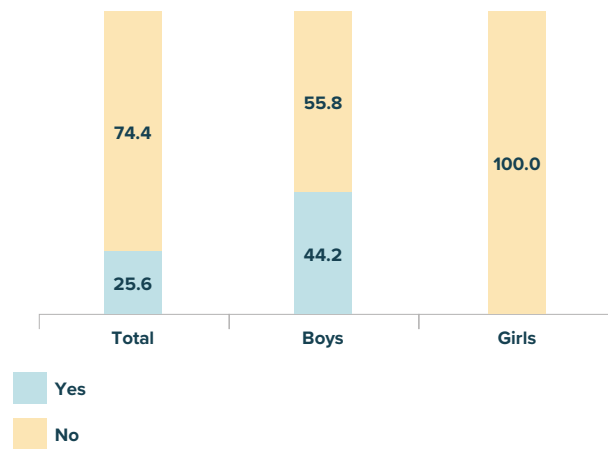
Survey results show that at the time of the survey only 25.6% of children who were engaged in permitted work were enrolled in the RAT (Graph 5).

Graph 4. Percentage of children aged 14–17 years and employed to do permitted work (by sex).



Total working children aged 14–17 years.

Graph 5. Percentage of children aged 14–17 years engaged in permitted work and registered in the RAT (by sex).



Total children aged 14–17 years in permitted work.

Observation: The number of cases is not sufficient to guarantee good statistical representativeness..

25 The rule is laid out in the Code of Childhood and Adolescence and regulated by a resolution of the Ministry of Justice and Work, articles 60 and 61.





3

CL SURVEY RESULTS

CL SURVEY RESULTS

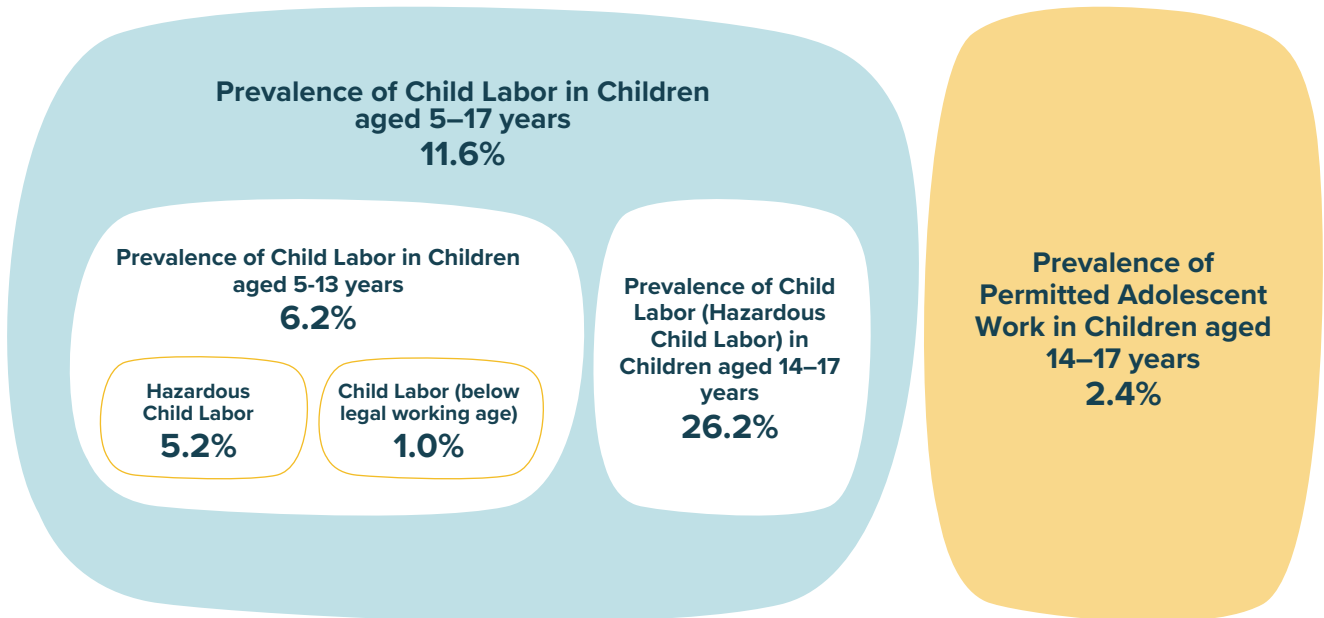
3.1. PREVALENCE OF CL IN CHILDREN AGED 5–17 YEARS

According to the collected data, the incidence of CL for all five districts is 11.6%. Children in CL can be divided into two age groups, 5–13 years (age at which work is prohibited) and 14–17 years (legal age for work, subject to certain conditions).

Considering the total number of children aged 5–13 years, the prevalence of CL is 6.2%. In the case of these children, the number of children employed in economic activities is equal to the number of children in CL. However, the children in CL may be subdivided into those in CL and HCL. By this differentiation, of the 6.2% of children aged 5–13 years in CL, 5.2% fall in the HCL category (tasks identified by the EANA methodology that contemplate five HCL indicators), while 1% fall in the CL category by age alone as the indicator.

Among the children in the age group of 14–17 years, the prevalence of HCL is 26.2%. Since the legal age for employment begins at 14 years, only those children who are engaged in HCL fall in the category of CL. Those children between 14 and 17 years of age engaged in permitted work form only 2.4%. These are not engaged in CL.

Among the target districts, Mauricio José Troche has the highest percentage of children aged 5-17 years in CL (18.3%), Paso Yobai is in second place (15.4%) and Villarrica²⁶ has the lowest prevalence of CL among children (8.6%).



26 Though Villarrica, because of its large population, has the largest number of children in CL, the prevalence of CL in Villarrica is the lowest by percentage.

Table 9. Incidence of CL per district.

Domain	Average	Standard Deviation	Confidence Interval (95%)		Coefficient of variation
			Minimum	Maximum	
Total	11.6%	0.9%	10.0%	13.3%	0.07
Villarrica	8.6%	1.4%	6.3%	11.7%	0.16
Borja	14.1%	1.6%	11.3%	17.4%	0.11
Mauricio José Troche	18.3%	1.8%	15.0%	22.2%	0.10
Iturbe	12.6%	1.5%	10.0%	15.8%	0.12
Paso Yobai	15.4%	1.5%	12.7%	18.6%	0.10
Men	16.4%	1.4%	13.7%	19.4%	0.09
Women	7.0%	0.9%	5.4%	9.0%	0.13
5–13 years old	6.2%	0.7%	5.0%	7.7%	0.11
14–17 years old	26.2%	2.5%	21.6%	31.3%	0.09
Urban	8.9%	1.4%	6.4%	12.2%	0.16
Rural	14.0%	1.0%	12.2%	16.0%	0.07

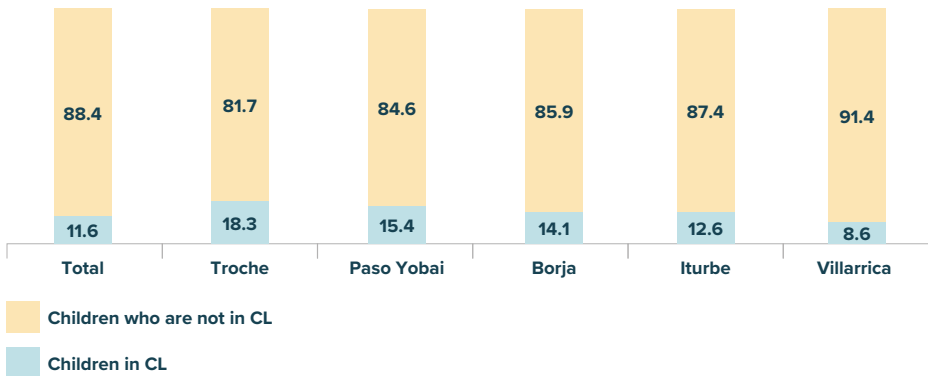
Table 10. Incidence of HCL per district.

Domain	Average	Standard Deviation	Confidence Interval (95%)		Coefficient of variation
			Minimum	Maximum	
Total	10.9%	0.8%	9.3%	12.6%	0.08
Villarrica	8.2%	1.3%	6.0%	11.3%	0.16
Borja	13.3%	1.5%	10.6%	16.6%	0.11
Mauricio José Troche	17.5%	1.8%	14.3%	21.3%	0.10
Iturbe	11.5%	1.4%	9.0%	14.7%	0.12
Paso Yobai	14.0%	1.4%	11.4%	17.0%	0.10
Men	15.4%	1.4%	12.8%	18.3%	0.09
Women	6.6%	0.9%	5.0%	8.6%	0.14
5–13 years old	5.3%	0.6%	4.2%	6.6%	0.12
14–17 years old	26.2%	2.5%	21.6%	31.3%	0.09
Urban	8.4%	1.4%	6.0%	11.6%	0.17
Rural	13.2%	0.9%	11.4%	15.1%	0.07

Considering the age group of 5–13 years, it is also observed that the district of Troche is the one with the highest prevalence of CL at 12%, followed by Paso Yobai with 10.9%.

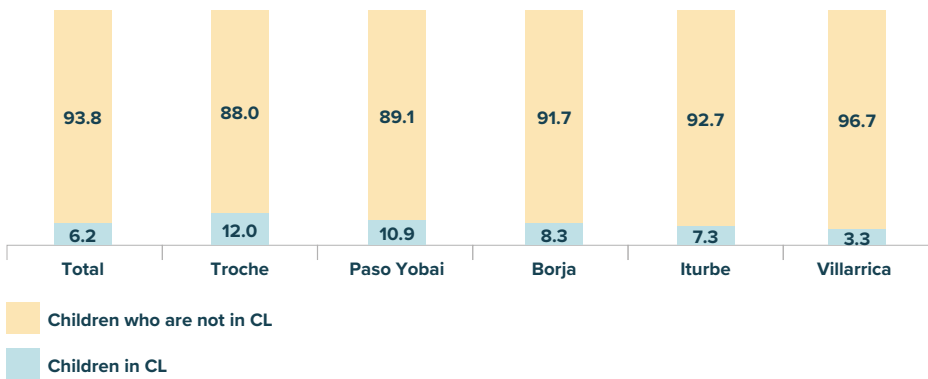
This pattern is maintained when analyzing the prevalence of CL among the children in the age group of 14–17 years (Graph 8).

Graph 6. Prevalence of CL in children aged 5–17 years, by district.



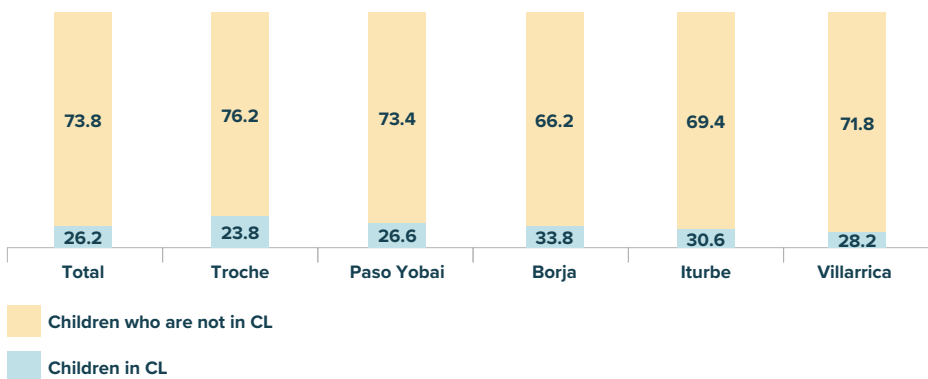
Total children aged 5–17 years surveyed.

Graph 7. Prevalence of CL in children aged 5–13 years, by district.



Total children aged 5–13 years surveyed.

Graph 8. Prevalence of CL in children aged 14–17 years, by district.



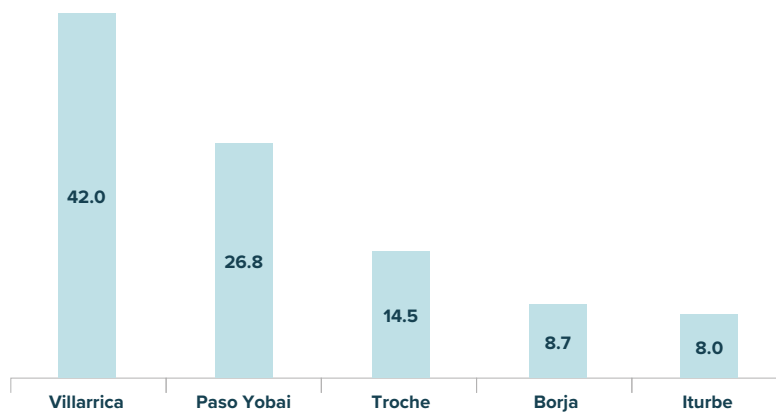
Total children aged 14–17 years surveyed.

3.2. CHARACTERISTICS OF CL IN CHILDREN AGED 5–17 YEARS

This section describes the characteristics of children aged 5–17 years in CL by activity groups, types of occupation, and number of hours worked.

Of the total number of children included in the sample, 11.6% are in CL. Though in the district-wise prevalence of CL, Villarrica has the lowest percentage, the largest percentage of all the children in CL in the five surveyed districts, that is, 42%, live in Villarrica.

Graph 9. Percentage distribution of children aged 5–17 years in CL, by district.



Total children aged 5–17 years in CL.

3.2.1. Activity groups and occupations of children aged 5–17 years in CL

For the collection of information on children’s occupations and activities, open-ended questions were asked and the responses were systematized and codified. The following classifiers used were CPO and CNAEP.

Activity groups

The questionnaires included open-ended questions about activity groups. The answers were then systematized and codified. CNAEP was used for the codification of the activity groups. It considered “those productions of goods and services that characterize the productive activity of our country and which give it singularity and importance in the generation of the gross domestic product” (DGEEC, CNAEP, page 7). The classification was structured in a five-level hierarchical way: section (21), division (87), group (227), class (411), and subclass (604).

This subsection presents the data on the branch of activity organized first in 21 sections and then in the level 4 of disaggregation (class). Appendix III presents the results in detail in a single table that relates sections with classes.

Taking into account the total number of children between 5 and 17 years of age in CL, Graph 10 shows that 36.5% were working in the “agriculture, livestock, home, and support activities” branch. Secondly, 19.9% were employed in “wholesale and retail trade, repair of motor vehicles and motorcycles” and “household activities as employers of domestic staff” occupied 15.4%²⁷. These three sections of activities account for 71.8% of children in CL.

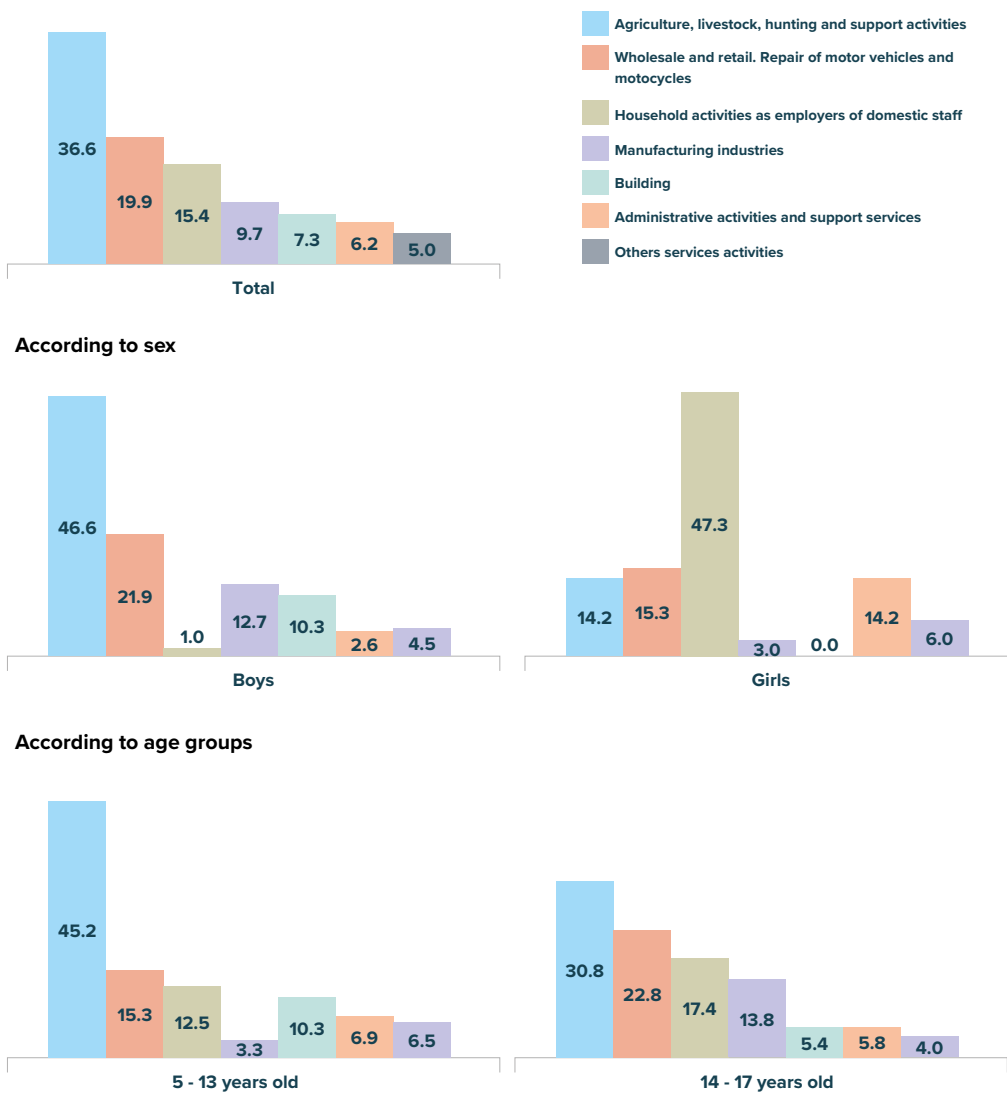
There is a very important difference according to sex; while 46.6% of the boys are working in “agriculture, livestock, hunting, and support activities,” only 14.2% of the girls are working in this branch. On the other hand, 47.3% of the girls are working in the branch called “household activities as employers of domestic staff.”

²⁷ In this case, the category that refers to “activities in the households as employees of the domestic staff” denotes domestic service outside the children’s own households. In that case, the households that employ them become employers of paid domestic staff. The category does not include domestic chores children carry out in their own households. At this point, it is emphasized that the computation of CL in this study does not consider as work all those activities that do not lead to production.

There are also differences according to the age range since there is a greater percentage of children from 5 to 13 years in “agriculture, livestock, hunting, and support activities” (45.2%) compared to children aged 14–17 years (30.8%). On the other hand, children aged 14-17 years have a higher percentage than children aged 5–13 years in “wholesale and retail trade, repair of motor vehicles and motorcycles.”

The major activity groups mentioned above may be disaggregated into five levels. In Table 11, activity groups are disaggregated up to level 4 according to the CNAEP classification. At this level of disaggregation, it can be seen that “sugarcane cultivation” is the first item in percentage weight (20.3%), followed by “household activities as employers of domestic workers” (15.4%)²⁸.

Graph 10. Distribution of children aged 5–17 years in CL by activity group (section – first grouping level), by sex and age group.



Total children aged 5–17 years in CL.

28 When exclusively analyzing the children working in “agriculture, livestock, hunting, and support activities,” it is observed that the majority (55.7%) cultivate sugarcane. See Appendix III where the CNAEP large groups are related to the fourth disaggregation level called “class” within that classifier.

Table 11. Distribution of children aged 5–17 years in CL by activity group (level 4 of CNAEP disaggregation), by sex and age.

Main activity groups – level 4 of disaggregation	Percentage				
	Total	5-13 years	14-17 years	Boys	Girls
Total	100.0	100.0	100.0	100.0	100.0
Production of sugarcane	20.3	24.5	17.6	24.8	10.6
Household activities as employers of domestic staff	15.4	12.5	17.4	1.0	47.3
Maintenance and repair of motor vehicles, except motorcycles.	6.8	4.0	8.7	9.9	0.0
Growing of vegetables and melons, roots, and tubers	6.2	9.6	4.1	8.4	1.4
Construction of buildings	4.9	9.9	1.6	7.1	0.0
General cleaning of buildings	4.4	5.6	3.7	0.8	12.5
Manufacture of clay building materials	3.3	0.3	5.2	4.8	0.0
Agricultural activities, unspecified (product crops not specified)	3.2	4.4	2.4	4.7	0.0
Trade in unspecified products (sale of goods)	2.2	1.5	2.7	2.1	2.5
Retail sale in non-specialized stores with food, beverages and tobacco predominating	2.2	0.6	3.3	2.0	2.6
Growing of cereals (except rice), leguminous plants and oil seeds	1.9	1.7	2.0	2.6	0.4
Sale, maintenance and repair of motorcycles and their parts and accessories	1.9	3.4	0.9	2.7	0.0
Cattle breeding	1.8	3.0	1.1	1.8	1.8
Landscaping services	1.8	1.3	2.2	1.8	1.8
Retail sale of food, beverages and tobacco in stalls and markets	1.8	2.5	1.3	2.3	0.5
Retail sale of books, newspapers, and stationery	1.5	0.7	2.0	0.4	4.0
Manufacture of parts and pieces of carpentry for buildings and constructions.	1.4	0.1	2.2	2.0	0.0
Electrical, electromechanical, and electronic installations	1.3	0.0	2.2	1.9	0.0
Restaurants, bars, and similar	1.3	0.5	1.8	0.2	3.6
Mineral waters and sodas production	1.2	0.0	2.0	1.8	0.0
Warehouse and storage	1.2	3.1	0.0	1.8	0.0
Retail sale of textiles other than clothing	1.1	0.5	1.4	0.3	2.7
Sale of motor vehicle parts and accessories, except motorcycles	1.0	0.3	1.4	1.3	0.4
Growing of other non-perennial crops	0.9	0.6	1.1	1.3	0.0
Growing of beverage crops	0.8	0.0	1.4	1.2	0.0
Others	10.0	9.5	10.3	10.8	8.1

Main occupations

The questionnaires asked open-ended questions about activity groups. The answers were then systematized and codified. For the classification of occupations, the CPO was used. This classification “presents a classifying and data adding system on the occupations coming from the Population Censuses and the Household Surveys” (DGEEC, CPO, page 3). It is composed of ten large groups of occupations with their corresponding subdivisions at the following levels – main subgroups, subgroups, and primary groups.

This subsection presents data on occupation organized first in ten major sections and then in the level 4 of disaggregation (primary groups). In Appendix III, results are presented in detail in a single table that relates large groups to primary groups.

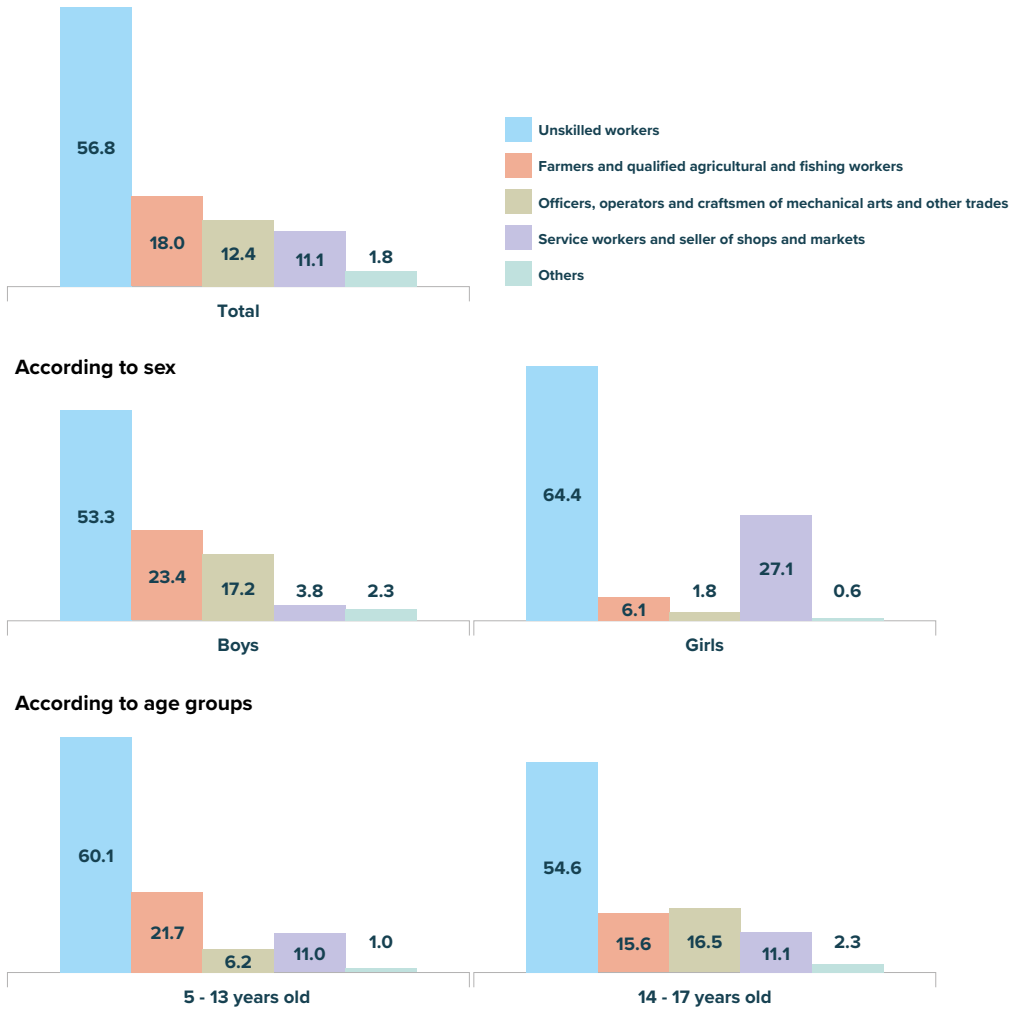
When the data on occupation in large categories (56.8%) is processed, it is seen that most of the children fall into the “unskilled workers”²⁹ category.

When classified by sex, it is observed that a large percentage of the girls (64.4%) are categorized as “unskilled workers.” Also, a high percentage of “service workers and shops and markets sellers” (27.1%) are girls. Boys have a much smaller presence (3.8%) in this category. On the other hand, the representation of boys in the category “farmers and qualified agricultural and fishery workers” (23.4%) is higher by 17.3% than that of girls in the same category (6.1%). Something similar occurs in the category “officers, operators, and artisans of mechanical arts and other crafts” (See Graph 11).

By age groups, the percentage of children aged 5–13 years classified as “agricultural and fishing workers” is slightly higher than the percentage of children aged 14–17 years in the same occupation. Conversely, the percentage of children employed as “officers, operators, and artisans of mechanical arts and other crafts” rises from 6.2% in the group of 5–13 year-olds to 16.5% in the group of 14–17 year-olds.

29 “Unskilled workers” are included in the “large group 9” of the CPO. “As its name implies, it classifies all those tasks for which no special training is needed” (DGEEC-CPO, page 11). For the entire list of subgroups in the “large group 9” please consult the CPO document of the DGEEC.

Graph 11. Distribution of children aged 5–17 years in CL, by type of occupation (first level of CPO disaggregation), according to sex and age group.



Total children aged 5–17 years in CL.

When analyzing the type of occupations by a higher level of disaggregation, it is observed that 44.7% of children of 5–17 years of age work in three main occupations, namely, farmers and agricultural laborers (19.8%), farmers and skilled workers of extensive crops (15.1%), and domestic staff (11.8%).

There are significant differences by sex in employment as “domestic staff.” While 35.9% of girls are in this occupation, boys’ percentage is only 0.9%. Conversely, boys predominantly work as farm laborers and agricultural laborers (24.3%), that is, 14.4 percentage points more than girls (9.9%). Similarly, in the second occupation in the order of importance, “farmers and skilled workers of extensive crops,” 20.3% of boys are engaged, which is 16.6 percentage points more than girls (3.7%).

Table 12 shows the distribution of occupations of children aged 5–17 years during the reference week (the week preceding the study). These would be the main occupations because only 2.4% of working children be-

tween the ages of 5 and 17 years did some additional economic work or task (other than the main job) during the past week.

Table 12. Distribution of children ages 5–17 years in CL by type of occupation (level 4 of CPO disaggregation), according to sex and age group.

Main occupations – level 4 of disaggregation	Percentage				
	Total	5-13 years	14-17 years	Boys	Girls
Total	100.0	100.0	100.0	100.0	100.0
Farmers and agricultural laborers	19.8	22.8	17.8	24.3	9.9
Farmers and skilled crop workers	15.1	17.8	13.4	20.3	3.7
Domestic staff	11.8	4.4	16.6	0.9	35.9
Manual and other laborers of the manufacturing industry	11.6	14.0	10.1	14.6	5.0
Store and store demonstrators and sellers	6.7	2.9	9.2	3.6	13.6
Cleaners of offices, hotels, and other establishments	4.9	6.8	3.7	1.4	12.8
Engine mechanics and fitters	4.2	0.3	6.8	6.2	0.0
Laborers for building construction	3.5	6.8	1.4	5.1	0.0
Nannies and child caretakers	3.4	7.7	0.6	0.0	10.9
Sheet-metal workers and boilermakers	3.1	0.0	5.2	4.6	0.0
Farmers and qualified workers of vegetable gardens, greenhouses, and related	1.6	2.8	0.7	2.0	0.5
Messengers, porters, and delivery companies	1.5	0.3	2.3	2.1	0.0
Electricians and related	1.3	0.0	2.2	1.9	0.0
Livestock and other domestic animals, milk producers and their derivatives	1.3	1.0	1.5	1.1	1.8
Bricklayers and upholsterers	1.2	3.1	0.0	1.8	0.0
Street vendors of edible products	0.9	2.3	0.0	1.2	0.3
Others	7.9	6.9	8.5	8.9	5.6

Work in agriculture

Of the total number of children aged 5–17 years in CL, 29.7% worked at agricultural tasks in the reference week (the week preceding the study).

A significant difference was observed between the employment of sexes – 36.4% of the boys, that is 27.3 percentage points more than the girls (9.1%) were engaged in the agricultural tasks. This significant difference was observed also in the sex-based distribution of children who worked in agriculture during the preceding 12 months.

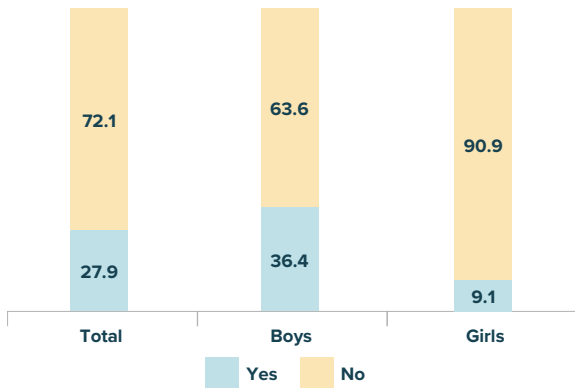
It is important to clarify that the questions referring exclusively to agricultural work are separated from the questions inquiring about the main work done in the reference week (the last week). They were meant to provide information on children’s commitment to agricultural work, whether or not they considered it their main job

during the reference week. That is why the percentages of children engaged in agriculture during the reference week may differ from those in the results of occupation and activity. For example, a child may have had vehicle repair as the main work during the reference week but was also working in agriculture, either as secondary work for profit or own consumption.

For the same reason, there are significant variations in the percentage distribution of the type of crops in the cultivation of which children engaged during the reference week between what was declared as the main occupation and activity during the past week³⁰. Among the crops in the cultivation of which children were employed include cassava (32.4%), followed by corn (23.8%), sugarcane (14.6%), and bean (13.3%). These also appear as the main four crops in cultivating which the children were engaged during the last 12 months.

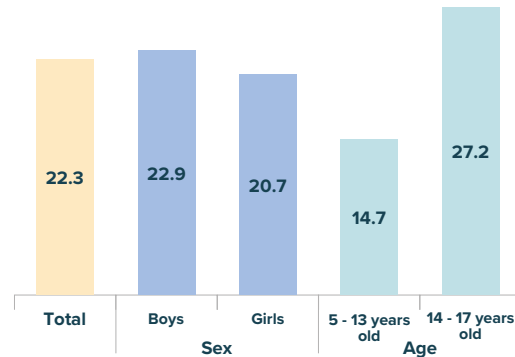
³⁰ In this case, the percentage of children engaged in sugarcane plantation is higher than in the main activities. This is because, in the case of activity groups, the percentages are calculated on the total number of children in CL during the reference week, whereas in this case, the percentages are calculated on the total number of children aged 14-17 years engaged in agriculture during previous week.

Graph 12. Percentage of children aged 5–17 years in CL working in agriculture, according to sex.



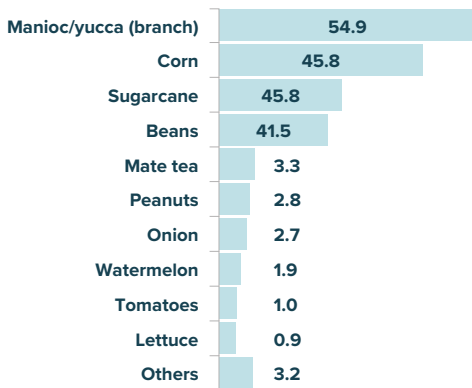
Total children aged 5–17 years in CL.

Graph 14. Average hours worked by children aged 5–17 years in CL per week, according to sex and age groups.



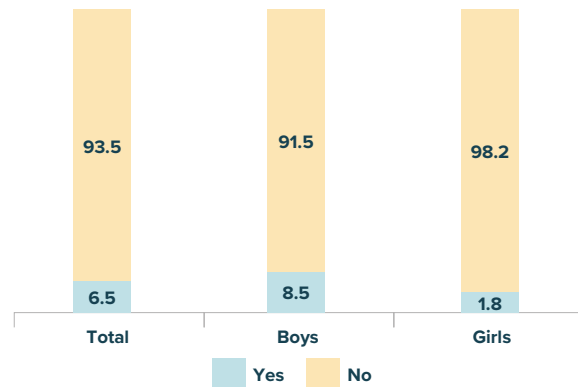
Total children aged 5–17 years in CL.

Graph 13. Percentage distribution of the type of crops in which children ages 5–17 years in CL work.



All the crops mentioned (including multiple responses) by 1,020 children cases who were engaged in agriculture.

Graph 15. Percentage of children aged 5–17 years in CL who worked at least once for any duration between the hours of 7 pm to 7 am during the last 12 months, according to sex.



Total children aged 5–17 years in CL.

Number of hours of work of children in CL³¹

The average number of hours worked was 22.3. The hours differed significantly between the sexes. On average, girls work 20.7 hours and boys 22.9 hours. This difference is more noticeable among the age groups. Children aged 14–17 years worked, on average, 12.5 hours more than the preceding age group (See Graph 14).

Of the total number of children in CL, 6.5% worked at least once during the night in the previous year, with a significant difference between the sexes (See Graph 15).

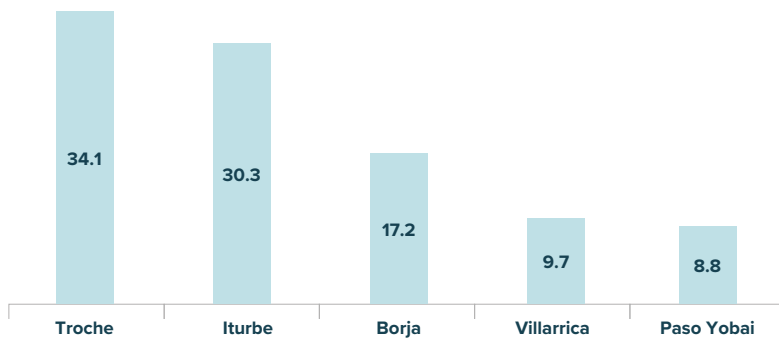
31 In this section, the main and secondary activities (if reported) are taken into consideration calculate the number of hours spent in labor activities during the reference week.

3.3. CHARACTERISTICS OF CL IN CHILDREN AGED 5–13 YEARS

Of the total number of children in the age group 5–13 years who make up the sample, 6.2% are in CL. Troche district has the largest concentration of children in the age group 5–13 years in CL and also has the highest

prevalence of CL in that age group (12%) among the five districts. Therefore, the highest overall prevalence of CL in Troche (18.3% for the age group 5–17 years) is largely due to the burden of CL in this age group.

Graph 16. Percentage distribution of children aged 5–13 years in CL, by district.



Total children aged 5–13 years in CL.

3.3.1. Activity groups and occupations of children aged 5–13 years in CL

Activity groups

In Graph 17, it is observed that 45.2% of children aged 5–13 years in CL have worked in the “agriculture, livestock, house, and support activities” branch. In the second place, but with a much lower percentage (15.3%) is “wholesale and retail trade, repair of motor vehicles and motorcycles” and, in the third place is “household activities as employers of domestic personnel” (12.5%). Of the children aged 5–13 years in CL, 73.1% are found in these three large activity areas. Appendix III presents a breakdown of the activity groups (disaggregation level 4) that constitute these activity areas.

While 53.8% of the boys are working in “agriculture, livestock, hunting, and support activities,” only 19.4% of the girls are working in this branch. In contrast, 47.8% of girls are working in the “household activities as employers of domestic staff” branch compared to 0.7% of boys.

Graph 17. Distribution of children aged 5–13 years in CL by activity group (section–first level of CNAEP grouping), according to sex.



Total children aged 5–13 years in CL.

The major activity groups mentioned above may be disaggregated into five levels. In Table 13 the activity groups are disaggregated up to level 4 according to the CNAEP classification.

At this level of disaggregation, it can be observed that “sugarcane cultivation” is the first item in percentage weight (24.5%), followed by “household activities as employers of domestic staff” (12.5%).

Table 13. Distribution of children aged 5–13 years in CL by activity group (level 4 of CNAEP disaggregation), according to sex.

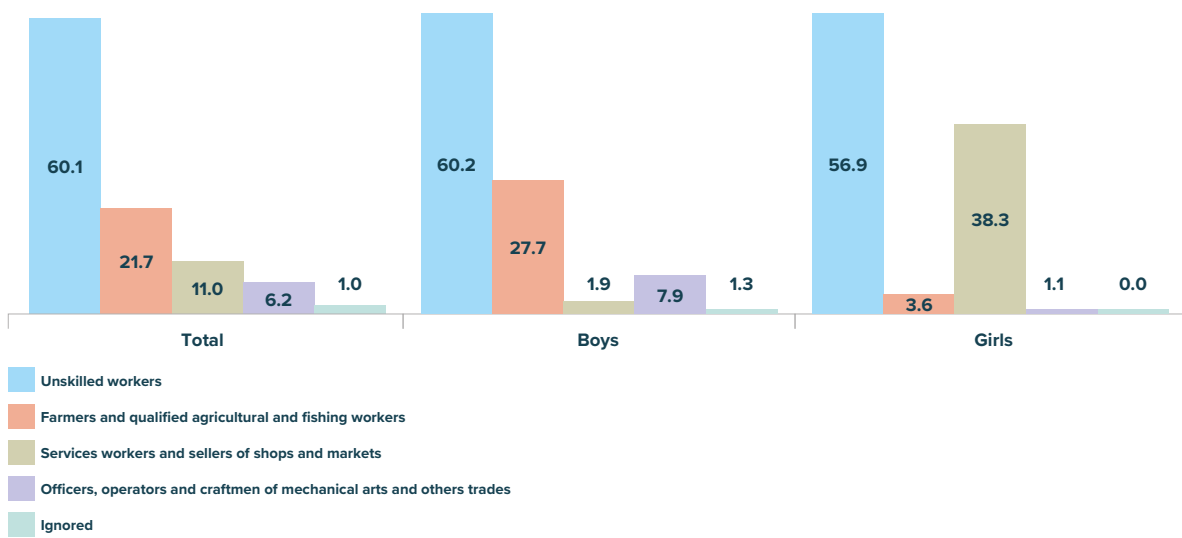
	Percentage		
	Total	Boys	Girls
Total	100.0	100.0	100.0
Production of sugarcane	24.5	28.3	13.1
Household activities as employers of domestic staff	12.5	0.7	47.8
Construction of buildings	9.9	13.2	0.0
Growing of vegetables and melons, roots, and tubers	9.6	11.7	3.3
General cleaning of buildings	5.6	1.9	16.9
Agricultural activities, unspecified (product crops not specified)	4.4	5.9	0.0
Maintenance and repair of motor vehicles, except motorcycles	4.0	5.3	0.0
Sale of motor vehicle parts and accessories, except motorcycles	3.4	4.5	0.0
Warehouse and storage	3.1	4.2	0.0
Cattle breeding	3.0	3.3	1.9
Retail sale of food, beverages and tobacco in stalls and markets	2.5	2.8	1.7
Manufacture of other products of wood. Manufacture of articles of cork, straw, and plaiting materials	1.9	2.6	0.0
Growing of cereals (except rice), leguminous plants and oil seeds	1.7	1.9	1.1
Retail sale of clothing, footwear, and leather articles	1.5	0.0	6.1
Trade in unspecified products (sale of goods)	1.5	1.9	0.0
Freight transport by road	1.4	1.9	0.0
Landscaping services	1.3	1.7	0.0
Timber extraction	0.8	1.1	0.0
Retail sale of books, newspapers, and stationery	0.7	0.9	0.0
Citrus cultivation	0.6	0.8	0.0
Growing of other non-perennial crops	0.6	0.7	0.0
Retail sale in non-specialized stores with food, beverages and tobacco predominating	0.6	0.3	1.4
Retail sale of textiles other than clothing	0.5	0.4	0.8
Restaurants, bars and similar	0.5	0.0	1.9
Manufacture of other ceramic and porcelain products	0.4	0.6	0.0
Manufacture of clay building materials	0.3	0.5	0.0
Finishing and finishing of buildings	0.3	0.5	0.0
Food retailing	0.3	0.2	0.8
Footwear manufacturing	0.3	0.0	1.1
Sale of motor vehicle parts and accessories, except motorcycles	0.3	0.0	1.1
Activities auxiliary to land transport	0.3	0.4	0.0
Meat processing and preservation	0.2	0.3	0.0
Washing and cleaning of linen and leather garments, including dry cleaning	0.2	0.0	0.8
Manufacture of parts and pieces of carpentry for buildings and constructions.	0.1	0.2	0.0
Retail sale of games and toys	0.1	0.2	0.0
Ignored	1.0	1.3	0.0

Main occupations

When presenting data on occupation in large activity groups (first level according to CPO) it is observed that most children fall under the category of “unskilled workers” (60.1%). When analyzing the data by sex, it can be observed that this category is the one that employs more than half of working children in this age range (Graph 18).

However, there are other sex-based differences. Girls have the largest presence in the category “service workers and shops and markets sellers” (38.3%) compared to boys (1.9%). On the other hand, the representation of boys (27.7%) in the category “farmers and qualified agricultural and fishery workers” is higher by 24.1 percentage points than that of girls (3.6%) in the same category.

Graph 18. Distribution of children aged 5–13 years in CL, by type of occupation (first level of CPO), according to sex.



Total children aged 5–13 years in CL.

When analyzing the type of occupations at a higher level of disaggregation (Table 14), 54.7% of children aged 5–13 years work in three main occupations: “farm laborers” (22.8%), “farmers and skilled workers of extensive crops” (17.8%), and “manual packers and other laborers in the manufacturing industry” (14%).

Table 14. Distribution of children aged 5–13 years in CL by type of occupation (level 4 of CPO disaggregation), according to sex.

Main occupations – level 4 of disaggregation	Percentage		
	Total	Boys	Girls
Total	100.0	100.0	100.0
Nannies and child caretakers	7.7	0.0	30.8
Nursing home helpers	0.4	0.0	1.7
Store demonstrators and sellers	2.9	1.9	5.8
Farmers and skilled crop workers	17.8	23.2	1.7
Farmers and workers of vegetable gardens, greenhouses, nurseries, and gardens	2.8	3.8	0.0
Livestock and other domestic animals, milk producers and their derivatives	1.0	0.6	1.9
Bricklayers and upholsterers	3.1	4.2	0.0
Painters and papermakers	0.3	0.5	0.0
Engine mechanics and fitters	0.3	0.4	0.0
Butchers, fishmongers, and related activities	0.2	0.3	0.0
Basket weavers, brush makers and related activities	1.9	2.6	0.0
Shoemakers and related workers	0.3	0.0	1.1
Street vendors of edible products	2.3	2.8	0.8
Domestic staff	4.4	0.7	15.3
Cleaners of offices, hotels, and other establishments	6.8	3.1	17.8
Laundry and ironing machines workers	0.2	0.0	0.8
Car washers and related	0.3	0.5	0.0
Messengers, porters, and delivery companies	0.3	0.4	0.0
Farmers and agricultural laborers	22.8	25.1	15.8
Forest laborers	0.8	1.1	0.0
Laborers for building construction	6.8	9.1	0.0
Manual and other laborers of the manufacturing industry	14.0	16.6	6.4
Freight handlers	1.4	1.9	0.0
Ignored	1.0	1.3	0.0

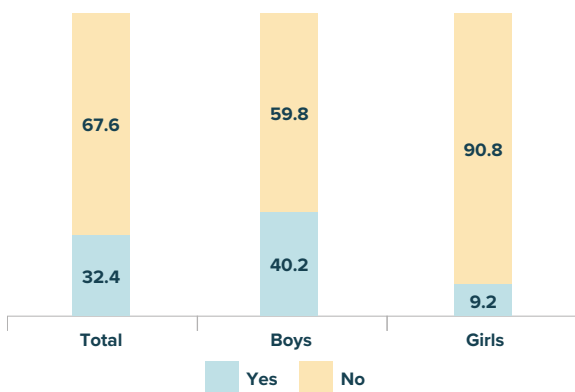
Work in agriculture

Of the total number of children of aged 5–13 years in CL, 32.4% worked at agricultural tasks in the reference week. An important difference was observed according to sex, that is, 40.2% of the boys worked at these tasks, which was 31 percentage points more than the girls (9.2%).

Among the crops, the main crop was cassava on which 32.5% of the children aged 5-13 years worked, followed by corn (22%), sugarcane (14.9%), and bean (12.4%).

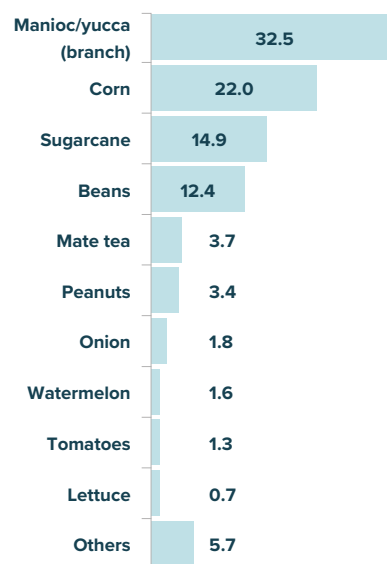
By the percentage distribution of children working on the mentioned crops, first comes cassava, followed by corn, sugarcane, and bean (Graph 20). However, if each of these options is treated as independent (of dichotomous type), results indicate that cassava was mentioned by 60.8% of children aged 5–13 years in CL, while corn was mentioned by 41.1%, sugarcane by 27.8% and bean by 23.1%.

Graph 19. Sex-wise percentage distribution of children aged 5–13 years in CL working in agriculture.



Total children aged 5–13 years in CL.

Graph 20. Percentage distribution of type of crops in which children aged 5–13 years in CL work.



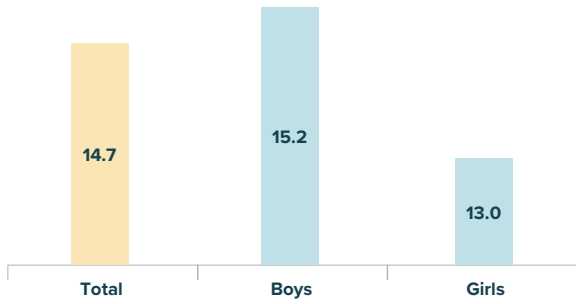
Total crop mentions (multiple response) of 467 cases of children aged 5–13 years engaged in agriculture.

Hours of work of children in CL

The average number of hours worked by children aged 5–13 years in CL is 14.7 hours per week, with important sex-wise differences according.

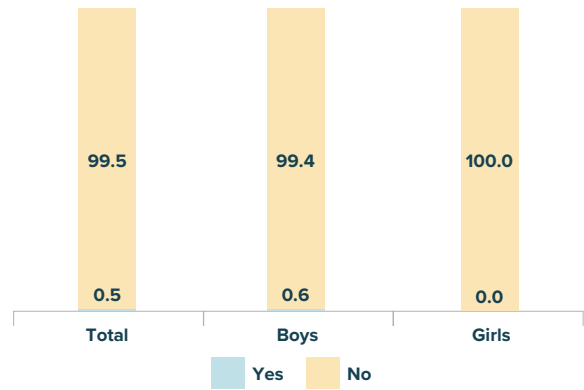
While girls worked 13.0 hours, boys work 15.2 hours on average. As for night work, the percentage of children aged 5–13 years who worked between 7 pm to 7 am is very small (0.5%).

Graph 21. Average hours worked by children aged 5–13 years in CL per week, by sex and age groups.



Total children aged 5–13 years in CL.

Graph 22. Percentage of children aged 5–13 years in CL who worked at least once from 7 pm to 7 am during the last 12 months, by sex.



Total children aged 5–13 years in CL.

3.4. CHARACTERISTICS OF CL IN CHILDREN AGED 14–17 YEARS

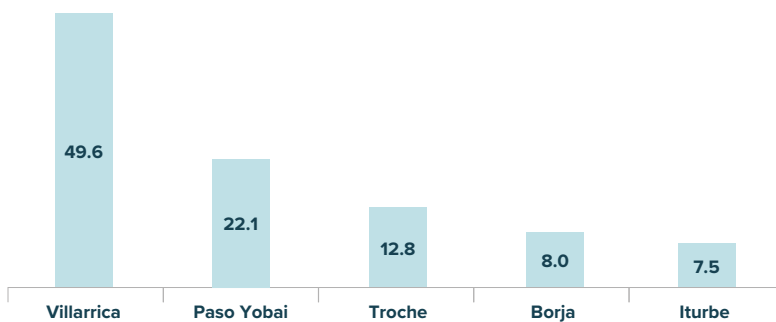
Paraguay has ratified the ILO Convention N° 138 and establishes that the legal age to begin working in Paraguay is 14 years, although with certain restrictions. Children between the ages of 14 and 15 years cannot work more than 4 hours a day and 24 hours a week and those in the age range of 16–17 years cannot work more than 6 hours a day and 36 hours a week. Also, they are not allowed to work from 7 pm to 7 am.

The Code of Childhood and Adolescence of Paraguay (Law N° 1680/2001) mentions prohibited work³² and also describes in detail the types and conditions of work that are permitted for children aged 14 and 15 years. Following the international commitments concomitant to the ratification of ILO Convention N° 182, Paraguay developed a list of 26 hazardous activities that are prohibited for children and are considered a WFCL.

This section presents in detail the characteristics of children in CL. Other employed children would fall in the category of permitted work. At this point, it is important to remember that of the total number of employed children, only 8.6% are in permitted work.

The district-wise percentage distribution of children in CL shows that the highest percentage (49.6%) is found in Villarrica. The reason is the comparatively large size of its urban population. Paso Yobai is second with 22.1% and Troche is in third place with 12.8% of children in CL.

Graph 23. Percentage distribution of children aged 14–17 years in CL, by district.



Total children aged 14–17 years in CL.

³² Article 54 of Law N° 1680/2001 prohibits the following types of works: a) in any underground place or under water; b) involving other activities dangerous or harmful for the physical, mental, or moral health of children.

3.4.1. Activity groups and occupations of children aged 14–17 years in CL

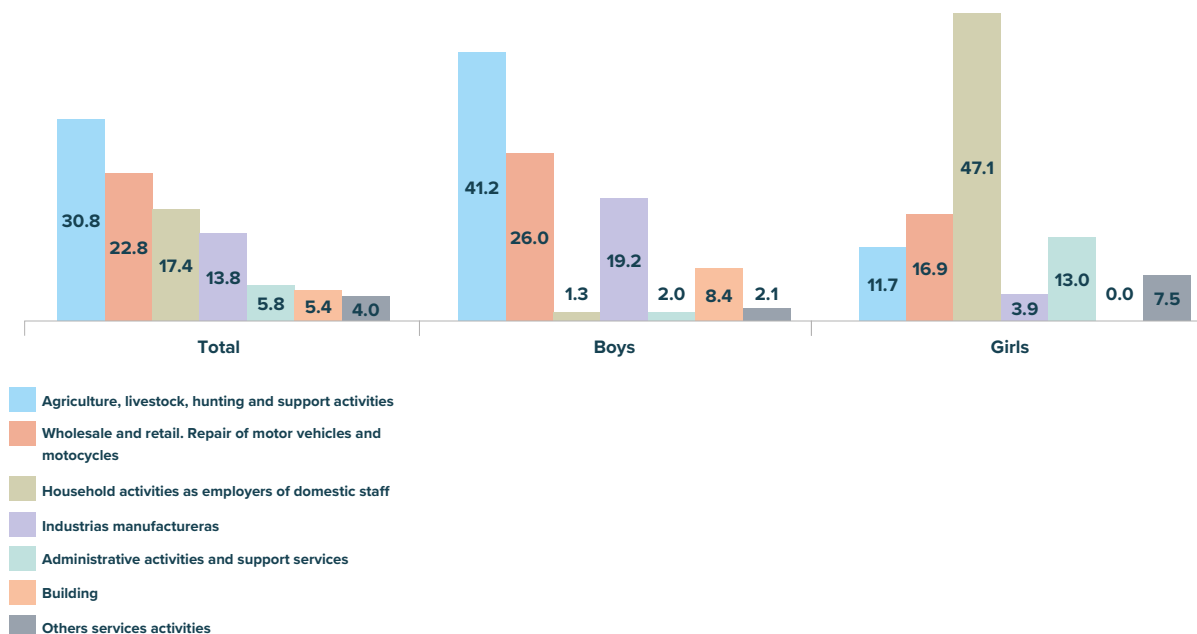
Activity groups of children aged 14–17 years in CL

Graph 24 shows that 30.8% of children aged 14–17 years in CL worked in the “agriculture, livestock, house, and support activities” branch, followed by “wholesale and retail trade, repair of motor vehicles and motorcycles” (22.8%), and “household activities as employers of domestic staff” (17.4%). These three large sections of activity add up to 71% of children between 14 and 17 years of age in CL.

However, there were very important sex-based differences in levels of employment in these activities. As against 41.2% of boys working in “agriculture, livestock, hunting, and support activities,” only 11.7% of girls were engaged in this activity. In contrast, 47.1% of girls worked in the branch “household activities as employers of domestic staff,” while only 1.3 % of boys worked in that branch.

In Table 15 below, activity groups are disaggregated up to level 4 of the CNAEP classification. At this level of disaggregation, it is observed that the production of sugarcane is the item in which the highest percentage of children aged 14-17 years is employed (17.6%), followed by “household activities as employers of domestic staff” (17.4%).

Graph 24. Distribution of activity group (section – first level of CNAEP grouping), children aged 14–17 years in CL, according to sex.



Total children aged 14–17 years in CL.

Table 15. Distribution of activity group (level 4 of CNAEP disaggregation), children aged 14–17 years in CL during the last week, according to sex.

	Percentage		
	Total	Boys	Girls
Total	100.0	100.0	100.0
Production of sugarcane	17.6	22.1	9.4
Household activities as employers of domestic staff	17.4	1.3	47.1
Maintenance and repair of motor vehicles, except motorcycles	8.7	13.4	0.0
Manufacture of clay building materials	5.2	8.0	0.0
Growing of vegetables and melons, roots, and tubers	4.1	6.0	0.5
General cleaning of buildings	3.7	0.0	10.4
Retail sale in non-specialized stores with food, beverages and tobacco predominating	3.3	3.3	3.1
Trading in unspecified products (sale of goods)	2.7	2.2	3.6
Agricultural activities, unspecified (product crops not specified)	2.4	3.8	0.0
Electrical, electromechanical, and electronic installations	2.2	3.4	0.0
Manufacture of parts and pieces of carpentry for buildings and constructions	2.2	3.3	0.0
Landscaping services	2.2	2.0	2.6
Growing of cereals (except rice), leguminous plants and oil seeds	2.0	3.1	0.0
Mineral waters and sodas production	2.0	3.1	0.0
Retail sale of books, newspapers, and stationery	2.0	0.0	5.8
Restaurants, bars and similar	1.8	0.4	4.4
Construction of buildings	1.6	2.5	0.0
Sale of motor vehicle parts and accessories, except motorcycles	1.4	2.2	0.0
Retail sale of textiles other than clothing	1.4	0.3	3.6
Growing of beverage crops	1.4	2.2	0.0
Construction of roads and railways, bridges, and tunnels	1.3	2.0	0.0
Retailing of food, beverages and tobacco in stalls and markets	1.3	2.0	0.0
Growing of other non-perennial crops (ncp)	1.1	1.7	0.0
Cattle breeding	1.1	0.7	1.8
Others	9.9	11.0	7.7

Main occupations of children aged 14–17 years in CL

The occupational data in large categories (first level according to the CPO) shows that most of the children aged 14-17 years fall under the category of “unskilled workers” (54.6%). Analysis based on sex shows that, although higher percentages for both boys and girls are employed in this category, the percentage of girls is greater by 20 percentage points (Graph 25).

Another difference is that girls have a larger presence than boys in the category “service workers and sellers of shops and markets.” In contrast, the representation of boys in the category “farmers and skilled agricultural workers and fishermen” (20.2%) is higher than that of girls (7.2%), with a difference of 13 percentage points.

Graph 25. Distribution of occupation type (CPO first level) of children aged 14-17 years in CL, by sex.



Total children aged 14-17 years in CL.

When analyzing the type of occupations at a higher level of disaggregation (Table 16), 57.9% of children in HCL works in four main occupations: “farmworkers and agricultural laborers” (17.8%), “domestic workers” (16.6%), “farmers and skilled crop workers” (13.4%), and “manual workers and other laborers of the manufacturing industry” (10.1%).

Table 16. Distribution of occupation type (level 4 of CPO disaggregation) of children aged 14–17 years in CL, by sex.

	Percentage		
	Total	Boys	Girls
Total	100.0	100.0	100.0
Farmers and agricultural laborers	17.8	23.6	7.1
Domestic staff	16.6	1.0	45.4
Farmers and skilled crop workers	13.4	18.1	4.6
Manual and other laborers of the manufacturing industry	10.1	13.2	4.4
Store demonstrators and sellers	9.2	4.8	17.2
Engine mechanics and fitters	6.8	10.5	0.0
Sheet-metal workers and boilermakers	5.2	8.0	0.0
Office-cleaners, hotels, and other establishments	3.7	0.0	10.4
Messengers, porters, and delivery workers	2.3	3.5	0.0
Electricians and related	2.2	3.4	0.0
Livestock and other domestic animals, producers of milk and their derivatives	1.5	1.4	1.8
Laborers for building constructions	1.4	2.2	0.0
Laborers for public works and maintenance: roads, dams and similar works	1.3	2.0	0.0
Other machine operators and assemblers	0.9	1.0	0.9
Cash dispensers and related	0.9	1.4	0.0
Hairdressers, beauty treatment and related specialists	0.9	0.0	2.6
Farmers and workers of vegetable gardens, greenhouses, and related	0.7	0.7	0.8
Nannies and child caretakers	0.6	0.0	1.7
Seamstresses and related	0.6	0.0	1.7
Others	3.9	5.3	1.4

Work in agriculture of children aged 14–17 years in CL

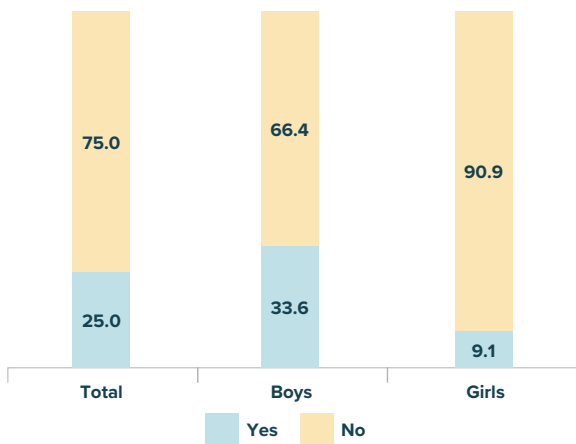
Of the total number of children aged 14–17 in HCL (2,212), 25% worked in agriculture in the reference week.

Sex-wise differentiation shows that 33.6% of the boys work in agriculture, which is 24.5 percentage points more than girls. These percentages do not vary significantly in the data for the preceding 12 months.

The main crops on which the children worked were cassava (32.3%), followed by corn (25.1%), sugarcane (29.6%), and bean (25.3%). These were also the four main crops on which children worked during the previous 12 months.

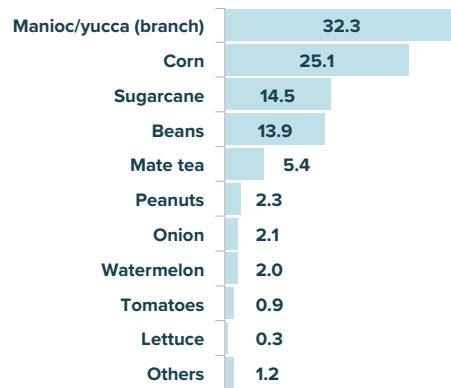
By making percentage distribution of crops, the largest percentage of children works on cassava, followed by corn, sugarcane, and bean (Graph 27). However, if each of these crops is treated individually (of a dichotomous type), the result is that cassava was mentioned by 66.2%, corn was mentioned by 51.5%; sugarcane was mentioned by 29.7% and bean by 28.6% of children aged 14–17 years in CL.

Graph 26. Percentage of children aged 14–17 years in CL working in agriculture, by sex.



Total children aged 14–17 years in CL.

Graph 27. Percentage distribution of the type of crops in which children aged 14–17 years in CL work.



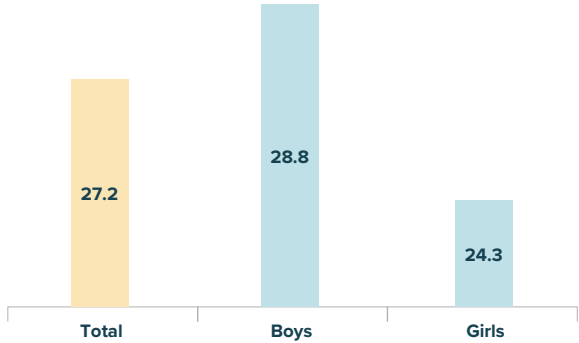
Total crop (multiple response) mentions in the 553 cases of children between 14 and 17 years old in CL who are engaged in agriculture.

Work hours of children in CL aged 14–17 years

Analysis of the data of children aged 14–17 years shows that the boys in this group worked for the most average number of hours – 28.8 – during the reference week.

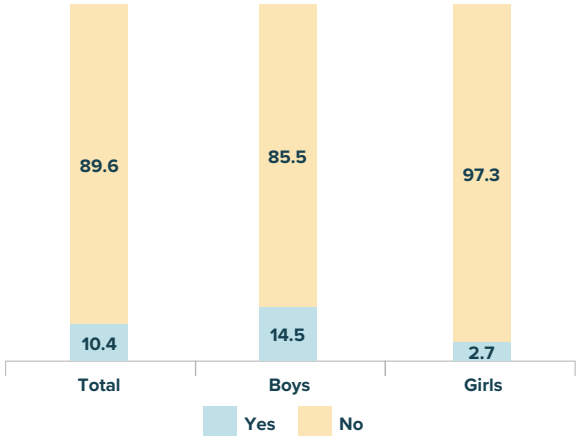
This exceeded the average number of hours worked by girls in the same age group (24.3) in the reference week by 4.5 hours.

Graph 28. Average hours worked by children aged 14–17 years in CL per week, according to sex and age groups.



Total children aged 14–17 years in CL.

Graph 29. Percentage of children aged 14–17 years in CL who worked at least once from 7 pm to 7 am during the previous 12 months, by sex.



Total children aged 14–17 years in CL.

3.5. EDUCATION AND ITS RELATIONSHIP WITH CL

This sub-section presents the analysis of the relationship between education and the work of children, given that children’s work can have repercussions on school attendance and performance.

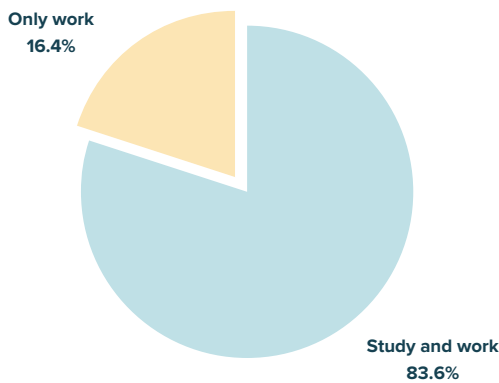
Though Paraguayan Legislation permits 14–17 year-old children to work, it sets certain safeguards for the children such as, among others, the limit on weekly work hours and the prohibition on children’s employment in hazardous tasks and activities, among others. These safeguards were established to protect children’s rights including the right to education.

The data presented below shows the general educational characteristics of children in CL.

School attendance of children in CL

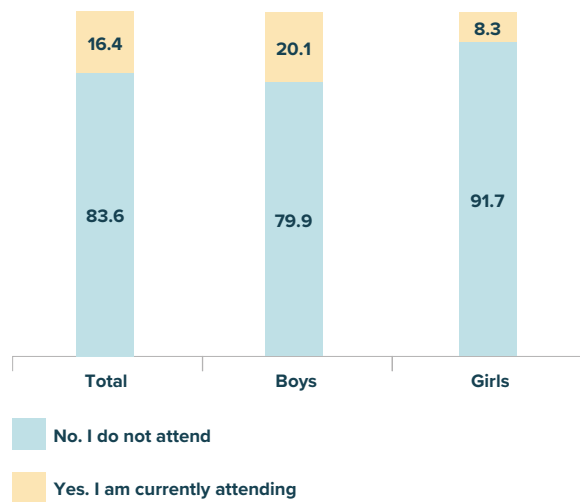
An analysis of children aged 5–17 years in CL shows that 83.6% attend school, while the remaining do not do so. While 91.7% of girls were attending school, a significantly smaller percentage, 79.9, of boys were attending school.

Graph 30. Percentage of children in CL who work and study.



Total children aged 5–17 years in CL.

Graph 31. Percentage of children aged 5–17 years in CL who attend school, according to sex.



Total children aged 5–17 years in CL.

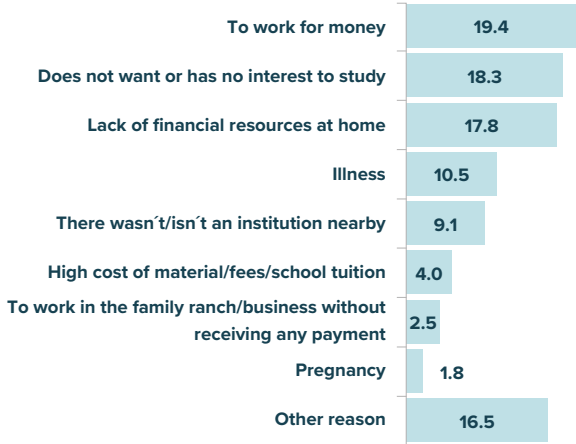
Of the total of children in CL, 19.4% do not attend school because they are working. Of those unable to attend school because of work, 11.2% were boys, which was a significantly greater number than girls (6.5%).

Among boys, the main reasons mentioned were “because he does not want or have no interest in studying” (22%) and “lack of financial resources at home” (19%)³³.

With regard to non-formal education, it was revealed that 11.6% of the total of these children attended teaching institutions other than schools.

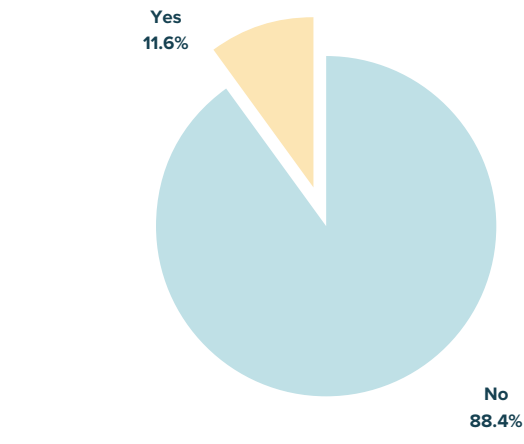
33 These values are indicative as these are not based on large enough observable data to represent the general responses of children in the particular age group.

Graph 32. Percentage of children aged 5–17 years in CL who stopped attending school because they had to work.



Total children aged 5–17 years in CL who do not attend school
Observation: the number of cases is not sufficient to guarantee good statistical representativeness.

Graph 33. Percentage of children in CL that currently attend a learning institution other than school.



Total children aged 5–17 years in CL.

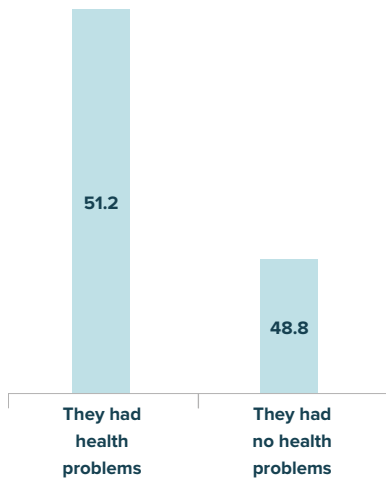
3.6. CL HEALTH CONSEQUENCES

Work may also have negative consequences on the health of children, especially when they are performing work that is prohibited for children or are exposed to hazardous working conditions. With this in mind, this section provides information on the consequences of CL on the health of children aged 5–17 years who worked during the reference week (last week).

3.6.1. Illnesses and injuries caused by CL

Of children in CL, 51.2% suffered from health problems caused by their work. The difference in this respect between the sexes was not significant³⁴.

Graph 34. Percentage of child workers aged 5–17 years in CL who suffered from health problems due to work.

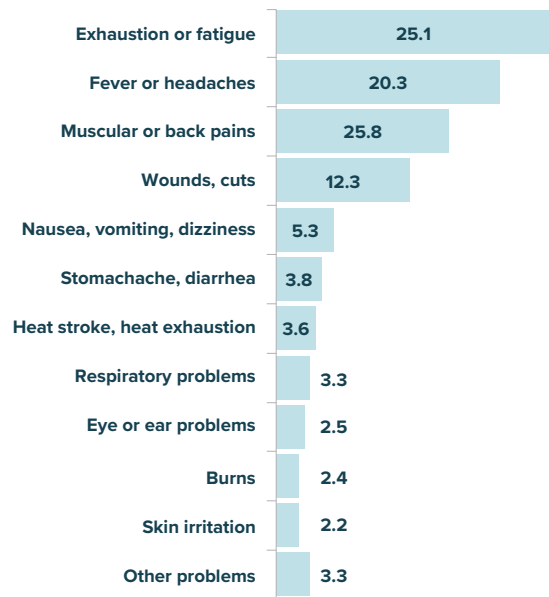


Total children ages 5–17 in CL.

In the percentage distribution of the total number of injuries and health problems (Graph 35), “exhaustion or fatigue” (25.1%), and “fever or headache” (20.3%) show the highest frequencies. If each of these options is processed as independent (dichotomous), the percentages increase to 31.6% and 25.6%, respectively.

The most serious problems such as electric shocks, fractures, internal injuries, fainting and loss of consciousness, and intoxication were mentioned in percentages equal to or less than 1% and were included in the “other problems” category. No relevant differences according to sex were found in the percentage distribution of the most frequent occupational health problems.

Graph 35. Percentage distribution of the type of health problem due to work, of children aged 5–17 years in CL.



Total mentions of health problems (multiple response)

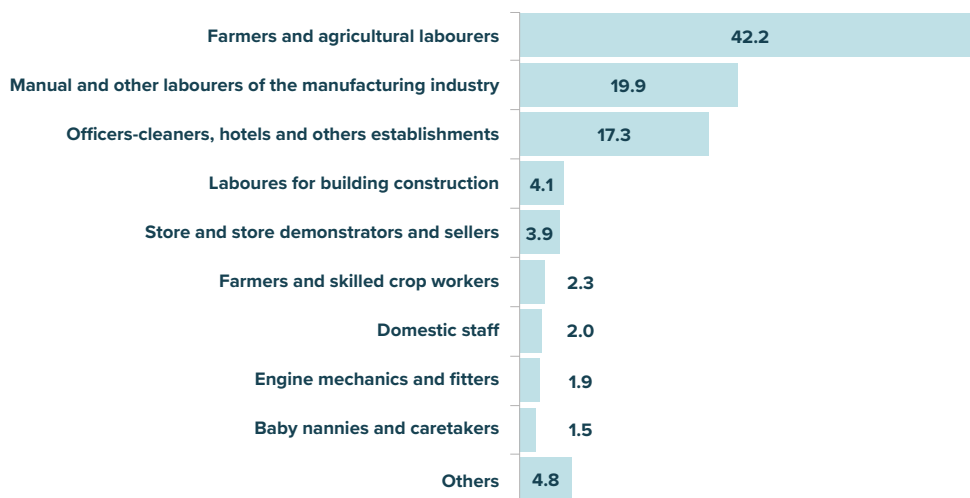
34 Though the number of boys suffering from health-related problems caused by work was more than that of girls, this is not due to a higher incidence of diseases or injuries among boys but because of higher incidence of CL among boys.

3.6.2. Main occupations of children in CL at the time of injury or illness

Of the total number of children who reported health problems as a result of their work, 42.2% were farm laborers and agricultural laborers, 19.9% were manual packers and other laborers in the manufacturing industry, and

17.3% were cleaners of offices, hotels, and other establishments, reaching these three categories together at a cumulative sum of 79.5%.

Graph 36. Percentage distribution of the type of work performed by children aged 5–17 years in CL when they suffered a work-related health problem (disaggregation 4 CPO).



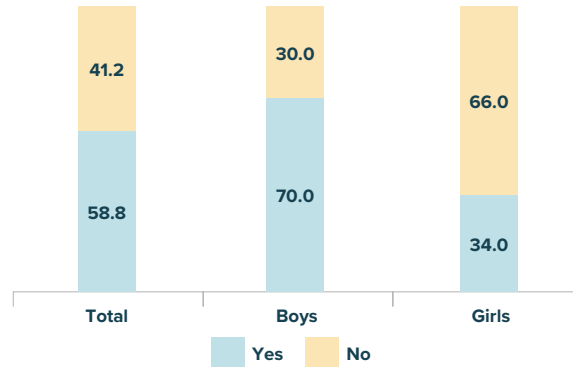
Total children aged 5–17 years in CL that suffered from a work-related health problem.

3.6.3. Children exposed to harmful elements at their workplace

58.8% of children aged 5–17 years in CL were exposed to harmful elements in their workplace. In this case, there was a significant difference between the sexes. While

70% of boys were exposed to harmful elements in their workplaces, the incidence of such exposure was only 34% among girls.

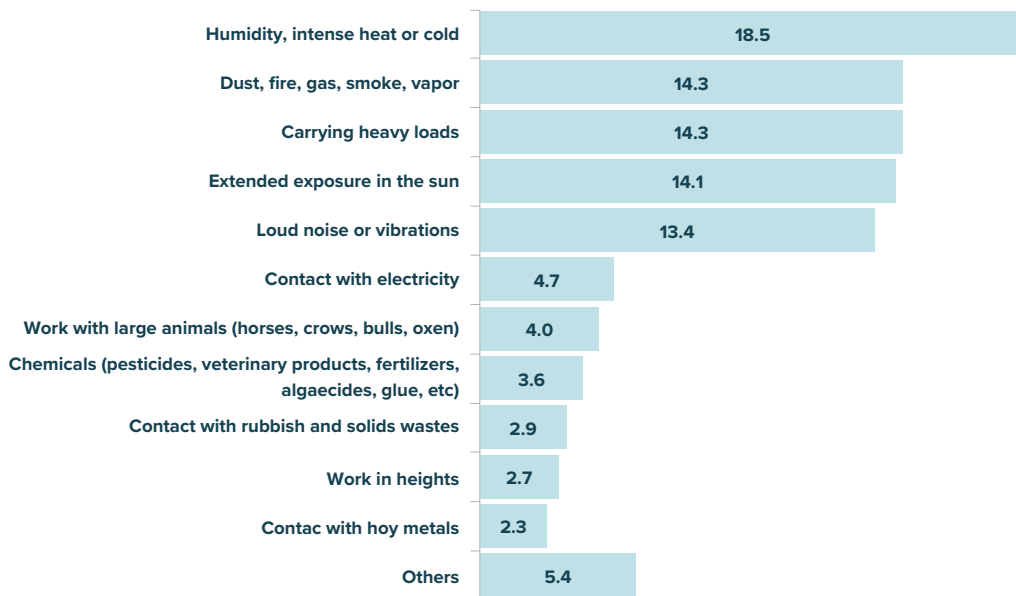
Graph 37. Percentage of children aged 5–17 years in CL who were exposed to harmful elements in their workplace, according to sex.



Total children aged 5–17 years in CL.

Graph 38 shows the percentage distribution of the total number of mentions of exposure of children in CL to harmful elements in their workplace. However, if each of these options is processed independently (dichotomously), the percentages increase markedly. First, “damp, cold or intense heat” was mentioned by 48.8% of the children, followed by “dust, fire, gas, smoke, steam” and “lifting and moving heavy things” mentioned by 37.8%. “Prolonged exposure to the sun” and “loud noises or vibrations” were mentioned by 37.3% and 35.2% of the children, respectively.

Graph 38. Percentage distribution of hazardous working conditions to which children aged 5–17 years in CL were exposed.



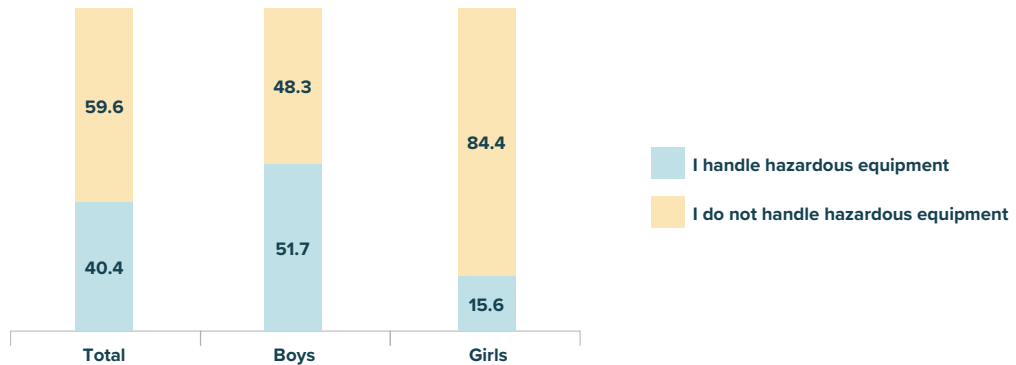
Total mentions of harmful elements (multiple answer).

3.6.4. Handling of heavy loads, machinery, and equipment

Another harmful factor was having to handle heavy and dangerous loads, machinery, and equipment. Of the children in CL, 40.4% handled hazardous loads or tools. The percentage of boys, 51.7%, exposed to this hazard significantly exceeded that of girls, 15.6%. Among the dan-

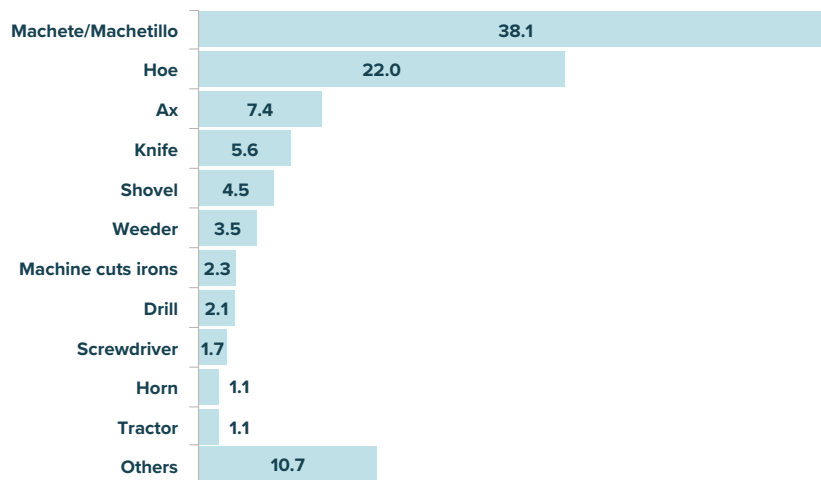
gerous equipment used, the frequently mentioned were the machete or small machete. These were mentioned by 38.1% of the respondents in this age group.

Graph 39. Percentage of children aged 5–17 years in CL who handled hazardous equipment in their work, according to sex.



Total children aged 5–17 years in CL.

Graph 40. Percentage distribution of the type of hazardous tools used by children aged 5–17 years in CL during their work.



Total mentions of dangerous equipment (multiple response).

Observation: The EANA survey estimates the existence of 46,993 children in “criadazgo” in Paraguay. This number is 2.5% of all the children in the country. In light of this information, the present BLS would have needed a larger sample as the base for a more accurate estimation of this phenomenon. In addition to this, alongside the lessons learned from the EANA 2011 report, the difficulties encountered in the measurement of domestic unpaid service have been explained. It was possible to make only an indirect estimation of such labor because “nowadays it is customary not to mention domestic help

due to social sanction and legal requirements.” EANA finally “recommends that a qualitative study may be conducted to gain a deeper knowledge of the subject” (EANA 2011, page 36).

Therefore, during deliberations about the structure of this report and the tabulated index, considering the conceptual limitations and the inadequacy of the sample for measuring such an invisible or concealed phenomenon, it was decided to exclude specific information in this respect.



4

**CHILDREN AT RISK
OF CL**

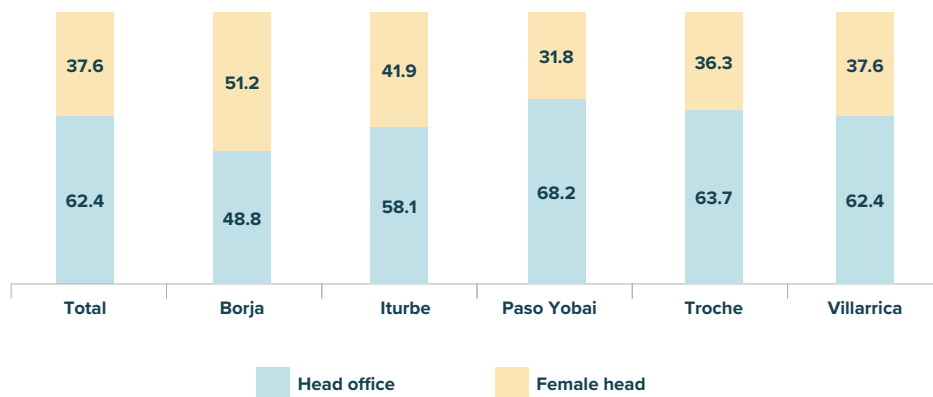
CHILDREN AT RISK OF CL

This study considered the following criteria to define the risk of CL:

- Children living in households where only one adult is head of household.
- Children living in households that benefit from State social programs for persons living in extreme poverty.
- Children living in households headed by adults with a disability.
- Children who are not enrolled in school.
- Children with school lag (whose age does not correspond to the grade in which they are).
- Children who have siblings aged 5–17 years involved in CL.
- Children from families where both parents work and have no one to look after their children.
- Children not living with their parents.

Based on the above criteria, this section presents some indicators of children at risk of CL. Of the total number of households surveyed, more than half (62.4%) of them had females at the head of the household, which corresponds with the households with one adult as the head.

Graph 41. Percentage of households with female heads, by district.

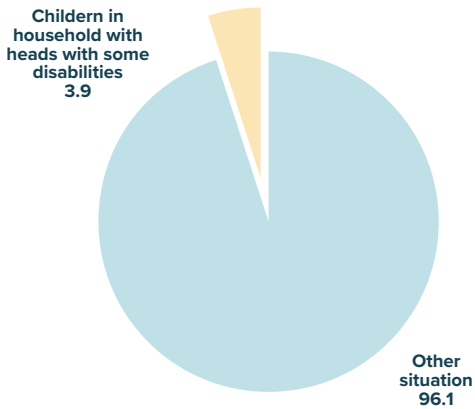


Households surveyed.

It is necessary to consider also the households headed by adults with a disability. The existence of a non-inclusive working environment hinders access to work for people with disabilities, which affects household income which creates environments inadequate for the safeguarding of children rights. From Graph 42, it may be observed that 3.9% of all the households surveyed had heads of households with some type of disability. Another important fact related to this issue is that 1.6% of the children included in the sample had parents who were unemployed because they suffered from some disability.

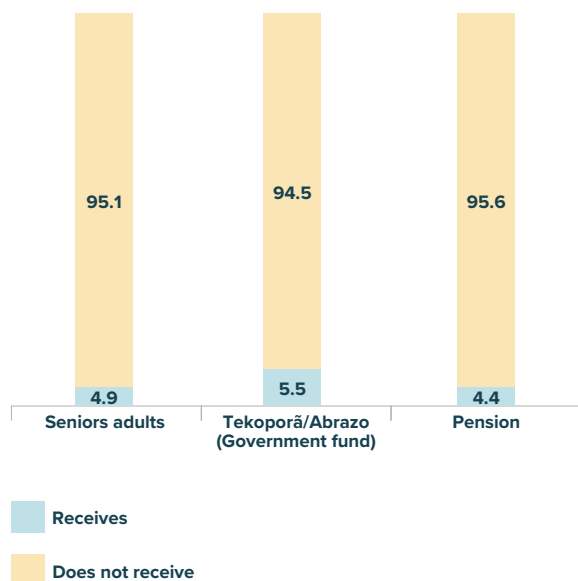
The economic situation of a household is indicated by its dependence on State social programs, such as the Alimony program for the elderly, managed by the Ministry of Finance and meant for aiding the elderly adults living in poverty, and the Tekoporã program of cash transfers managed by the Secretariat of Social Action to serve poor and vulnerable families. Graph 43 shows that, of the surveyed households, 16.7% benefit from the Tekoporã program and 2.5% of households have members who are aided through the Alimony program for the elderly.

Graph 42. Percentage of children aged 5–17 years living in households with heads of household with a disability.



Total children aged 5-17 years in the database of household members.

Graph 43. Percentage distribution of households by type of support received from State social programs.



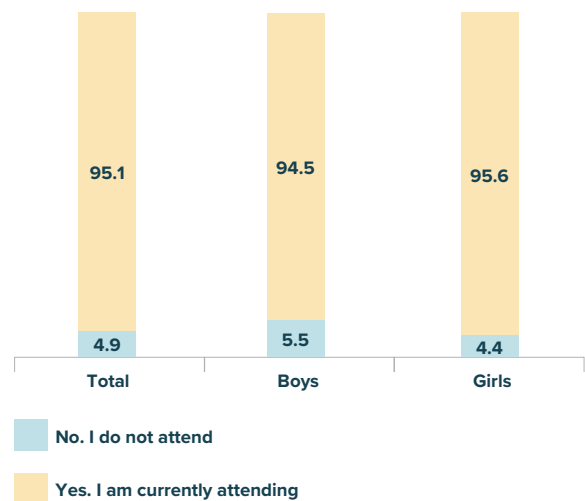
Total households surveyed.

It is assumed that children who do not attend school are at risk of being drawn into CL. This assumption is supported by Graph 44, which shows that of the total of non-employed children, 4.9% were not attending school at the time of the field survey. Amongst the three main reasons for not attending school were that the children were not of school-going age (although this may be valid for 5-year-olds, it would not be for those older than 6 years or older). The second reason mentioned was that the household (15.8%) could not afford to send their children to school. The third reason was that the children were not interested in studying (11%).

Of the age group of 10–17 years who were enrolled in school, 38% had missed classes on one day during the reference week for the reasons of bad weather (52.7%) and illness (23.7%), while 4.7% could not attend because they had to work.

School lag is also an indicator to be considered while identifying children at risk of CL. Of the total number of children aged 8–17³⁵ who were attending school, 11.1% were in a situation of school lag (Graph 45). This did not differ significantly between the sexes.

Graph 44. Percentage of children aged 5–17 years who were neither working nor attending school, classified by sex.



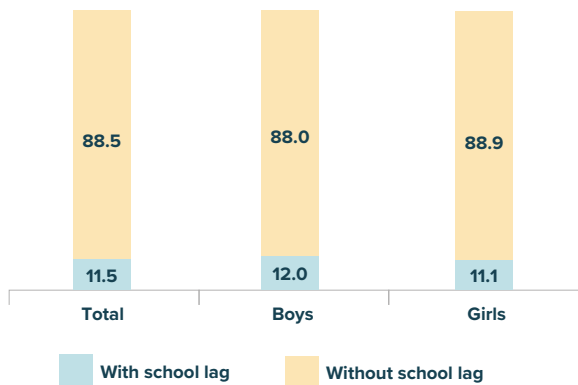
Total children aged 5–17 years not working.

35 The term “school lag” refers to children enrolled in a grade two years lower than the one commensurate with their chronological age. Considering that six years is the appropriate age for enrolling in the first year of primary school, to calculate school lag, children older than eight years were taken into account.

Another risk factor is the coexistence with other children who are in CL. Of the total number of unemployed children aged 5–17 years, 14.8% were living with children who were in CL. This indicated that these children are at risk of CL (Graph 46).

Children who did not live with their parents constituted 5.8% of the sample and would also be at risk of CL.

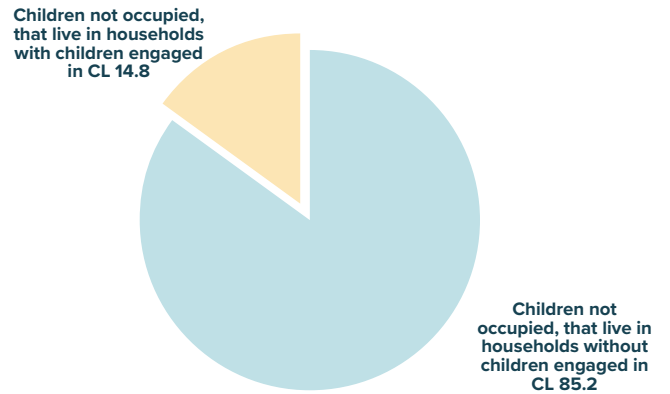
Graph 45. Percentage of children aged 8–17 years with school lag, classified by sex.



Total children from 8 to 17 years old who are currently attending school.

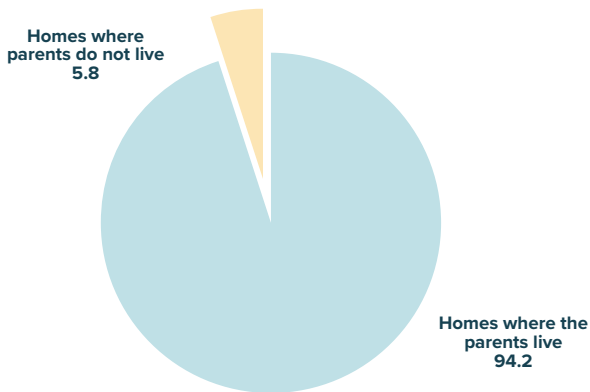
Another situation that exposes children to the risk of CL is when both parents work and have no one to look after their children in their absence. In 4.3% of surveyed households, neither of the parents was present during the day and children accompany their parents to work³⁶ (Graph 48).

Graph 46. Percentage of unemployed children aged 5–17 years who live in households with children engaged in CL.



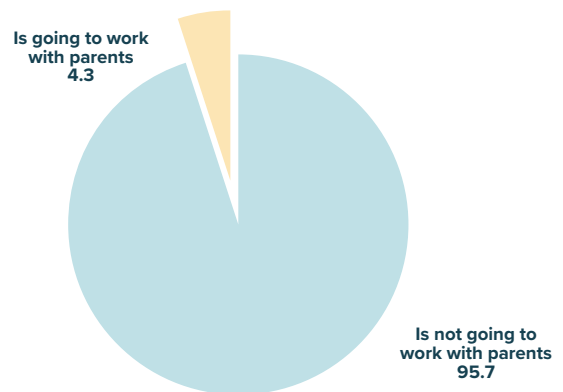
Total of children aged 5–17 years not employed.

Graph 47. Percentage of children who do not live with their parents.



Total of households surveyed.

Graph 48. Percentage of households in which children accompany their parents to work.



Total households where parents do not stay in their homes with their children.

³⁶ This percentage does not discriminate if those children only accompany their parents to work or if they actually work with them.





5

**RESULTS FROM
FOCUS GROUPS AND
INTERVIEWS**

RESULTS FROM FOCUS GROUPS AND INTERVIEWS

5.1. PARENTS (FOCUS GROUPS)

5.1.1. General perceptions of context and roles of parents and children

Parents in the rural districts of Troche, Borja, Iturbe, and Villarrica stated that their income had been reduced affected by the socio-economic crisis caused by the shutting down of the most important sugar factory in the region, which led to a decrease in the harvesting of sugarcane, the main source of income for families. They apprehend an increase in the migration of rural families to the city to seek opportunities in the construction field for men and housekeeping/childcare for women. In some cases, they indicate that the youngest children stay under the care of grandparents or close relatives, while children who are 13 years or older work as masonry assistants or babysitters, respectively. In Iturbe, migration has had a greater impact on the former employees of the factory and merchants in the area. On the other hand, in the cities of Paso Yobai and the urban neighborhoods of Villarrica, there are new sources of work – gold mills in Paso Yobai and the service sector in Villarrica.

City: Troche

Harvesting is “family work.” In it, parents and children work together. Men, women, and children work for the sugarcane stockpiling plant. Children cut the sugarcane, clean it, peel it, and tie it in bundles. Some families do temporary jobs (changas) on private farms or as stevedores.

City: Iturbe

The parents said they were experiencing a breakdown of the family in the city due to the closure of the sugar factory and the subsequent collapse of sugarcane plantations which had been the main source of employment for many families. This led to increased migration to other parts of the country and other countries.

“Thanks to the sugarcane factory many are professionals. In the past, there was abundance, quality of life. The shutdown of the factory greatly affected the conditions of children, health conditions, uprooting, separated families” (M, Iturbe)³⁷.

“Nowadays, you see drug addicts, teenage thieves, due to the changes in the living standards, and the separation of families” (F, Iturbe).

“There are empty schools, adolescents migrate. In the past we did not have psychiatric patients, nowadays the consultations for depression with the psychiatrists are alarming. They ask for medicine, anti-depressants” (M, Iturbe).

“In the past, we had money left to spend and women worked in management, cleaning laboratories. Young people started working since they were 18, younger people were not allowed to join” (F, Iturbe).

37 F: citation from a father; M: citation from a mother.

City: Borja

The shutdown of the sugar factory changed the occupation of families. sugarcane producers used to sell their produce to the factory and many worked for them as peelers and gatherers of sugarcane but, nowadays, they work as laborers on farms, and women work mostly as housemaids. For their part, adolescents and youths migrate to the city in search of work. They said that those parents who worked in the civil services (teachers, municipal officials, or judicial officers) were the only ones who could provide good education and clothing to their children.

“Those who were day laborers before that are nowadays, making very little money doing things, sometimes they work, a lot of days they do not work. In the past, they went out one or two kilometers and they could find a job, but now they cannot anymore” (M, Borja).

“Yma oho oipiró hikuái la takuare’e, ko’anga ni upea nadiporivei” [In the past, I went to peel sugarcane, now there is not even that] (F, Borja).

“Ko’ape prácticamente oterminá la sexto ha ojeheka mantevaerá ciudadape” [You will practically have to look for a job in the city by the time you finish your third year of high school] (F, Borja).

“Mitarusukuéra ni peteí ndo pytai, ohopaite hikuai” [Not one adolescent stays, they all leave. If they are lucky they finish high school. Most, when they turn 15, they already want to work for their clothes and cell phone, they leave the ninth grade to work] (F, Borja).

City: Villarrica (neighborhoods)

Parents expressed that the city does not have enough public spaces for leisure and recreation and that increasingly encourages adolescents to consume alcohol and drugs. As for the economic activity, the members of the focus group thought that it had improved with the opening of new businesses in the city center.

City: Villarrica (rural localities)

The sugarcane harvesting crisis led fathers, mothers, and children to take up temporary jobs in the city. Very few have continued to work on the farms for earning and for their own consumption.

“Every day you see how the girls run away to the city since they are 12 or 13 years old and they start to work as babysitters, and boys as masonry assistants” (M, Villarrica rural).

City: Paso Yobai

According to focus group participants, most men work in the mills belonging to gold mining companies. They also grow a cash crop (yerba mate) and other crops for their own consumption.

“At least 300 to 400 people come daily for the gold. Most of them are small farmers who work for a day’s wage. People work in agriculture in their houses. Ojeguereko la mandio’oty” [Cassava is cultivated]” (M, Paso Yobai).

“Por lo menos ape Colina San Antonio-pe oi 50 a 60 molinos para oro... ha umia oipuri 6 personas, ha upevare acalcula la 400 personas ouva otro lado gui” [At least here in Colonia San Antonio, there are at least around 50 to 60 gold mills... I calculate that at least 6 people work per mill and that’s why I say that there are 300] (F, Paso Yobai).

5.1.2. Perceptions of forms of CL (description of local situation)

Most parents in rural localities said that their sons and daughters as well as the children in their communities worked on the family farm, at home and together with their parents to harvest the crops. In the poorest urban and rural localities, they observed, an increase in CL outside homes. Children 6–8 years old are engaged in street selling in the municipal markets, vicinity of factories, and bus stations. They generally sell food and medicinal herbs.

Besides street selling, when they turn 12 years old, children work in the cities as stevedores, helpers on construction sites, mechanics, or employees in small factories. For their part, girls work as housemaids and babysitters. They consider these jobs as low-quality ones because of the low pay, the mistreatment by bosses, and propensity of these children to drop out of school. The increase in CL is due to the crisis that the region has been facing since the shutdown of the sugar factory. The drop in the prices of the products of commercial agriculture caused the lack of jobs for parents.

The parents from rural localities of Villarrica observe that most children between 13 and 14 years of age in their communities were already working outside their homes to meet their basic needs. Girls worked in housekeeping in the homes of relatives or acquaintances and boys as temporary workers on farms. Another work frequently undertaken by children of both sexes was selling food or medicinal herbs in the neighboring cities.

Mothers thought it had been necessary for them to do domestic work in their own homes when they were children and, therefore, their daughters must also do domestic work. Children, both boys and girls, work on the farm with their parents, cleaning it and harvesting.

“We worked in the house since we were little, while the parents worked, taking care of the younger siblings, washing clothes, cooking, cleaning” (M, Villarrica Rural Area).

In Paso Yobai, they point out, there are very few children 15 and 16 years old who go to work with their parents in the gold mills because the rules of the companies do not let them combine work and school. Likewise, they said that many adolescents work at making “changas” in other people’s farms on daily wages. Another type of CL observed is selling food in streets and the vicinity of the gold mills.

“The neighbors’ children ... some go out to work. The older ones go to work. Oka’api ... oipuru pe peeler [they do the hoeing, they use the weed cutter]. But most of them work in gold mills ... most of those who work are 15 years old ... 16 years old ... they charge 60 thousand guaraníes per day” (F, Paso Yobai).

“Yo con mi hijo de 13 años [My 13-year-old son and I] ... ha’e oka’api ijabuelope ha upei oho don Gerardo rogape ha okapi avei ... ha ueare ha’e ojogua oipotava ... upea omokyreyve hagua chupe ... ojoguaseva ojogua upeare ...” [My 13-year-old son and I ... he does the hoeing at his grandpa’s and then he goes to Don Gerardo’s house to do another hoeing ... with that he buys whatever he wants ... that motivates him ... whatever he wants to buy with that money] (F, Paso Yobai).

“The youngest ones do not go to the mills ... when they are 15 or 16 years old they go there. In the mills the high schoolers do not work that much ... because there they want you to dedicate the entire day ... the 7 to 11 schedule does not work, it has to be a full day” (F, Paso Yobai).

“Oi avei la ... [There are also people who are 15 or 16 years old who also go to the gold mills ... half a day ... there are less cases but they exist ... 30 thousand they get for a half a day ...” (M, Paso Yobai).

“En venta de chipas y comida lo que hay menores en los molinos para oro... upepe oñemu hikuei porque la gente ivarea upepe... empanada’i kuera ovendé hikuei...” [There are young kids selling ‘chipas’ and food in the gold mills. They sell there because they are hungry there ... they sell ‘empanadas’] (MF, Paso Yobai).

Some of the people in the focus group expressed that in the poorest neighborhoods of the city of Villarrica there were approximately six children who were 10 years old who started “working due to necessity.” That was because their parents could not meet the cost of sustaining the children, whether it was because they did not have a job or because they did not earn enough. Most adolescents work as sellers on the streets and in gar-

bage recycling, while others are hired as day laborers in businesses and are offered very low pay. They also said that girls work from a very young age in the houses, cleaning, shopping, and taking care of younger siblings.

The focus group members stated that their children did not work because they were dedicated to studying and helping in some household chores.

“The parents’ job [is not permanent] forces children to start working to pay for their expenses” (M, Villarrica Urban area).

“Young 14-year-olds or 15-year-olds are exploited in the workshops, at sites and at businesses that pay them little. One sees in the poorest neighborhoods how they work at home, all day, they take care of everything because their parents left to work, they clean, they shop, they cook and they take care of their younger siblings, and if they go to school they surely are super tired” (M, Villarrica Urban).

“Many start working since they turn 11 years old as mechanics assistants, little bikes, street sales of food, vegetables” (F, Villarrica Urban area).

Parents of the city of Borja pointed out that there still were many children who worked at harvesting sugarcane with their parents for the maintenance of their families. During the harvest, many girls stayed back to take care of the house and their younger siblings. During this time children stopped going to school; this is why the activity calendar of the school is adjusted to the harvesting seasons. They also expressed that “they did not see as many criaditos as in the past.”

“Ha’eta ndeve ape mismo ahecha mbaéichapa pe menor de edad, che ahecha, mbaéichapa oka’api ituva ykere.” “Umia por necesidad, mba’e oja pota” [I’m gonna tell you, right here I’ve seen how a kid works the land next to the father, it’s because of necessity, what can he do?] (F, Paso Yobai).

“In the past, we worked more at home, we learned how to cook because we did not have technology (TV, radio, cellphone), sometimes they do not want to help in the farm or at home because they want to watch TV or the cellphone, that makes them lazier” (M, Troche).

“Yma ore mitape romba’apove porque oremboriahu ha ndoroguerkoi voi la tele ha menos la celular, ko’anga la mitakuera emaña aja otro lado oho jeyma ohecha tele oestudia rangue, e cuida vaera hese.” [In the past, when we were kids, we worked harder because we were poor and we did not have a TV or a cellphone, now when children look away they are already in front of the TV instead of studying, we need to be taking care of that] (F, Villarrica Rural Area).

In many neighborhoods in the city of Troche, children start working with their parents in the sugarcane harvest when they turn 6–8 years old. The whole family moves to the harvesting site, they cook their food there and they sleep in camps. The family is paid by the ton of sugarcane harvested. Older sons pack the cane and “load the truck” and the younger ones clean the sugarcane. The payment is Gs. 50,000 per ton.

Moreover, they pointed out, the children whose parents do not have a fixed income go out to sell herbal remedies or collect cans. They go from house to house to pick up trash and take it to the dump. The school drop-outs due to CL are perceived as problematic.

“Up to two tons per day, if he’s efficient. The payment is given to the head of the family, the father, but everybody works. You see 6-year-old children making the ‘cot’ [Sugarcane bundle] and others packing the truck. In those months it’s only work, no school, they do not even go to church” (F, Troche).

“Amba apo vaera [I have to work] the parents tell you, and that’s why the girls stay taking care of their siblings when it’s harvesting time or their fathers work in the farm and their moms wash clothes in somebody else’s house” (M, Troche).

After the narration of an experience of criadazgo by a mother who participated in the focus group, the rest of the participants pointed out that while that practice had declined there still were cases of 11-year-old and 12-year-old girls who had to work in other people’s houses to pay for their education. The reason for the decline of this practice might be that there used to be greater trust in the families that received the children, while, nowadays, there is not enough trust or respect among relatives.

"I was a criada when I was younger. When I was 12, my mom told a friend that I was going to work with her. I did not know until she left me at her friend's house. I did not want to do it, but there was nothing I could do. I worked cleaning and cooking for four years, and my mom collected the payment for my younger siblings. I went to school, but sometimes I got tired" (M, Troche).

According to what was shared, the shutdown of the sugar factory in the city of Iturbe marked a turning point in the lives of its inhabitants. It was because before that the parents worked in the sugar factory and could send all their children to school. In those days, they "did not know about CL" because only the father worked. They also pointed out that the families that worked at harvesting received a good payment and that the children worked in tasks appropriate for their age. After the shutdown of the factory, many families migrated to the city and others worked collecting and recycling the garbage in the city of Villarrica. Nowadays, children work to earn sustenance for their family and to pay for school; they work on private farms and selling things on the street. Some former workers mentioned that they were currently working on the cultivation of some cash crops and that their children did the same. They mentioned that there was a significant increase in drug addiction among adolescents who stayed under the care of their grandparents or uncles when their parents migrated.

"Children work for the family, for bread, their books and break at school" (M, Iturbe).

"During that time, in June, harvesting season, children relocated and in October they went back to finish school, but they made money and did not suffer any needs" (F, Iturbe).

"Nowadays many children work selling medicinal herbs, vegetables, they work in tire shops, recycling, with their parents collecting trash, starting since they are around seven, eight years old" (F, Iturbe).

"The peelers work with their families, children as young as ten years old can already help, this was the main work for families in the countryside" (M, Iturbe).

5.1.3. CL: Attitudes and values

In all the groups we observe that they value the work done in the family environment, whether it is on the farm, harvesting, business or recycling. This is not perceived as an activity that violates rights but the complete opposite. It is perceived as an environment of education in attitudes and values for the future adult. In general, it is considered that children should start their work life when they turn 15 years old at jobs outside the home to cover their expenses.

In Paso Yobai, parents who were consulted mentioned that when children are 15 or 16 years old, they have to start working because they think that they have finished their basic school education and that they must start "covering their own expenses." They said that the gold mills "do not have the custom of hiring children" and thought this was right. However, they valued work.

In the rural localities of Villarrica, they believed that "it is not ok for children to work outside the home" but they also said that they are forced to do so by necessity. This would be the case for girls who work in other countries to pay for their studies. They consider that the work should be appropriate to the age, and it should be related to tasks within the family environment, whether it is household work, farm work or work in business.

To work at home or outside "helps the boy and girl become responsible," and "teaches them that money is not earned easily." They considered that, if from a young age, the children were not taught to work, when they reach adolescence "they do not want to do anything," which predisposes them towards taking alcohol and drugs. On the contrary, those children who helped at home or had a job from a young age learned to be responsible and to value work.

"The girls go to work in stranger's houses, many of them to study. But you have to know that you are sending them to work, with relatives it is generally better. Work has to be appropriate for their age" (M, Villarrica Rural Area).

"I would not like my children to work, it's a commitment, responsibility that they should not have yet. Helping at home, yes" (M, Villarrica Rural Area).

"If I'm going to let them work, it would be with some acquaintance or relative in some businesses with light workload" (F, Villarrica Rural Area).

“The ones who already helped their mom and dad at work from a young age, when they turn 13 or 14 years old, they want to work to buy their things, they’re used to working” (F, Villarrica Rural Area).

“Instead of thinking of other things, they need to have a commitment to supporting their family financially” (F, Villarrica Rural Area).

Parents residing in the urban area of Villarrica thought that doing chores or helping in a family company or business was the best way to learn discipline and responsibility. They thought leisure time to be a risk for adolescents nowadays and, for that reason, they valued the early introduction to work under parental supervision. “They need to have a few hours of work in some job at least.” They said that children working on the streets needed protection.

For the parents of Borja, housework, especially the kind that is performed on the farm or orchard, is valued because it allows their children to “learn responsibility” and “avoid laziness.” They remembered their childhood experience of working on the farm and harvesting at home. They believed that jobs outside their homes and not done with the parents, especially selling on the streets and as domestic help in “strangers’” houses to be exploitative. Likewise, they expressed certain distress and feeling of uncertainty when faced with their children’s desire to migrate to the city, which is happening with children at an increasingly younger age.

“Children have to work at home, they have to learn that they have to work in life” (M, Borja).

“When they turn 10 or 12 years old, they have to help in the farm, orchards. Working at a young age prevents them from becoming lazy people” (F, Borja).

“When I was little, I worked with my dad and it did not make me sick or anything wrong, on the contrary, thanks to that I have food to eat” (F, Borja).

“Working is more positive than negative, compared to television or the internet. Children nowadays do not read or study because they’re looking at their cellphone” (M, Borja).

“Between making them work or letting them be lazy, working is positive. It is thanks to our parents who taught us to work that we are responsible and respectful” (M, Borja).

Consulted parents considered the work of children during the harvest or on the farm as a strategy for the family’s survival but, at the same time, they also said that school dropouts were a problem that affected the whole community. The local school created a learning space to support children who leave school during the harvesting seasons. They think education should be a priority during childhood.

“And when they’re around 13 or 14 years old they leave school if they already work on their own. They do not go back because they make their own money and they are not interested in school because they have their money” (M, Troche).

“Children work and that’s a problem for the school, the children attend to school until June and they suddenly want to come back in October. The parents take their children to work. I’m at the parents’ cooperative and we always talk about that. That’s why there’s support to make up for what they missed when they went to the farm” (M, Troche).

The parents of Iturbe value the work that children do with their parents, so long as the work is appropriate for their age, as long as it is not physically demanding and does not interfere with their studies. The early introduction to work contributes to developing a sense of responsibility and recognizing the value of effort.

“If my son helps me gather garbage I do not think I’m exploiting him. A job appropriate to his age, which is what he is able to do” (F, Iturbe).

“I tell my 11-year-old to help me work in the farm. I’m helping him to learn how to work, I’m not exploiting him, I’m educating him” (F, Iturbe).

“The work of children at home or, for example, at a grocery shop, I see it as positive for them to value work and do not think that money just appears” (M, Iturbe).

One of the fathers participating in the focus group noted that the notion of work was connected to education and the cross-generational transference of knowledge:

“En mi caso particular che amombay the mita’ipe of 11 years in vacation jaha kokuepe ha’e chupe oho che help the che avati añoty hagua. [I am helping him to learn to work.” In my particular case I wake up my 11-year-old boy in his vacations, I tell him let’s go and he goes with me to help me plant corn] (F, Iturbe).

5.1.4. Perceptions related to the risks of CL³⁸

Parents of Paso Yobai identify CL in the harvests as the most hazardous type of work due to the use and manipulation of dangerous tools. In the second place, they pointed to street selling due to the high exposure to dangers in public streets.

“The use of weed cutters is the most dangerous thing there could be ... because I have a knife or a branch or hese ...” [That blade can escape from the weed cutter and cut people or some wire or branch can jump towards him] (F, Paso Yobai).

Parents of the rural districts of Villarrica repeatedly mentioned that children who work in factories are exposed to greater risks. They ranked next the jobs that demand physical efforts, such as those as stevedores and masonry assistants. Some house chores were also mentioned, such as carrying water and lighting and tending fire.

“I saw youths and adolescents who worked in metalworking, with machines and toxic paint, it affects the lungs, and the noise too, and they are quickly left facing consequences” (F, Villarrica Rural Area).

“In the market businesses as helpers, they lift heavy loads” (M, Villarrica Rural)

“The mason assistants [do] a lot of physical efforts, or at home when they carry water. That is heavy” (M, Villarrica Rural Area).

Parents from the urban areas of Villarrica considered that the work of children related to street selling is the most dangerous one, followed by domestic labor in other people’s houses. Likewise, they said that the adolescents who worked in businesses, workshops, and on construction sites, many times suffered mistreatment by their employers. They note that the fatigue due to the type of work and the long working hours cause many children to abandon their studies.

“They start when they turn 12 years old as babysitters, the payment is two thousand per hour and they’re mistreated by their bosses, just like the mechanic assistants” (M, Villarrica Urban area).

“At work, if the vendors do not reach their sales goals, they’re verbally mistreated. They can also suffer from traffic accidents as street vendors” (F, Villarrica Urban area).

“The bosses of the masonry assistants demand dangerous tasks, such as lifting heavy weights, driving motorcycles” (F, Villarrica Urban area).

“Children who work on the streets are exposed to ugly things, they learn vulgar things, they are exposed to fights, they are more aggressive” (M, Villarrica Urban area).

Parents from the cities of Borja and Troche thought that children suffered the most exploitation and risks in works outside their own homes, on the farms, or in the houses of other people. Exploitation includes low wages and work that demands great physical efforts.

According to parents from Troche, the domestic work that girls and adolescents used to do outside their homes had decreased because there is no longer trust among children’s parents and relatives and acquaintances.

³⁸ The systematized notions and risks of CL correspond to the perceptions, knowledge, and attitudes of the interviewed, many of which are far from the legislative definitions. It was considered important to collect information to understand the gap between the two.

"I do not want to send my kids to work in other farms to be exploited, it's better for them to work with me. A stranger's never gonna treat them right and you see how sometimes bosses take advantage, they do not pay them in full or they keep them working longer hours" (F, Borja).

"They make them carry very heavy stuff and it's always dangerous, the fire, the electricity and you do not know what another house is like" (M, Troche).

"Nowadays, the relatives themselves mistreat them and you see some cases of abuse and stuff that you no longer trust letting them go to work like before, it changed a lot. It's better for them to work just with the parents" (M, Troche).

The parents consulted in Iturbe perceive the "hazardous work"³⁹ as the kind of work that is done in the farms and that involves the handling of sharp tools. They said they know of cases of 9-year-olds and 10-year-olds that were attended to in the health centers with fractures due to falling off horses during cattle-herding and for cuts sustained while manipulating tools during the clearing tasks on farms.

They perceive the work that adolescents do on other people's farms or in street selling as exploitation, due to the low wages, the long hours and consequent dropping out of school. According to the legislation, this is considered permitted adolescent work under bad working conditions and not CL.

"A child is sent to do things that a child should not do in exchange for a plate of food" (M, Iturbe).

"Many parents with many children make the children work on tasks in other people's farms from very early and for many hours. They are not interested in school, they fall asleep, they are tired. They are exploited, they do not care. It's worse if the boss is a foreigner" (F, Iturbe).

"There are parents who stay at home and benefit from the income of the child who works selling things on the street" (M, Iturbe).

39 The meaning placed on the term "hazardous work" by parents is far from its legal concept.

5.1.5. Perceptions of the rights of children and expectations

According to most of the focus group participants, access to formal education is the main right that must be guaranteed. The tasks that children perform at home and on family farms are, according to the parents, necessary activities for family cooperation and inculcate a positive value in children. It is perceived that such tasks contribute to embedding values and attitudes that are fundamental to adult life. Rights are only violated in those cases and identified as labor exploitation and perpetrated by third parties, that is to say, in jobs outside of their own home. In the districts of Troche and Iturbe, they mentioned the occurrence of dropping out of school during the sugarcane harvesting season. Only in the city of Villarrica, they mentioned that it is the duty of the parents and the State to guarantee the basic rights of children to education, housing, food, health, and leisure.

Parents of Paso Yobai value their children going to school, but at the same time expressed that their children were educated through doing jobs on the family farm and at home. This work is perceived as a great “help” for the family and it contributes to shaping the children’s character. Further, it was argued that children knowing their rights made parenting difficult because it led to the problem of indiscipline.

“At home, they learn the meaning of work, effort and sacrifice. They do not teach that in school” (M, Paso Yobai).

“And my son is a student ... and he works a little at home. He waters the plants. He takes care of the garden ... he does a little bit of everything” (M, Paso Yobai).

“Ndahejai chupe oi rei porque tiene que saber del sacrificio... ombá’apoaraha” [I do not let him free or idle because he has to know the sacrifice ... that he has to work] (P, Paso Yobai).

“They have to learn to work to buy their daily bread and to know that they do not have to steal as they say” (F, Paso Yobai).

“Nowadays, you cannot say anything to a 12-year-old child ... they protest everything” (F, Paso Yobai).

“En mi casa mi mamá me hacía trabajar desde chica... mi mamá desde los 10 a 11 años nos hacía trabajar... me inculcaba ya... orembo’ema mba’eicha rodesarma pe ryguasu... rojohei ore ao... rojeheivairo ojoheika jey oreve... roho kokuepe” [At home my mom made me work since I was a little girl ... once we turned 10 or 11 years old my mom made us work ... she already taught us ... She already taught us how to dismember a chicken, to wash clothes, if we washed wrong, she made us wash again... we went to the farm] (M, Paso Yobai).

“Emonó’o mandyju ha eho ejogua nde cuaderno ra... era una ayuda para la familia... [You harvested cotton and you went to buy your notebook ... it was a help for the family]” (P, Paso Yobai).

In the district of Troche, parents said that their main duty is to provide for their children and placed a lower value on formal education. Some parents said that they did not go to school, they could not read or write, and many did not finish elementary and/or middle school. Just like their children, they were forced to drop out of school during the harvesting season.

“Peikua voi tiempo de zafrape, ore escuelape ndo ro mondoi voi [They know that during the harvesting season we do not send them to school]” (F, Troche).

“I used to work in my father’s farm; I distributed my time between work and school” (F, Troche).

“We woke up at 4 am, we finished our homework, we worked with the starch, I delivered milk. When we came back from school, I took my father and brother’s lunch to the farm. But I could not finish elementary school because I took care of my little siblings, too” (M, Troche).

Regarding the duties and rights, parents in the city of Iturbe expressed that the most important thing was to provide for their children a good quality of life and sustained access to fundamental rights, namely, decent housing, health, and education. They further observed that nowadays greater frustration was caused by not being able to guarantee these rights because of the socio-economic crisis.

“Many say that Iturbe is a ghost city, because of the shutdown of the factory, but it’s not so, it’s a sad city, if you cannot afford school you either have to sell your house, or work in another city” (F, Iturbe).

Parents from the city of Villarrica pointed out that education, adequate food, clothing, health, housing, and leisure were fundamental children’s rights, and that the family and the State must guarantee the rights. They value the spaces for meeting people that the churches offer in the face of the lack of public spaces and leisure activities.

Parents from Borja and the rural districts of Villarrica perceived education as the most important right. They consider that parenting nowadays is more permissive because of the recognition of children’s rights. However, they value their “children’s freedom” because it contributes to their becoming professionals in the future and “support themselves.” On the other hand, they expressed their concern about the misuse of technology.

“In the past, we feared out parents because of the physical punishment, we are now permissive because of the children’s rights” (F, Borja).

“Now they have a lot of information in their phones or in the computer but they do not use it to study, they use it for other things, porn and to spend hours on Facebook” (F, rural Villarrica).

“There is more freedom for children, rights, in the past children feared their teachers” (M, Villarrica Rural Area).

5.1.6. Perceptions of institutional actions

Most of the focus group members from the rural localities of target districts consider school, the media (local radio), and the police as the spaces or institutional organisms they can reach out to in case of risk, abuse, or child exploitation at work. In the rural area of Troche and Iturbe and in the city of Villarrica, they also mentioned the CODENI as a means of protection of children and that it should intervene in these cases⁴⁰.

CODENI is perceived mainly as a part of a bureaucratic space that “receives” the complaints of child abuse. This perception comes from the broadcast in local media of cases of child abuse, mistreatment, or abandonment. Few recognize it as a municipal organism. There is a prevalent idea that the role of the CODENI is limited to the defense of children and that it does not extend to the promotion and protection of their rights. None of the groups of parents consulted referred to the regulatory framework established by the Code of Childhood and Adolescence.

Parents in Paso Yobai mainly think of the CODENI as the institutional space for the resolution of conflicts over custody or feeding of children. They perceive that the outcome of the claims depends on the petitioner’s economic or political resources.

“Sí. Conocemos. Yo conozco bien la CODENI. Areko petei tenencia de niño ha nda ore puakaveima... posiblemente rohá’arota escuela opa ha ro entrega jeyta” [Yes, we know of it. I know the CODENI well. I have custody over a child and we can’t support him anymore ... we’ll probably wait for him to finish school] (F, Paso Yobai).

“If you have money everything is faster, or some political godfather, if you’re poor you have to wait and go many times” (M, Paso Yobai).

Parents from the rural localities of Villarrica describe the CODENI as the “office of the Municipality” and they knew of CODENI’s work through the news about child abuse and mistreatment broadcast by the local media. Only one father mentioned that “at the Public Defender’s Office there is a department that deals with cases of violence against women and also children.”

“Only when there are complaints you listen about the CODENI on the radio, but they do not get to communicate what they’re there for” (M, Villarrica Rural Area).

In the city of Villarrica, the consulted people expressed that the CODENI are municipal organisms that “receive complaints about the mistreatment of children by their parents” and that it does not deal with topics such as HCL. They consider that the Public Defender’s Office should protect “children who work in the streets.”

In Borja, only a few mothers know of the CODENI and they see it as the “office where you can demand child support when the father does not take care of his children.” Most of the focus group members do not know about the other duties carried out by the CODENI for the community. They consider that it is the police who should “act in case of exploitation and labor abuse against children.”

In Iturbe, they know that the CODENI intervenes in cases of abuse or abandonment of children by their parents. They think it is an organism that should act in cases of abuse and HCL. They think that CODENI’s budget is inadequate and that it acts more diligently when the cases of child abuse are broadcast in the media.

In Troche, parents know about the CODENI, but they do not see their intervention. “You do not feel its presence.” They state that the CODENI should act in cases of abuse and exploitation of children. They observe that many times it is the school that acts in cases of abuse and that “the teachers are the ones who report cases of mistreatment.”

40 The CODENI provides permanent and free service for the protection, promotion, and defense of children’s rights.

5.2. COMMUNITY AND INSTITUTIONAL ACTORS (SEMI-STRUCTURED INTERVIEWS)

Besides developing focus groups, 35 community and institutional actors from the five target districts were interviewed⁴¹.

From the interviews, on the one hand, general information was collected on knowledge, perceptions, and attitudes about CL and, on the other hand, a more specific description of the institutional powers of every interviewed actor was obtained. The interviews provide qualitative data of the institutionalized discourse and the political actions directed toward the issue at a local level. Focus groups and not semi-structured interviews were conducted due to the diverse profile of the actors.

The systematization of the interviews was achieved by assigning codes to common meanings, identifying patterns that facilitated the grouping of answers in the following areas: a) Perception of the general situation of children, b) Characteristics of CL (C) Value they place on CL and its risks, (d) Knowledge of protection regulations, (e) Knowledge of institutional actions for the protection of children, (f) Knowledge of institutional actions for the promotion of work for adolescents, youths, and adults.

Among the general results derived from the interviews were that the representatives of the Governor's Office, the Municipalities, the CODENI and the Public Defender's Office admitted to having little data and knowledge about the situation of children at the departmental and local levels. They also made some references to specific institutional actions, but not a public policy on the subject.

These institutional actors perceived that indigenous children living in the streets suffered the greatest violation of rights. They also observed an increase in the violence towards children in families and by peers at school. They considered CL to be the main cause of school dropouts.

For their part, community actors saw the CODENI as the most important institution for the protection of children. They value the school snack and school lunch programs and the vaccination plans for children implemented by the Ministry of Health in schools. They rarely mentioned the National Secretariat for Children and Adolescents (SNNA).

Next, we present the results that have been organized based on the field of analysis and the consulted actors.

41 Some of the institutional actors initially planned to be interviewed who refused to be interviewed or were away in the field on the scheduled date of interview were replaced by other local agents.

5.2.1. Perception of the general situation of children

ACTOR	
Governor's Office of Guairá	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - The rights of the indigenous children living in the streets are most likely to be violated and they are exposed to all kinds of risks.
	<p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - "Children living in the streets who are exposed to the highest risk are the indigenous ones" (General Secretary of the Governor's Office).
Municipalities	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - While there is mention of its decrease, CL still exists on family farms and during sugarcane harvesting. They see it as a situation of labor exploitation. - Increased violence against children in the family, and by peers at schools. - Persistence of domestic labor and childcare by rural girls in urban homes. - School dropout caused by migration after the shutdown of the sugar factory in the city of Iturbe. - Increase in the cases of sexual abuse against girls. - Older siblings are required to take care of younger siblings.
	<p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - "Exploitation in the harvesting jobs." "Difficult situation" "They abuse them, in the sense that they make them work excessively in the farm, the harvest" (Mayor of Iturbe). - "The job of taking care of the younger siblings, mostly at home is what you see the most. I followed up on a sexual abuse report with the CODENI only once" (Congressman of Borja).
CODENIs	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - Many cases of abandonment and failure to provide child support. Mistreatment in the family. - Sexual abuse of girls. - There is a high incidence of violation of children's rights, a lot of verbal abuse at home. - Psychological violence (bullying), fights between adolescents at school.
	<p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - "Abandonment" (CODENI, Borja) - "The focus of the problem is in the lack of values in the parents and the family" - "Lack of care, lack of medical attention" (CODENI, Villarrica) - "Generally the reports that are made are of mistreatment in the family home, and cases of adolescents who were mistreated in houses where they worked" (CODENI, Paso Yobai)
Justice	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - The most common problem affecting children is the lack of care from their parents. Solving the problems children face is the responsibility of their parents. - There are many cases of parents who migrate to work, leaving children with a foster family.
	<p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - "The first people responsible for children are their parents and when this unit, the family, is not working well, the parents are shirking their responsibility, the rights of children are violated." - "The cases we receive happen because there is only one parent responsible for the child." - "We had a year during which most of the cases were requests for recognition and child support" (Public Defender of Villarrica).

ACTOR	DESCRIPTION
Community referents on Health and Education (Neighborhood Committees, Parents Associations, Water Commission, Sanitation Boards, Foundations)	<ul style="list-style-type: none"> - They concur in pointing out the problem of an increasing number of single mothers in the districts. - The situation of rural children is more precarious in terms of access to education, food, and health. - There are still many children who work on farms and sell goods in the downtowns of the cities. - The lack of recreational spaces for children and adolescents affects their behavior. - Perception of affective deficiency in children due to abandonment by their parents. - Misuse of technology. - The health referents point out the problem of child malnutrition, adolescent pregnancy, and respiratory diseases among children of rural areas.
	<p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - “The situation is very precarious with many needs.” “In the periphery, they tend to exploit children” (Vice-Director, Teacher, and Member of the Teacher’s Union, Paso Yobai). - “There are essentially many single mothers and few fathers.” “Even though the mother is in charge, sometimes she cannot take care of her children because she has to work” (President of the Sanitation Board, Borja). - “Sometimes there are abuses because there is no place for them to play freely” (President of the Sanitation Board, Troche). - “The use of cellphones is a problem, it modifies their behavior because they see more violence or images that are not appropriate for their age” (Representative of a Parents Association, Paso Yobai). - “Many times children arrive malnourished and sometimes with wounds from punishment their parents inflicted on them” (Health Referent, Troche).

5.2.2. Characteristics of CL and perception of risks

ACTOR	
Governor’s Office of Guairá	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - CL in the form of street selling causes school dropouts.
	<p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - “Children who end up in marginality, present a high rate of school drop-outs” (General Secretary of the Governor’s Office).
Municipalities	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - Children sell yuyos (natural medicinal herbs), they polish shoes, and many go to their farm to help their parents to harvest the crops. Those who live in the city sell yuyos and baby oil. Some children work as babysitters. - The biggest cause of this problem is the lack of jobs for adults.
	<p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - “Lack of opportunities for the parents” - “Irresponsibility of some parents” - “Single mothers” - “They’re gonna grow up to be like their parents” - “They’re a result of their environment” - “Some sell remedies, other empanadas” - “Most of them are vendors” (Mayor, Troche) - “Our harvest is about to finish. When this happens they would be left without a job. If the parents do not have a permanent job, they send their children to work in difficult environments” (Municipal Secretary of Iturbe). - “Lack of jobs for the parents. The least affluent is the most marginalized in the street” (Congressman of Borja). - “These children will not have a good future because they do not even go to school, or they go sometimes. Generally, these kids’ parents are sugarcane peelers” (Municipal Secretary of Villarrica). - “Many girls still work at homes as maids or criadas ... where they are mistreated” (Women Secretary of Iturbe). - “For there to be possibilities to combat CL, more sources of jobs for parents should exist” (Mayor of Iturbe).
CODENIs	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - They are just starting to explore the topic of CL. They do not have a census, date or plans for exploring this topic. - Generally, the younger children work on the farms. They leave school during the weeks when harvesting is done. - The children who work in the street are exposed to many other violations of their rights, including sexual abuse. - The work in workshops or factories is many times unsanitary, involving physical efforts not appropriate to their age, exposure to toxic chemicals and handling of hazardous tools.
	<p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - “Children working during the harvesting season, sugarcane harvesting” (CODENI, Borja) - “We have problems of child labor in Villarrica” (CODENI, Villarrica) - “If we talk about work, we talk about many more other violations; even about coercion or abuse ...” (CODENI, Villarrica)

RESULTS FROM FOCUS GROUPS AND INTERVIEWS

ACTOR	
Justice	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - They do not have records of child workers. - They tend to receive reports from neighbors who believe children are being employed, even as criadas. - Those who fulfill a fundamental role in the identification of children in CL are the teachers at school. - They do not want to talk about the risks because they do not have information. In 17 years, they have not received any specific reports of CL. <p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - “We have a large number of children in the streets here in Villarrica. It’s not that they do not exist. There are some but right now we’re dealing with a lot of indigenous children. The one that keeps those records [of child workers] is the CODENI of Villarrica.” - “[The teachers] are who the children trust the most, and they are the ones who receive the greatest trust from children so the children can talk to them and explain their situation.” - “Within my duties, I do not have official knowledge nor unofficial knowledge of child workers, honestly.” (Public Defender, Villarrica).
Community referents on Health and Education (Neighborhood Committees, Parents Associations, Water Commission, Sanitation Boards, Foundations)	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - Children in CL are not always alone; in some cases, some adults supervise them. - It is seen that if the children work at home with the parents there is no risk. - Children who work in the streets, in shops or garbage collection are at the most risk because they are exposed to the risk of traffic accidents or mistreatment by their bosses. - The work at the bus station is considered the riskiest one due to the number of people in the place. - Children who study and work see their academic performance adversely affected and they tend to drop out of school. <p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - “Since I have accepted to be the president, I have not received any reports. Sometimes an adult monitors them, they do not work alone” (President of the Sanitation Board, Borja). - “Kids selling in the streets and some already work as ‘macateros’ (street vendors coming from rural areas) with their boss or their parents” (Education Referent, Paso Yobai). - “The issue, if you work, is tiredness. They cannot study anymore and they stop going to school” (Health Referent, Villarrica Rural Area). - “And there are some who work on the streets. They sell vegetables, or work in other people’s houses as babysitters ...” (President of the Neighborhood Committee, Villarrica Rural Area).

5.2.3. Value they put to CL

ACTOR	
Governor's Office of Guairá	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - Did not answer. Claimed that they do not have data on CL.
Municipalities	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - CL has consequences, among these there is underage pregnancy. - The problem is that there are many single mothers with more than three children. - The number of children working in street sales is increasing ("yuyos" medicinal herbs, food, and bingos). - Many children do not finish their studies because they work. <p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - "They are exposed to everything." - "When possible, children should not work, children should live as children, receive the education they have to receive and play instead of working." - "We need education ... we need everything!" (Mayor, Iturbe).
CODENIs	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - The exploitation of labor in shops, while harvesting on other people's farms and working in workshops in the city. - Dropping out of school and mistreatment are risks of CL. - The lack of jobs for the parents is the main cause of CL. - One representative of a CODENI thinks that parents should be trained. <p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - "To give you an example, what's the need for a mom to make her children work if she's working and has a work position and receives a bonus for that kid? It's not the kid's fault there, it's the mom's fault." - "It's very hard for us as a public institution to cover this irresponsibility [of the parents]" (CODENI, Villarrica).
Justice	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - No answer. Claimed that they do not have data on this.
Community referents on Health and Education (Neighborhood Committees, Parents Associations, Water Commission, Sanitation Boards, Foundations)	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - Large families in situations of poverty are forced by their need to put their children to work. The repeated phrase is "to help parents" shows that this perception is shared by most of the community referents interviewed. - Since the sugar factory in Iturbe shut down, the situation in the area got harder. - According to the president of a Neighborhood Committee, when the kids work outside their homes from a very young age, they face many consequences, the main ones being becoming school dropouts and exposure to risks. - Some parents on the committees mentioned that they had followed up a sexual abuse report and two cases of labor abuse and exploitation presented in the CODENI and the Police Station. There was only one reference to the Public Defender's Office. <p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - "Parents no longer have jobs, so they make their children work and exploit them" (Secretary of the Teacher's Union, Paso Yobai). - "Some abuse children, another violation, physical abuse ..." (Neighborhood Committee of Villarrica, Rural Area).

5.2.4. Knowledge of protection regulations

ACTOR	
Governor's Office of Guairá	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - Reference to the Code of Childhood and Adolescence.
Municipalities	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - Reference to the Code of Childhood and Adolescence.
CODENIs	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - Most referred to the Code of Childhood and Adolescence and the National Constitution. - In two cases, they mentioned the Convention on the Rights of the Child and the Labor Code. - At the CODENI in Villarrica, besides the previously mentioned statements, they named several agreements of the ILO on CL.
Justice	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - Reference to the Code of Childhood and Adolescence, the National Constitution and the Labor Code.
Community referents on Health and Education (Neighborhood Committees, Parents Associations, Water Commission, Sanitation Boards, Foundations)	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - Reference to the Code of Childhood and Adolescence (they mention the right to food, education, and health). - Most of the interviewees mentioned, in a general way, the existence of a "Law that lets adolescents work with a written authorization from parents." - They claim that they know more through the schools, but they think that laws are not enforced.
	<p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - "They are taught at school and they know the children's rights, one knows more now" (Representative of a Parents Association, Borja). - "A judge gave a talk about children's rights at school" (Representative of a Parents Association, Troche).

5.2.5. Knowledge of institutional actions for the protection of children

ACTOR	
Governor's Office of Guairá	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - No answer. Claimed that they do not have data about this.
Municipalities	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - They recognize the CODENI as the main institution for the protection of children. - They consider that paucity of funds and human resources limit the field of action of the CODENI. Because of this, they are organisms focused on protective actions, without the possibility of addressing the promotion of rights. - In Villarrica and Iturbe they know and value the awareness campaigns for Criadazgo carried out by the CODENI and the Ministry of Women. - An option to reduce CL could be a program for opening rural daycare centers for the children of harvest workers.
CODENIs	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - They know the Abrazo program of the National Secretariat for Children and Adolescents and they value it positively. They suggest that the same program be extended to the Department of Guairá. - They agree on the need to create more information and spread awareness about CL in the community. - Articulate and establish follow-up mechanisms with the Tekoporã program, especially regarding access to health and education.
	<p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - "There is a lack of awareness among our people about what child labor is. There is no sensitization about child labor and you can work with teachers" (CODENI, Paso Yobai).
Justice	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - Actions of the CODENI and of the National Secretariat for Children and Adolescents in the Abrazo program. - Children's households.
Community referents on Health and Education (Neighborhood Committees, Parents Associations, Water Commission, Sanitation Boards, Foundations)	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - The projects of the organization Plan Internacional in Paso Yobai. - Positive valuation of the school lunch at a departmental level. - The CODENI is the main organism mentioned to present reports regarding violations of children's rights, followed by the school and the police station. - Certain reference to the vaccination plans for children carried out by the Ministry of Health in schools. - Not much mention of the National Secretariat for Children and Adolescents.
	<p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - "School lunch is very important because, sometimes, it's the only meal that many children receive" (President of the Neighborhood Committee of Villarrica, Rural Area).

5.2.6. Knowledge of institutional actions for training and promotion of decent work for adolescents, youths, and adults

ACTOR	
Governor's Office of Guairá	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - No answer. Claimed that they do not have data about this.
Municipalities	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - The Municipality of Iturbe developed joint action plans with the National Service for Professional Promotion (SNPP) to offer courses on hairdressing, pedicure, dressmaking mainly for women. - The Municipality of Paso Yobai offers occupational training courses together with the SNPP and the National System for Labor Training and Education (SINAFOCAL).
CODENIs	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - They mention the SNNP and SINAFOCAL. Technical courses and business plans.
Justice	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - No answer. Claimed lack of data about this.
Community referents on Health and Education (Neighborhood Committees, Parents Associations, Water Commission, Sanitation Boards, Foundations)	<p>DESCRIPTION</p> <ul style="list-style-type: none"> - In all the communities, the referents know about the courses offered by SNNP and SINAFOCAL together with the Municipality and the Governor's Office. - Technical courses in the areas of electricity, mechanics, bakery for men, and hairdressing and cooking for women. - Most of them find out about the courses through the local radio stations. - While they value the offered courses, they express that the training does not guarantee access to a job.
	<p>INFORMATIVE WORDS</p> <ul style="list-style-type: none"> - "Most of the mothers of the school participated in the course Sweets and Jams of the SNNP" (Representative of Parent Association, Borja).

Note: In no cases the interviewees know or mentioned any institution that has a bank of available jobs or provide support to find jobs.



CONCLUSIONS

CONCLUSIONS

The results of the BLS made it possible to estimate the prevalence and characteristics of CL in the five districts targeted by the POK project. The first result of the study is that 11.6% of children aged 5–17 years in the five districts are in CL. The prevalence is higher in the age range of 14–17 years (26.2%) compared to the age range of 5–13 years (6.2%).

The higher prevalence of CL in the group of children corresponds with the high prevalence of HCL. Starting at 14 years, the percentage of children employed in economic activities increases because at this age it is possible to start working legally. However, only 8.6% of the children aged between 14 and 17 years employed in economic activity are in the work permitted for their age segment.

The HCL results for the 5–17 year-olds showed important sex-based differences that should be taken into account when considering different strategies for working with children. Specifically, within the group of boys, the sub-indicators with the highest percentage within the HCL indicator are: “exposure to some risk” (82.2%) and “management of hazardous equipment” (55.3%). In the group of girls, the sub-indicator with the highest percentage is “hazardous work by the nature of occupation” (72.3%) due to the high prevalence of girls in the “domestic staff” occupational category.

As for the activity groups, the data shows that 71.8% of children aged 5–17 years in CL work in three large categories of activity. These are, according to CNAEP, “agriculture, livestock, hunting, and support activities” (36.5%), “wholesale and retail trade; repair of motor vehicles and motorcycles” (19.9%) and “household activities – the employers of domestic workers” (15.4%). This pattern is maintained in general terms when analyzing the data according to age, these being the sections of activity with the highest percentage weight for both children from 5 to 13 years and children aged 14–17 years. However, there are more notable variations in the analysis of data by sex, since 47.3% of the girls in CL work in “household activities the employers of domestic workers.”

Of the children aged 5–17 years in CL, 56.8% were classified as “unskilled workers.” This is one of the nine large groups in the CPO classification of occupations and includes all those tasks for which no special training is required. Within this group of occupations, there are important sex-based differences and boys have a larger presence in the categories “farmers and agricultural laborers,” “farmers and skilled workers of extensive crops” and “manual packers and other laborers in the manufacturing industry,” while 94.9% of girls work as “domestic staff.”

Another conclusion of the study is that CL harms the health of children. The majority of children (51.2%) stated that they have a health problem caused by their work. Although there are no significant sex-based differences in suffering from health problems caused by work in general, the differences are evident in the types of problems suffered. The high percentage of children in CL with health problems caused by work (58.8%) is attributable to exposure to harmful elements in their workplace. This percentage of exposure is higher among boys. Handling heavy and dangerous loads, machinery and equipment is another risk factor for the health of children and affects 40.4% of the children in CL; In this case, also the percentage was higher within the group of boys. >It should be mentioned that the machete (38.1%) and the hoe (22%) are the tools commonly used in agriculture and are handled predominantly by boys.

The two main occupations that caused health problems to the working children are “farmers and agricultural laborers” and “manual packers and other laborers in the manufacturing industry.” They mainly suffered from exhaustion or tiredness, fever and headaches, and back or muscular pain. It should be recalled that these two tasks (CPO level 4 of disaggregation) were performed mainly by boys.

Results also lead to the conclusion that CL negatively affects children’s education. Of the children in CL, 16.4% are not studying. There is a sex-based difference. The percentage of school dropouts is higher among boys. Institutional actors who were interviewed affirmed that CL is the main cause of school dropouts, especially in those children (mostly boys) who work on farms and are forced to stop attending classes at the time of harvest.

Based on these results, sex-based differences should be addressed in such a way that the intervention strategies that are developed would work adequately for solving the specific problems of children in CL. Data shows that the points that require special attention are:

- Differences in the reasons why children aged 14–17 years are in HCL: In the case of boys, it is mainly due to exposure to risk factors and handling dangerous equipment, while in the case of girls it is due to hazards faced specifically in domestic work.
- Differences in activity groups and occupations: Boys aged 5–17 years work in activity groups related to agriculture, livestock, hunting, and support activities, wholesale and retail trade, repairing motor vehicles and motorcycles. Girls work mainly in household activities, employed as domestic workers. This data is consistent with the data that they are mainly employed as domestic staff.
- Differences in health problems due to work: Boys are more exposed to harmful elements, and have handled heavy and dangerous loads, machinery and equipment in a greater percentage than girls, due to the activities and occupations in which they are mainly engaged.

Another fact revealed by the quantitative study was that there are notable differences among the five districts studied. Troche is the district with the higher prevalence of CL (18.3%) and Villarrica is the one with the lowest prevalence of CL (8.6%). However, due to its large population, Villarrica has the largest number of children in CL, and the intervention should adequately consider this data.

Finally, the quantitative study collected information on the existence of adverse conditions that may place children at risk of CL. Some of these conditions are related to the characteristics of the household, such as households headed by females, household heads with some type of disability, households in which the parents are not residing or children are living with other children engaged in CL. At this point, it is important to note the high percentage of households are female heads (62.4%), especially in the district of Paso Yobai (68.2%). Other risk factors include non-enrollment of children in schools and school lag. Data shows that 4.9% of the children aged 5–17 years and were not working were also not attending school and 11.5% of the total number of children aged 8–17 years were with school lag.

From the qualitative part of the study, it is seen that parents who were consulted generally spoke against CL but, at the same time, had a tendency to accept the children being in CL. In this sense, it should be mentioned that in all groups there was concern about a perceived increase in CL outside the home. However, most parents in rural areas stated that their sons and daughters, as well as the majority of the children of their communities, work on family farms, at home, and to help with harvests along with other members of the family. This situation is not perceived as harmful for the well-being of the children.

In terms of household chores in their own households, a positive assessment was reported. However, this assessment also extended to all tasks performed for the family, even outside the home, including “help” from the children in the farm work, harvest, trade or recycling. These work activities are not perceived to violate their rights, but as an arena for building positive attitudes and values for their future as adults.

Situations perceived clearly as CL are those that can harm children’s and adolescents’ health, safety or morals (these three elements are also present in the concept of HCL outlined in the EANA 2011 report). In this respect, EANA 2011 mentioned the handling of cutting tools for the harvest, the work that demands physical efforts not commensurate with the children’s age (such as on construction sites and in mechanical workshops) in case of boys and domestic work in the case of girls. These aspects are also contemplated as the sub-indicators for the estimation of HCL, specifically in the sub-indicators “handling of loads and machinery or heavy equipment” and “hazardous occupations.” In other words, CL is more easily identified when it comes to HCL

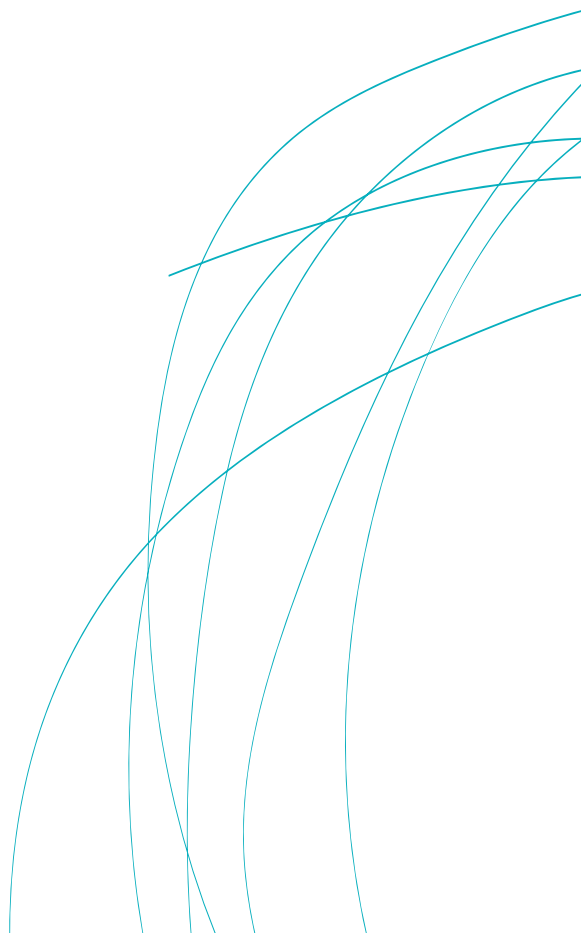
CL in public streets is identified as the most hazardous and indigenous children as the most vulnerable group. In general, parents perceive that from the age of 15, children must start working outside the home to meet their own expenses.

Consulted parents identify CL as that which possesses some of the following characteristics: work carried out outside the family, work that entails exposure to high risk and performed before attaining the legal working age.

On the other hand, the consulted institutional actors (Governor's Office of the Department of Guairá, Municipalities, CODENIs and justice officials) consider that CL constitutes the main cause for school dropouts. This perception is supported by the data gathered from the survey, which shows that work in a paid activity accounts for the highest percentage (19.4%) among children aged 5–17 years in CL dropping out of school. Furthermore, these actors stated that it is generally the children who work on the farms who leave classes during the harvest season. They said that children working on the street are exposed to many other violations of their rights, including sexual abuse. They also mentioned that adolescents often work in unsuitable conditions in workshops and factories and named as hazardous those jobs that involve excessive physical efforts, exposure to toxic chemicals and handling of heavy tools.

They related HCL to labor exploitation, accidents, and excessive physical efforts exerted while working on the farms, shops or workshops.

Community actors expressed a positive appreciation for children doing chores and helping parents in their work outside the home so far as these chores were done in a family context. On this point, they agreed with the parents. Sales – whether on the street or in shops – and garbage collection were perceived as the riskiest jobs because children could suffer traffic accidents or be mistreated by employers. The perception shared by most of the interviewed community leaders was that large families in poverty were compelled to make their children work. Institutional actors also agreed that poverty and lack of work for parents were the main causes of CL. These perceptions agree in general terms with the statements made by the parents.





APPENDIXES

APPENDIX 1: MATRIX OF TABLES

DEFINITIONS	Tables	QUESTIONNAIRE N° 1 – ADULTS	QUESTIONNAIRE N° 2 – CHILDREN AGED 10–17 YEARS
1. MAIN CHARACTERISTICS OF CHILD WORKERS AGED 5–17			
1.1. Main characteristics of the population surveyed	A1. Percentage distribution of children aged 5–17 years by selected characteristics (sex, age, socio-economic level, and district)	Worksheet for the registry of household members: P22, P23	
1.2. Socio-economic level of household	A2. Percentage distribution of households, by district and by socio-economic level	Section 2. Characteristics of the home and inventory of goods and services: Part A, Part B, and Part C	
1.3. Participation in household chores at home	A3. Percentage of children aged 5–17 years who perform household chores at home, by sex	Section 6. Unpaid domestic housework: ATH (...)	Section 5. House Chores: NTH1 (...): During the last week, did you do any of the following chores for this home? And how much time did you devote to it per day?
1.4. Number of children aged 14-17 years in permitted work	A4. Average number of hours worked per week by children aged 5–17 years in domestic chores at home, by sex	Section 6. Unpaid domestic housework: ATH (...)	Section 5. House Chores: NTH1 (...): During the last week, did you do any of the following chores for this home? And how much time did you devote to it per day?
	A5. Percentage of children aged 14–17 years in permitted work who worked during the past week, by sex	Section 5. Work and income. Part A. Summary of economic activities (last week): AEI1, AEI2 (...)	Section 3. Work and income. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?
	A6. Percentage of children aged 14–17 years in permitted activities, registered in the RAT, by sex	Part D. Work in the last 12 months: ATA12	Section 4. Occupational health and safety. NSSO: Are you registered in the RAT?
2. CL SURVEY RESULTS			
2.1. Prevalence of CL in children aged 5–17 years	B1. Prevalence of CL in children aged 5–17 years		
	B2. Prevalence of CL in children aged 5–17 years		
	B3. Prevalence of CL (HCL) in children aged 5–17 years		
	B4. Prevalence of CL (HCL) in children aged 5–17 years		
	B5. Prevalence of CL in children aged 5–17 years, by district		
	B6. Prevalence of CL in children aged 5–13 years, by district		
	B7. Prevalence of HCL in children aged 14–17 years during the last week, by district		
2.2. CL characteristics of children aged 5–17 years	B8. Percentage distribution of children aged 5–17 years in CL, by district		
	B9. Distribution of children aged 5–17 years in CL by activity group (section–first level of CNAEP grouping), by sex	Section 5. Work and income. Part B. Main occupation (last week): ATP3	Section 3. Work and income. Part B. Main job last week: NTP3: What does the company, business, or institution in which you work/worked do?
	B10. Distribution of children aged 5–17 years in CL by activity group (section–first grouping level), by sex and age group	Section 5. Work and income. Part B. Main occupation (last week): ATP3	Section 3. Work and income. Part B. Main job last week: NTP3: What does the company, business, or institution in which you worked do?
	B11. Distribution of children aged 5–17 years in CL by activity group (level 4 of CNAEP disaggregation), by sex	Section 5. Work and income. Part B. Main occupation (last week): ATP3	Section 3. Work and income. Main job last week: NTP3: What does the company, business, or institution in which you worked do?

DEFINITIONS	Tables	QUESTIONNAIRE N° 1 – ADULTS	QUESTIONNAIRE N° 2–CHILDREN AGED 10–17 YEARS
2.2. CL characteristics of children aged 5– 17 years	B12. Distribution of children aged 5–17 years in CL by activity group (level 4 of CNAEP disaggregation), by age group	Section 5. Work and income. Part B. Main occupation (last week): ATP3	Section 3. Work and income. Part B. Main job last week: NTP3: What does the company, business, or institution in which you worked do?
	B13. Distribution of children aged 5–17 years in CL during the last week, by type of occupation (large groups CPO), by sex	Section 5. Work and income. Part B. Main occupation (last week): APT1	Section 3. Work and income. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?
	B14. Distribution of children aged 5–17 years in CL during the last week, by type of occupation (CPO large groups), by age group	Section 5. Work and income. Part B. Main occupation (last week): APT1	Section 3. Work and income. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?
	B15. Distribution of children aged 5–17 years in CL during the last week by type of occupation (level 4 of CPO), by sex	Section 5. Work and income. Part B. Main occupation (last week): APT1	Section 3. Work and income. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?
	B16. Distribution of children aged 5–17 years in CL during the last week by type of occupation (level 4 of CPO), by age group	Section 5. Work and income. Part B. Main occupation (last week): APT1	Section 3. Work and income. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?
	B17. Percentage of children aged 5–17 years in CL who are engaged in agriculture, by sex	Section 5. Work and income. Part B. Main occupation (last week): ATP4	Section 3. Work and income. Part B. Main job last week: NTP4: What are the tasks or chores you carried out in your job or main occupation?
	B18. Percentage distribution of the type of crops in which children aged 5–17 years in CL work	Section 5. Work and income. Part B. Main occupation (last week): ATP5	Section 3. Job and occupational entry. Part B. Main job last week: NTP5: What are the tasks or chores you carried out in your job or main occupation?
	B19. Average hours worked by children aged 5–17 years in CL per week, by sex	Section 5. Work and income. Part B. Main occupation (last week): ATP6 (...), ATP18 (...)	Section 3. Work and income. Part B. Main job last week: NTP6: During the last week, how many hours did you work daily (in the mentioned activity)?
	B20. Average hours worked by children aged 5–17 years in CL per week, by age group	Section 5. Work and income. Part B. Main occupation (last week): ATP6 (...), ATP18 (...)	Section 3. Work and income. Part B. Main job last week: NTP6: During the last week, how many hours did you work daily (in the mentioned activity)?
	B21. Percentage of children aged 5–17 years in CL who worked at least once from 7 pm to 7 am during the past 12 months, by sex	Section 7. Occupational health and safety. Part B. Safety at work: ASL10. (During the last 12 months, did [Name] work at least once between 7 pm and 7 am the following next day?)	Section 4. Occupational health and safety: NSS8: During the last 12 months, did you work at least once between 7 pm and 7 am of the following day?
2.3. Characteristics of CL in children aged 5–13 years	B22. Percentage distribution of children aged 5–13 years in CL, by district		
	B23. Distribution of children aged 5–13 years in CL during the last week, by activity group (section–first level of CNAEP grouping), by sex	Section 5. Work and income. Part B. Main occupation (last week): ATP3	Section 3. Work and income. Part B. Main job last week: NTP3: What does the company, business, or institution in which you worked for do?
	B24. Distribution of children aged 5–13 years in CL during the last week by activity group (level 4 of CNAEP disaggregation), by sex	Section 5. Work and income. Part B. Main occupation (last week): ATP3	Section 3. Work and income. Part B. Main job last week: NTP3: What does the company, business, or institution in which you worked do?
	B25. Distribution of children aged 5–13 years in CL during the last week, by type of occupation (CPO large groups), by sex	Section 5. Work and income. Part B. Main occupation (last week): APT1	Section 3. Work and income. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?

DEFINITIONS	Tables	QUESTIONNAIRE N° 1 – ADULTS	QUESTIONNAIRE N° 2–CHILDREN AGED 10–17 YEARS
2.3. Characteristics of CL in children aged 5–13 years	B26. Distribution of children aged 5–13 years in CL during the last week by type of occupation (level 4 of CPO disaggregation), by sex	Section 5. Work and income. Part B. Main occupation (last week): APT1	Section 3. Work and income. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?
	B27. Percentage of children aged 5–13 years in CL who were engaged in agriculture during the last week, by sex	Section 5. Work and income. Part B. Main occupation (last week): ATP4	Section 3. Work and income. Part B. Main job last week: NTP4: Do you work in farming?
	B28. Percentage distribution of type of crops in which children aged 5–13 years in CL worked during the last week	Section 5. Work and income. Part B. Main occupation (last week): ATP5	Section 3. Work and income. Part B. Main job last week: NTP5: What crop do you work with?
	B29. Average hours worked by children aged 5–13 years during the last week, by sex	Section 5. Work and income. Part B. Main occupation (last week): ATP6 (...), ATP18 (...)	Section 3. Work and income. Part B. Main job last week: NTP6 (...): During the last week, how many hours did you work daily?
	B30. Percentage of children aged 5–13 years in CL who worked at least once from 7 pm to 7 am during the past 12 months, by sex	Section 7. Occupational health and safety: Part B. Security at work: ASL10. (During the past 12 months, did [Name] work at least once between 7 pm and 7 am of the following day?)	Section 4. Occupational health and safety: NSS8: During the last 12 months, did you work at least once between 7 pm and 7 am of the following day?
2.4. Characteristics of CL in children aged 14–17 years	B31. Percentage distribution of children aged 14–17 years in CL, by district		
	B32. Distribution of activity group (section–first level of CNAEP disaggregation), of children aged 14–17 years in CL during last week, by sex	Section 5. Work and income. Part B. Main occupation (last week): ATP3	Section 3. Work and income. Part B. Main job last week: NTP3: What does the company, business, or institution in which you worked do?
	B33. Distribution of activity group (CNAEP level 4 of disaggregation), of children aged 14–17 years in CL during last week, by sex	Section 5. Work and income. Part B. Main occupation (last week): ATP3	Section 3. Work and income. Part B. Main job last week: NTP3: What does the company, business, or institution in which you worked do?
	B34. Distribution of occupation type (CPO large groups) of children aged 14–17 years in CL during the last week, by sex	Section 5. Work and income. Part B. Main occupation (last week): APT1	Section 3. Work and income. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?
	B35. Distribution of activity group (CNAEP level 4 of disaggregation), children aged 14–17 years in CL during the last week, by sex	Section 5. Work and income. Part B. Main occupation (last week): APT1	Section 3. Work and income. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?
	B36. Percentage of children aged 14–17 years in CL who were engaged in agriculture during the last week, by sex	Section 5. Work and income. Part B. Main occupation (last week): ATP4	Section 3. Work and income. Part B. Main job last week: NTP4: Do you work in farming?
	B37. Percentage distribution of the type of crops in which children aged 14–17 years in CL worked during the last week	Section 5. Work and income. Part B. Main occupation (last week): ATP5	Section 3. Work and income. Part B. Main job last week: NTP5: What crop do you work with?
	B38. Average hours worked by children aged 14–17 years in CL during the last week, by sex	Section 5. Work and income. Part B. Main occupation (last week): ATP6 (...), ATP18 (...)	Section 3. Work and income. Part B. Main job last week: NTP6 (...): During the last week, how many hours did you work daily?
	B39. Percentage of children aged 14–17 years in CL who worked at least once from 7 pm to 7 am during the past 12 months, by sex	Section 7. Occupational health and safety: Part B. Security at work: ASL10. (During the past 12 months, did [Name] work at least once between 7 pm and 7 am the following day?)	Section 4. Occupational health and safety: NSS8: During the last 12 months, did you work at least once between 7 pm and 7 am of the following day?
2.5. Education and its relationship with CL	B40. Percentage of children aged 5–17 years in CL who work and study	Section 4. Education. Part A: AE3 (Has [NAME] ever attended an educational institution?) Section 5. Work and income. Part B. Main occupation (last week): AE1, AE12 (...), ATA1, and ATA2 (...)	Section 2. Education: NAE3: Do you attend or have you ever attended a school? Section 3. Work and income. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?

DEFINITIONS	Tables	QUESTIONNAIRE N° 1 – ADULTS	QUESTIONNAIRE N° 2–CHILDREN AGED 10–17 YEARS
2.5. Education and its relationship with CL	B41. Percentage of children aged 5–17 years in CL that currently attend a learning institution other than school	Section 4. Education–Part B: AE10: Does [NAME] regularly attend an educational facility that is not a school?	N/A
	B42. Percentage of children aged 5–17 years in CL who attend school, by sex.	Section 4. Education. Part A: AE3: Has [NAME] ever attended an educational institution?	Section 3. Work and income. Part B. Main job last week: NT11: During the last week, did you carry out a job or task of at least 1 hour that is not something to eat/use in your house/ this household? or Section 3. Work and income. Part C. Work during the last 12 months: NTA1: In the last 12 months, have you carried out a job or task, that is not for eating/ using in your house/this household?
	B43. Percentage of children aged 5–17 years in CL who stopped attending school because they had to work	Section 4. Education. Part A. Education: AE8: What would be the main reason [NAME] does not attend, has never attended, stopped attending?	
2.6. Consequences of CL in the health of children	B44. Percentage of child workers aged 5–17 years in CL who suffered from health problems due to work	Section 7. Occupational health and safety. Part A. Health and work: ASL1 (...)	Section 4. Occupational health and safety. Part E. Occupational health: NSS1: Due to your work, did you have any of the following problems?
	B45. Percentage distribution of the type of health problem due to work of children aged 5–17 years in CL	Section 7. Occupational health and safety. Part A. Health and work: ASL1 (...)	Section 4. Occupational health and safety. Part E. Occupational health: NSS1: Due to your work, did you have any of the following problems?
	B46. Percentage distribution of the type of work performed by children aged 5–17 years in CL when they suffered a work-related health problem (CPO level 4 of disaggregation)	Section 7. Occupational health and safety. Part A. Health and work: ASL10.	Section 4. Occupational health and safety. Part E. Occupational health: NSS2: What job or tasks were you carrying out when you suffered that illness or major accident?
	B47. Percentage of children aged 5–17 years in CL who were exposed to hazardous working conditions, by sex		
	B48. Percentage distribution of hazardous working conditions to which children aged 5–17 years in CL were exposed	Section 7. Occupational health and safety. Part B. Security at work: ASL7 (...)	Section 4. Occupational health and safety. Part E. Occupational health: NSS7 (...): in the job you do/did, are/ were exposed to
	B49. Percentage of children aged 5–17 years in CL who handled hazardous equipment in their work activity, by sex	Section 7. Occupational health and safety. Part B. Security at work: ASL10.	Section 4. Occupational health and safety. Part E. Occupational health: NSS9: Did you handle machinery, heavy loads, sharp-edged or cutting tools, or pointed objects (axe, machete, knife) in the work or task you carried out?
	B50. Percentage distribution of the type of hazardous tools used by children aged 5–17 years in CL during work	Section 7. Occupational health and safety. Part B. Security at work: ASL10.	Section 4. Occupational health and safety. Part E. Occupational health: NSS10: What type of machinery, heavy loads, pointed objects, or sharp-edged tools did you use in the job or task you carried out?
3. CHILDREN AT RISK OF CL			
C1. Percentage of households with female heads, by district		P1 (Household number) Worksheet for the registry of household members: MH3 (Relationship with the head of the household), MH4 (Gender)	N/A

DEFINITIONS	Tables	QUESTIONNAIRE N° 1 – ADULTS	QUESTIONNAIRE N° 2–CHILDREN AGED 10–17 YEARS
	C2. Percentage of children aged 5–17 years living in households with heads of household with a disability	P1 (Household number) PO3 (Age) – Worksheet for the registry of the members of the household: MH13 Are you somewhat disabled?	N/A
	C3. Percentage distribution of households by type of support received from state social programs	Section 2. Characteristics of the home and inventory of goods and services. Part A. Characteristics of the home and inventory of goods: A15.4, A15.5, and A15.6.	N/A
	C4. Percentage of children aged 5–17 years who are neither working nor attending school, by sex	Section 4. Education. Part A: AE3: Has [NAME] ever attended an educational institution?	Section 2. Education: NAE6: Do you currently attend school? Section 3. Work and income. Part A. Summary of financial activities (last week): NT11: During the last week, did you carry out a job or task of at least 1 hour that is not something to eat/use in your house/this household? Section 3. Work and income. Part C. Work during the last 12 months: NTA1: In the last 12 months, have you carried out a job or task that is not for eating/using in your house/this household?
	C5. Percentage of non-working children aged 5–17 years living in households with children in CL	P1 (Household number) Section 5. Work and income. Part B. Main occupation (last week): ATP1: What are the tasks or chores [NAME] carried out in the job or main occupation? Section 5. Work and income. Part D. Work in the last 12 months: ATA3: During the last 12 months, has [NAME] carried out a job of at least 1 hour that is not for self-use?	Section 3. Work and income. Part A. Summary of financial activities (last week): NT11: During the last week, did you carry out a job or task of at least 1 hour that is not something to eat/use in your house/this household? or NT12: During last week, did you spend at least an hour in one of the following activities, which was not for food/using in your house/this household? or NTI3: Have you done any of these activities in the last 12 months?
	C6. Percentage of children aged 8–17 years with school lag, by sex	Section 3. Characteristics of the population: PO3 (Age) or Section 4. Education. Part A. Education: AE5: What is the highest level and grade, course, cycle, or semester achieved by [NAME]? or AE6: What is the highest level, grade, course, or semester that [NAME] passed?	Section 1. NID4: How old did you turn on your last birthday? Section 2. Education: NAE4: What is the highest level and grade, course, cycle, or semester that you have achieved? or NAE5: What is the highest level, grade, course, or semester that the child passed?
	C7. Percentage of households where children’s parents do not live	Section 2. Characteristics of the home and inventory of goods and services. Part A. Characteristics of the home and inventory of goods: A2	N/A
	C8. Percentage of households with children that go to work with their parents	Section 2. Characteristics of the home and inventory of goods and services. Part A. Characteristics of the home and inventory of goods: A2: Do both parents work outside the home? or A3: Who looks after the children when the parents are not home?	N/A

APPENDIX 2: TABLES

Main characteristics of children

1. Main characteristics of the surveyed population

A1. Percentage distribution of children aged 5–17 years by selected characteristics (sex, age, socio-economic level, and district)		
Selected characteristics	Frequency	Percentage
Total	31,618	2.1
Sex		
Male	15,339	48.5
Female	16,279	51.5
Age (Disaggregated)		
5.00	2,505	7.9
6.00	2,376	7.5
7.00	2,682	8.5
8.00	2,629	8.3
9.00	2,370	7.5
10.00	2,421	7.7
11.00	2,745	8.7
12.00	2,665	8.4
13.00	2,771	8.8
14.00	2,470	7.8
15.00	1,907	6.0
16.00	2,155	6.8
17.00	1,922	6.1
Age groups		
5–13 years	23,164	73.3
14–15 years	4,377	13.8
16–17 years	4,077	12.9
Socio-economic level		
Low	8,976	28.4
Medium	10,141	32.1
High	12,501	39.5
District		
Borja	2,244	7.1
Iturbe	2,314	7.3
Paso Yobai	6,359	20.1
Troche	2,900	9.2
Villarrica	17,801	56.3
Area of Residence		
Urban	15,261	48.3
Rural	16,357	51.7

A1. Percentage distribution of children aged 5–17 years by selected characteristics (sex, age, socio-economic level, and district)		
Selected characteristics	Frequency	Percentage
Language		
Guaraní	15,343	48.5
Guaraní and Spanish	6,867	21.7
Spanish	9,268	29.3
Another language	104	0.3
Does not speak	36	0.1

2. Socio-economic level of households

A2. Percentage distribution of households by district and by socio-economic level								
	Frequency				Percentage			
	Total	Low	Medium	High	Total	Low	Medium	High
Total	18,728	4,275	6,001	8,452	100.0	100.0	100.0	100.0
Borja	1,174	645	375	154	6.3	15.1	6.2	1.8
Iturbe	1,369	463	465	441	7.3	10.8	7.7	5.2
Paso Yobai	3,307	1,374	1,462	471	17.7	32.1	24.4	5.6
Troche	1,673	767	563	343	8.9	17.9	9.4	4.1
Villarrica	11,205	1,026	3,136	7,043	59.8	24.0	52.3	83.3

3. Participation in household chores at home

A3. Percentage, by sex, of children aged 5–17 years who perform household chores at home						
	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	31,618	15,339	16,279	100.0	100.0	100.0
Performed household chores at home	26,959	12,940	14,019	85.3	84.4	86.1
Did not perform household chores	4,659	2,399	2,260	14.7	15.6	13.9

A4. Average hours of work in unpaid household chores, of children aged 5–17 years, by sex						
	Total		Boys		Girls	
	Medium	Re-count	Medium	Re-count	Medium	Re-count
Total	11.7	26,959	8.0	12,940	15.1	14,019

4. Number of children aged 14-17 years in permitted work

A 5. Percentage of children aged 14–17 years in permitted work, by sex						
	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	8,454	3,823	4,631	100.0	100.0	100.0
Permitted activities	207	120	87	2.4	3.1	1.9
HCL	2,212	1,435	777	26.2	37.5	16.8
Does not work	6,035	2,268	3,767	71.4	59.3	81.3

A.5.1 Percentage of children aged 14–17 years occupied in permitted activities, by sex						
	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	2,419	1,555	864	100.0	100.0	100.0
Permitted work	207	120	87	8.6	7.7	10.1
HCL	2,212	1,435	777	91.4	92.3	89.9

A6. Percentage of children aged 14–17 years in permitted work, registered in the RAT, by sex						
	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	207	120	87	100.0	100.0	100.0
Yes	53	53		25.6	44.2	0.0
No	154	67	87	74.4	55.8	100.0

Main results on CL

1. Prevalence of CL in children aged 5–17 years

B1. Prevalence of CL in children aged 5–17 years		
	Frequency	Percentage
Total	31,618	100.0
Children aged 5–17 years in CL	3,652	11.6
Children aged 5–17 years who are not in CL	27,966	88.4

B2. Prevalence of CL in children aged 5–13 years		
	Frequency	Percentage
Total	23,164	100.0
Children aged 5–13 years in CL	1,440	6.2
Children aged 5–13 years who are not in CL (not occupied)	21,724	93.8

B3. Prevalence of HCL in children aged 5–13 years		
	Frequency	Percentage
Total	23,164	100.0
HCL	1,219	5.3
Non-Hazardous Child Labor	221	1.0
Do not work	21,724	93.8

B4. Prevalence of HCL in children aged 14–17 years		
	Frequency	Percentage
Total	8,454	100.0
HCL	2,212	26.2
Non-Hazardous Child Labor	207	2.4
Do not work	6,035	71.4

B5. Prevalence of CL in children aged 5–17 years during the last week, by district

	Frequency			Percentage		
	Children in CL	Children who are not in CL	Total	Children in CL	Children who are not in CL	Total
Total	3,652	27,966	31,618	11.6	88.4	100.0
Borja	316	1,928	2,244	14.1	85.9	100.0
Iturbe	292	2,022	2,314	12.6	87.4	100.0
Paso Yobai	980	5,379	6,359	15.4	84.6	100.0
Troche	531	2,369	2,900	18.3	81.7	100.0
Villarrica	1,533	16,268	17,801	8.6	91.4	100.0

B6. Prevalence of CL in children aged 5–13 years during the last week, by district

	Frequency			Percentage		
	Children in CL	Children who are not in CL	Total	Children in CL	Children who are not in CL	Total
Total	1,440	21,724	23,164	6.2	93.8	100.0
Paso Yobai	491	4,030	4,521	10.9	89.1	100.0
Villarrica	436	12,753	13,189	3.3	96.7	100.0
Troche	248	1,815	2,063	12.0	88.0	100.0
Borja	139	1,526	1,665	8.3	91.7	100.0
Iturbe	126	1,600	1,726	7.3	92.7	100.0

B7. Prevalence of CL in children aged 14–17 years during the last week, by district

	Frequency			Percentage		
	Total	Children in HCL	Children who are not in HCL	Total	Children in HCL	Children who are not in HCL
Total	8,454	2,212	6,242	100.0	26.2	73.8
Villarrica	4,612	1,097	3,515	100.0	23.8	76.2
Paso Yobai	1,838	489	1,349	100.0	26.6	73.4
Troche	837	283	554	100.0	33.8	66.2
Borja	579	177	402	100.0	30.6	69.4
Iturbe	588	166	422	100.0	28.2	71.8

2. Characteristics of CL in children aged 5–17 years**B8. Percentage distribution of children aged 5–17 years in CL during the last week, by district**

	Frequency	Percentage
Total	23,164	100.0
Villarrica	1,533	42.0
Paso Yobai	980	26.8
Troche	531	14.5
Borja	316	8.7
Iturbe	292	8.0



B9. Distribution of children aged 5–17 years in CL during the last week by activity group (section–first level of CNAEP grouping), by sex

	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	3,652	2,515	1,137	100.0	100.0	100.0
Agriculture, livestock, hunting, and supporting activities	1,333	1,172	161	36.5	46.6	14.2
Wholesale and retail trade, motor vehicle and motorcycle repairs	725	551	174	19.9	21.9	15.3
Household activities as employers of domestic staff	564	26	538	15.4	1.0	47.3
Manufacturing industries	353	319	34	9.7	12.7	3.0
Building	268	268	0	7.3	10.7	0.0
Administrative activities and support services	228	66	162	6.2	2.6	14.2
Transport and storage	69	69	0	1.9	2.7	0.0
Accommodation and food services	47	6	41	1.3	0.2	3.6
Other services activities	27	0	27	0.7	0.0	2.4
Exploitation of mines and quarries	14	14	0	0.4	0.6	0.0
Ignored	24	24	0	0.7	1.0	0.0

B10. Distribution of children aged 5–17 years in CL during the last week by activity group (section–first grouping level), by age group

	Frequency			Percentage		
	Total	5–13 years	14–17 years	Total	5–13 years	14–17 years
Total	3,652	1,440	2,212	100.0	100.0	100.0
Agriculture, livestock, hunting, and supporting activities	1,333	651	682	36.5	45.2	30.8
Wholesale and retail trade, motor vehicle and motorcycle repairs	725	221	504	19.9	15.3	22.8
Household activities as employers of domestic staff	564	180	384	15.4	12.5	17.4
Manufacturing industries	353	48	305	9.7	3.3	13.8
Building	268	148	120	7.3	10.3	5.4
Administrative activities and support services	228	99	129	6.2	6.9	5.8
Transport and storage	69	69	0	1.9	4.8	0.0
Accommodation and food services	47	7	40	1.3	0.5	1.8
Other services activities	27	3	24	0.7	0.2	1.1
Exploitation of mines and quarries	14	0	14	0.4	0.0	0.6
Ignored	24	14	10	0.7	1.0	0.5

B11. Distribution of children aged 5–17 years in CL during the last week by activity group (level 4 of CNAEP disaggregation), by sex

	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	3,652	2,515	1,137	100.0	100.0	100.0
Sugarcane production	743	623	120	20.3	24.8	10.6
Household activities such as employment as domestic personnel	564	26	538	15.4	1.0	47.3
Maintenance and repair of motor vehicles, except motorcycles	250	250	0	6.8	9.9	0.0

B11. Distribution of children aged 5–17 years in CL during the last week by activity group (level 4 of CNAEP disaggregation), by sex						
Growing of vegetables and melons, roots, and tubers	228	212	16	6.2	8.4	1.4
Construction of buildings	179	179	0	4.9	7.1	0.0
General cleaning of buildings	162	20	142	4.4	0.8	12.5
Manufacture of clay building materials	120	120	0	3.3	4.8	0.0
Agricultural activities, unspecified (product crops not specified)	118	118	0	3.2	4.7	0.0
Trade in unspecified products (sale of goods)	81	53	28	2.2	2.1	2.5
Retail sale in non-specialized stores with food, beverages, and tobacco predominating	80	51	29	2.2	2.0	2.6
Growing of cereals (except rice), leguminous plants, and oil headquarters	69	65	4	1.9	2.6	0.4
Sale, maintenance, and repair of motorcycles and their parts and accessories	68	68	0	1.9	2.7	0.0
Cattle breeding	67	46	21	1.8	1.8	1.8
Landscaping services	66	46	20	1.8	1.8	1.8
Retailing of food, beverages, and tobacco in stalls and markets	64	58	6	1.8	2.3	0.5
Retail sales of books, newspapers, and stationery	55	10	45	1.5	0.4	4.0
Manufacture of parts and pieces of carpentry for buildings and constructions	50	50	0	1.4	2.0	0.0
Electrical, electromechanical, and electronic installations	49	49	0	1.3	1.9	0.0
Restaurants, bars, and similar places	47	6	41	1.3	0.2	3.6
Mineral water and soda production	45	45	0	1.2	1.8	0.0
Warehouse and storage	45	45	0	1.2	1.8	0.0
Retail sale of textiles other than clothing	39	8	31	1.1	0.3	2.7
Sale of motor vehicle parts and accessories, except motorcycles	36	32	4	1.0	1.3	0.4
Growing of other non-perennial crops	32	32	0	0.9	1.3	0.0
Growing of beverage crops	31	31	0	0.8	1.2	0.0
Manufacture of other products of wood; manufacture of articles of cork, straw, and plaiting materials	28	28	0	0.8	1.1	0.0
Construction of roads and railways, bridges, and tunnels	28	28	0	0.8	1.1	0.0
Timber extraction	22	22	0	0.6	0.9	0.0
Retail sale of clothing, footwear, and leather articles	22	0	22	0.6	0.0	1.9
Dairy product production	20	20	0	0.5	0.8	0.0
Manufacture of other non-metallic mineral products	20	20	0	0.5	0.8	0.0
Freight transport by road	20	20	0	0.5	0.8	0.0
Hairdressers, beauty treatment, and related specialists	20	0	20	0.5	0.0	1.8
Clothing manufacture, except fur clothing	19	0	19	0.5	0.0	1.7
Food retailing	16	7	9	0.4	0.3	0.8
Growing of agricultural products in combination with animal husbandry	14	14	0	0.4	0.6	0.0

B11. Distribution of children aged 5–17 years in CL during the last week by activity group (level 4 of CNAEP disaggregation), by sex

Extraction of other non-ferrous metal(s)	14	14	0	0.4	0.6	0.0
Finishing of buildings	12	12	0	0.3	0.5	0.0
Making of bakery products	11	11	0	0.3	0.4	0.0
Citrus cultivation	9	9	0	0.2	0.4	0.0
Tea and mate production	9	9	0	0.2	0.4	0.0
Footwear manufacturing	8	0	8	0.2	0.0	0.7
Making of grain mill products	7	0	7	0.2	0.0	0.6
Retail sale of telecommunications equipment	7	7	0	0.2	0.3	0.0
Washing and cleaning of linen and leather garments, including dry cleaning	7	0	7	0.2	0.0	0.6
Manufacture of other ceramic and porcelain products	6	6	0	0.2	0.2	0.0
Retail sale of electrical household appliances, furniture, lighting equipment, and household necessities	5	5	0	0.1	0.2	0.0
Manufacture of other fabricated metal products	4	4	0	0.1	0.2	0.0
Activities auxiliary to land transport	4	4	0	0.1	0.2	0.0
Meat processing and preservation	3	3	0	0.1	0.1	0.0
Furniture manufacturing	3	3	0	0.1	0.1	0.0
Retail sale of games and toys	2	2	0	0.1	0.1	0.0
Ignored	24	24	0	0.7	1.0	0.0

B12. Distribution of children aged 5–13 years in CL by activity group (level 4 of CNAEP disaggregation), by age group

	Frequency			Percentage		
	Total	5 to 13 years	14 to 17 years	Total	5 to 13 years	14 to 17 years
Total	3,652	1,440	2,212	100.0	100.0	100.0
Production of sugarcane	743	353	390	20.3	24.5	17.6
Household activities such as employment as domestic personnel	564	180	384	15.4	12.5	17.4
Maintenance and repair of motor vehicles, except motorcycles	250	57	193	6.8	4.0	8.7
Growing of vegetables and melons, roots, and tubers	228	138	90	6.2	9.6	4.1
Construction of buildings	179	143	36	4.9	9.9	1.6
General cleaning of buildings	162	81	81	4.4	5.6	3.7
Manufacture of clay building materials	120	5	115	3.3	0.3	5.2
Agricultural activities, unspecified (product crops not specified)	118	64	54	3.2	4.4	2.4
Trade in unspecified products (sale of goods)	81	21	60	2.2	1.5	2.7
Retail sale in non-specialized stores with food, beverages, and tobacco predominating	80	8	72	2.2	0.6	3.3
Growing of cereals (except rice), leguminous plants, and oil seeds	69	24	45	1.9	1.7	2.0
Sale, maintenance, and repair of motorcycles and their parts and accessories	68	49	19	1.9	3.4	0.9
Cattle breeding	67	43	24	1.8	3.0	1.1
Landscaping services	66	18	48	1.8	1.3	2.2

B12. Distribution of children aged 5–13 years in CL by activity group (level 4 of CNAEP disaggregation), by age group						
Retailing of food, beverages, and tobacco in stalls and markets	64	36	28	1.8	2.5	1.3
Retail sales of books, newspapers, and stationery	55	10	45	1.5	0.7	2.0
Manufacture of parts and pieces of carpentry for buildings and constructions	50	2	48	1.4	0.1	2.2
Electrical, electromechanical, and electronic installations	49	0	49	1.3	0.0	2.2
Restaurants, bars, and similar	47	7	40	1.3	0.5	1.8
Mineral water and soda production	45	0	45	1.2	0.0	2.0
Warehouse and storage	45	45	0	1.2	3.1	0.0
Retail sale of textiles other than clothing	39	7	32	1.1	0.5	1.4
Sale of motor vehicle parts and accessories, except motorcycles	36	4	32	1.0	0.3	1.4
Growing of other non-perennial crops	32	8	24	0.9	0.6	1.1
Growing of beverage crops	31	0	31	0.8	0.0	1.4
Manufacture of other products of wood; manufacture of articles of cork, straw, and plaiting materials	28	28	0	0.8	1.9	0.0
Construction of roads and railways, bridges, and tunnels	28	0	28	0.8	0.0	1.3
Timber extraction	22	12	10	0.6	0.8	0.5
Retail sale of clothing, footwear, and leather articles	22	22	0	0.6	1.5	0.0
Dairy product production	20	0	20	0.5	0.0	0.9
Manufacture of other non-metallic mineral products	20	0	20	0.5	0.0	0.9
Freight transport by road	20	20	0	0.5	1.4	0.0
Hairdressers, beauty treatment, and related specialists	20	0	20	0.5	0.0	0.9
Clothing manufacture, except fur clothing	19	0	19	0.5	0.0	0.9
Food retailing	16	5	11	0.4	0.3	0.5
Growing of agricultural products in combination with animal husbandry	14	0	14	0.4	0.0	0.6
Extraction of other non-ferrous metal(s)	14	0	14	0.4	0.0	0.6
Finishing of buildings	12	5	7	0.3	0.3	0.3
Making of bakery products	11	0	11	0.3	0.0	0.5
Citrus cultivation	9	9	0	0.2	0.6	0.0
Tea and mate production	9	0	9	0.2	0.0	0.4
Footwear manufacturing	8	4	4	0.2	0.3	0.2
Making of grain mill products	7	0	7	0.2	0.0	0.3
Retail sale of telecommunications equipment	7	0	7	0.2	0.0	0.3
Washing and cleaning of linen and leather garments, including dry cleaning	7	3	4	0.2	0.2	0.2
Manufacture of other ceramic and porcelain products	6	6	0	0.2	0.4	0.0
Retail sale of electrical household appliances, furniture, lighting equipment, and household necessities	5	0	5	0.1	0.0	0.2
Manufacture of other fabricated metal products	4	0	4	0.1	0.0	0.2

B12. Distribution of children aged 5–13 years in CL by activity group (level 4 of CNAEP disaggregation), by age group

Activity group	5–13 years	14–17 years	18–24 years	Percentage (5–13)	Percentage (14–17)	Percentage (18–24)
Auxiliary activities to land transport	4	4	0	0.1	0.3	0.0
Meat processing and preservation	3	3	0	0.1	0.2	0.0
Furniture manufacturing	3	0	3	0.1	0.0	0.1
Retail sale of games and toys	2	2	0	0.1	0.1	0.0
Ignored	24	14	10	0.7	1.0	0.5

B13. Distribution of children aged 5–17 years in CL during the last week, by type of occupation (CPO large groups), by sex

	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	3,652	2,515	1,137	100.0	100.0	100.0
Unqualified workers	2,073	1,341	732	56.8	53.3	64.4
Farmers and skilled farm and fishing workers	658	589	69	18.0	23.4	6.1
Officials, operators, and artisans of mechanic arts and other trades	453	432	21	12.4	17.2	1.8
Service workers and sellers at shops and markets	404	96	308	11.1	3.8	27.1
Plant and machine operators and assemblers	25	18	7	0.7	0.7	0.6
Office employees	20	20	0	0.5	0.8	0.0
Middle-level technicians and professionals	5	5	0	0.1	0.2	0.0
Ignored	14	14	0	0.4	0.6	0.0

B14. Distribution of children aged 5–17 years in CL during the last week, by type of occupation (CPO large groups), by age group

	Frequency			Percentage		
	Total	5 to 13 years	14 to 17 years	Total	5 to 13 years	14 to 17 years
Total	3,652	1,440	2,212	100.0	100.0	100.0
Unskilled workers	2,073	866	1,207	56.8	60.1	54.6
Farmers and skilled farm and fishing workers	658	312	346	18.0	21.7	15.6
Officials, operators, and artisans of mechanic arts and other trades	453	89	364	12.4	6.2	16.5
Service workers and sellers at shops and markets	404	159	245	11.1	11.0	11.1
Plant and machine operators and assemblers	25	0	25	0.7	0.0	1.1
Office employees	20	0	20	0.5	0.0	0.9
Middle-level technicians and professionals	5	0	5	0.1	0.0	0.2
Ignored	14	14	0	0.4	1.0	0.0

B15. Distribution of children aged 5–17 years in CL during the last week by type of occupation (level 4 of CPO disaggregation), by sex

	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	3,652	2,515	1,137	100.0	100.0	100.0
Farmers and agricultural laborers	722	610	112	19.8	24.3	9.9
Farmers and skilled crop workers	553	511	42	15.1	20.3	3.7
Domestic staff	430	22	408	11.8	0.9	35.9
Manual and other laborers of the manufacturing industry	425	368	57	11.6	14.6	5.0

B15. Distribution of children aged 5–17 years in CL during the last week by type of occupation (level 4 of CPO disaggregation), by sex						
Store and store demonstrators and sellers	245	90	155	6.7	3.6	13.6
Cleaners of offices, hotels, and other establishments	179	34	145	4.9	1.4	12.8
Engine mechanics and fitters	155	155	0	4.2	6.2	0.0
Laborers for building construction	129	129	0	3.5	5.1	0.0
Nannies and child caretakers	124	0	124	3.4	0.0	10.9
Sheet-metal workers and boilermakers	115	115	0	3.1	4.6	0.0
Farmers and workers of vegetable gardens, greenhouses, and related	57	51	6	1.6	2.0	0.5
Messengers, porters, and delivery companies	54	54	0	1.5	2.1	0.0
Electricians, works, and related	49	49	0	1.3	1.9	0.0
Breeders of livestock and other domestic animals, milk producers, and their derivatives	48	27	21	1.3	1.1	1.8
Bricklayers and upholsterers	45	45	0	1.2	1.8	0.0
Street vendors of edible products	33	30	3	0.9	1.2	0.3
Freight handlers	30	30	0	0.8	1.2	0.0
Weavers of baskets, brush makers, and related activities	28	28	0	0.8	1.1	0.0
Laborers for public works and maintenance: roads, dams, and similar works	28	28	0	0.8	1.1	0.0
Forest laborers	22	22	0	0.6	0.9	0.0
Other machine operators and assemblers	21	14	7	0.6	0.6	0.6
Cash dispensers and ticket vending machines	20	20	0	0.5	0.8	0.0
Hairdressers, beauty treatment, and related specialists	20	0	20	0.5	0.0	1.8
Painters and papermakers	16	16	0	0.4	0.6	0.0
Washers of cars, windows, and related equipment	14	14	0	0.4	0.6	0.0
Sewing, embroidery, and related products workers	13	0	13	0.4	0.0	1.1
Bakers, pastry cooks, and confectioners	11	11	0	0.3	0.4	0.0
Cooks	9	6	3	0.2	0.2	0.3
Shoemakers and related workers	8	0	8	0.2	0.0	0.7
Mechanics and repairers of electronic devices	7	7	0	0.2	0.3	0.0
Laundry and ironing machines	7	0	7	0.2	0.0	0.6
Nursing home helpers	6	0	6	0.2	0.0	0.5
Civil engineering technicians	5	5	0	0.1	0.2	0.0
Automobile, taxi, and truck drivers	4	4	0	0.1	0.2	0.0
Assembling carpenters	3	3	0	0.1	0.1	0.0
Butchers, fishmongers, and related activities	3	3	0	0.1	0.1	0.0
Ignored	14	14	0	0.4	0.6	0.0

B16. Distribution of children aged 5–17 years in CL during the last week by type of occupation (level 4 of CPO disaggregation), by age group						
	Frequency			Percentage		
	Total	5 to 13 years	14 to 17 years	Total	5 to 13 years	14 to 17 years
Total	3,652	1,440	2,212	100.0	100.0	100.0
Farmers and agricultural laborers	722	328	394	19.8	22.8	17.8
Farmers and skilled crop workers	553	257	296	15.1	17.8	13.4
Domestic staff	430	63	367	11.8	4.4	16.6
Manual and other laborers of the manufacturing industry	425	202	223	11.6	14.0	10.1
Store and store demonstrators and sellers	245	42	203	6.7	2.9	9.2
Cleaners of offices, hotels, and other establishments	179	98	81	4.9	6.8	3.7
Engine mechanics and fitters	155	4	151	4.2	0.3	6.8
Laborers for building construction	129	98	31	3.5	6.8	1.4
Baby nannies and child caretakers	124	111	13	3.4	7.7	0.6
Sheet-metal workers and boilermakers	115	0	115	3.1	0.0	5.2
Farmers and workers of vegetable gardens, greenhouses, and related	57	41	16	1.6	2.8	0.7
Messengers, porters, and workers of delivery companies	54	4	50	1.5	0.3	2.3
Electricians, works, and related	49	0	49	1.3	0.0	2.2
Breeders of livestock and other domestic animals, milk producers, and their derivatives	48	14	34	1.3	1.0	1.5
Bricklayers and upholsterers	45	45	0	1.2	3.1	0.0
Street vendors of edible products	33	33	0	0.9	2.3	0.0
Freight handlers	30	20	10	0.8	1.4	0.5
Basket weavers, brush makers, and related activities	28	28	0	0.8	1.9	0.0
Laborers for public works and maintenance: roads, dams, and similar works	28	0	28	0.8	0.0	1.3
Forest laborers	22	12	10	0.6	0.8	0.5
Other machine operators and assemblers	21	0	21	0.6	0.0	0.9
Cash dispensers and ticket vending machines	20	0	20	0.5	0.0	0.9
Hairdressers, beauty treatment, and related specialists	20	0	20	0.5	0.0	0.9
Painters and papermakers	16	5	11	0.4	0.3	0.5
Washers of cars, windows, and related equipment	14	5	9	0.4	0.3	0.4
Sewing, embroidery, and related products workers	13	0	13	0.4	0.0	0.6
Bakers, pastry cooks, and confectioners	11	0	11	0.3	0.0	0.5
Cooks	9	0	9	0.2	0.0	0.4
Shoemakers and related workers	8	4	4	0.2	0.3	0.2
Mechanics and repairers of electronic devices	7	0	7	0.2	0.0	0.3
Laundry and ironing machines workers	7	3	4	0.2	0.2	0.2
Nursing home helpers	6	6	0	0.2	0.4	0.0
Civil engineering technicians	5	0	5	0.1	0.0	0.2

Automobile, taxi, and truck drivers	4	0	4	0.1	0.0	0.2
Assembling carpenters	3	0	3	0.1	0.0	0.1
Butchers, fishmongers, and related activities	3	3	0	0.1	0.2	0.0
Ignored	14	14	0	0.4	1.0	0.0

B17. Percentage of children aged 14–17 years in CL who are engaged in agriculture (last week), by sex

	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	3,652	2,515	1,137	100.0	100.0	100.0
Yes	1,020	916	104	27.9	36.4	9.1
No	2,632	1,599	1,033	72.1	63.6	90.9

B18.A. Percentage distribution of the type of crops in which children aged 5–17 years in CL (last week) work

	Frequency	Percentage
Total	1,020	100.0
Cassava (branch)		
Yes	650	63.7
No	370	36.3
Corn		
Yes	477	46.8
No	543	53.2
Sugarcane		
Yes	294	28.8
No	726	71.2
Tomato		
Yes	21	2.1
No	999	97.9
Beans		
Yes	266	26.1
No	754	73.9
Peanut		
Yes	56	5.5
No	964	94.5
Lettuce		
Yes	19	1.9
No	1,001	98.1
Onion		
Yes	55	5.4
No	965	94.6
Watermelon		
Yes	38	3.7
No	982	96.3
Mate		
Yes	67	6.6
No	953	93.4

B18.A. Percentage distribution of the type of crops in which children aged 5–17 years in CL (last week) work		
Others		
Yes	64	6.3
No	956	93.7

B18.B. Percentage distribution of the type of crops in which children aged 14–17 years in CL worked (last week)		
	Frequency	Percentage
Total	2,007	100.0
Cassava	650	32.4
Corn	477	23.8
Sugarcane	294	14.6
Tomato	21	1.0
Beans	266	13.3
Peanut	56	2.8
Lettuce	19	0.9
Onion	55	2.7
Watermelon	38	1.9
Mate	67	3.3
Others	64	3.2

B19. Average hours worked by children aged 14–17 years in CL per week, by sex						
	Total		Male		Female	
	Medium	Re-count	Medium	Re-count	Medium	Re-count
Total	22.3	3,652	22.9	2,515	20.7	1,137

B20. Average hours worked by children aged 5–17 years in CL per week, by age group						
	Total		5 to 13 years		14 to 17 years	
	Medium	Re-count	Medium	Re-count	Medium	Re-count
Total	22.3	3,652	14.7	1,440	27.2	2,212

3. Characteristics of CL in children aged 5–13 years

B21. Percentage of children aged 5–13 years in CL who worked at least once from 7 pm to 7 am during the past 12 months, by sex						
	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	3,652	2,515	1,137	100.0	100.0	100.0
Yes	236	215	21	6.5	8.5	1.8
No	3,416	2,300	1,116	93.5	91.5	98.2

B22. Percentage distribution of children aged 5–13 years in CL during the last week, by district		
	Frequency	Percentage
Total	1,440	100.0
Villarrica	139	9.7
Paso Yobai	126	8.8
Troche	491	34.1
Borja	248	17.2
Iturbe	436	30.3

B23. Distribution of children aged 5–13 years in CL during the last week by activity group (section–first level of CNAEP grouping), by sex

	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	1,440	1,080	360	100.0	100.0	100.0
Agriculture, livestock, hunting, and supporting activities	651	581	70	45.2	53.8	19.4
Wholesale and retail trade, motor vehicle and motorcycle repairs	221	178	43	15.3	16.5	11.9
Household activities as employers of domestic staff	180	8	172	12.5	0.7	47.8
Building	148	148	0	10.3	13.7	0.0
Administrative activities and support services	99	38	61	6.9	3.5	16.9
Transport and storage	69	69	0	4.8	6.4	0.0
Manufacturing industries	48	44	4	3.3	4.1	1.1
Accommodation and food services	7	0	7	0.5	0.0	1.9
Other services activities	3	0	3	0.2	0.0	0.8
Ignored	14	14	0	1.0	1.3	0.0

B24. Distribution of children aged 5–13 years in CL during the last week by activity group (level 4 of CNAEP disaggregation), by sex

	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	1,440	1,080	360	100.0	100.0	100.0
Production of sugarcane	353	306	47	24.5	28.3	13.1
Household activities as employers of domestic personnel	180	8	172	12.5	0.7	47.8
Building construction	143	143	0	9.9	13.2	0.0
Growing of vegetables and melons, roots, and tubers	138	126	12	9.6	11.7	3.3
General cleaning of buildings	81	20	61	5.6	1.9	16.9
Agricultural activities, unspecified (product crops not specified)	64	64	0	4.4	5.9	0.0
Maintenance and repair of motor vehicles, except motorcycles	57	57	0	4.0	5.3	0.0
Sale, maintenance, and repair of motorcycles and their parts and accessories	49	49	0	3.4	4.5	0.0
Warehousing and storage	45	45	0	3.1	4.2	0.0
Cattle breeding	43	36	7	3.0	3.3	1.9
Retailing of food, beverages, and tobacco in stalls and markets	36	30	6	2.5	2.8	1.7
Manufacture of other products of wood; manufacture of articles of cork, straw, and plaiting materials	28	28	0	1.9	2.6	0.0
Growing of cereals (except rice), leguminous plants, and oil seeds	24	20	4	1.7	1.9	1.1
Retail sale of clothing, footwear, and leather articles	22	0	22	1.5	0.0	6.1
Trade in unspecified products (sale of goods)	21	21	0	1.5	1.9	0.0
Freight transport by road	20	20	0	1.4	1.9	0.0
Landscaping services	18	18	0	1.3	1.7	0.0
Wood extraction	12	12	0	0.8	1.1	0.0



B24. Distribution of children aged 5–13 years in CL during the last week by activity group (level 4 of CNAEP disaggregation), by sex

Retail sales of books, newspapers, and stationery	10	10	0	0.7	0.9	0.0
Citrus cultivation	9	9	0	0.6	0.8	0.0
Growing of other non-perennial crops	8	8	0	0.6	0.7	0.0
Retail sale in non-specialized stores with food, beverages, and tobacco predominating	8	3	5	0.6	0.3	1.4
Retail sale of textiles other than clothing	7	4	3	0.5	0.4	0.8
Restaurants, bars, and similar	7	0	7	0.5	0.0	1.9
Manufacture of other ceramic and porcelain products	6	6	0	0.4	0.6	0.0
Manufacture of clay building materials	5	5	0	0.3	0.5	0.0
Finishing of buildings	5	5	0	0.3	0.5	0.0
Food retailing	5	2	3	0.3	0.2	0.8
Footwear manufacturing	4	0	4	0.3	0.0	1.1
Sale of motor vehicle parts and accessories, except motorcycles	4	0	4	0.3	0.0	1.1
Auxiliary activities to land transport	4	4	0	0.3	0.4	0.0
Meat processing and preservation	3	3	0	0.2	0.3	0.0
Washing and cleaning of linen and leather garments, including dry cleaning	3	0	3	0.2	0.0	0.8
Manufacture of parts and pieces of carpentry for buildings and constructions	2	2	0	0.1	0.2	0.0
Retail sale of games and toys	2	2	0	0.1	0.2	0.0
Ignored	14	14	0	1.0	1.3	0.0

B25. Distribution of children aged 5–13 years in CL during the last week, by type of occupation (CPO large groups), by sex

	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	1,440	1,080	360	100.0	100.0	100.0
Unskilled workers	866	661	205	60.1	61.2	56.9
Farmers and skilled farm and fishing workers	312	299	13	21.7	27.7	3.6
Service workers and sellers at shops and markets	159	21	138	11.0	1.9	38.3
Officials, operators, and artisans of mechanic arts and other trades	89	85	4	6.2	7.9	1.1
Ignored	14	14	0	1.0	1.3	0.0

B26. Distribution of children aged 5–13 years in CL during the last week by type of occupation (CPO level 4 of disaggregation), by sex

	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	1,440	1,080	360	100.0	100.0	100.0
Nannies and child caretakers	111	0	111	7.7	0.0	30.8
Nursing home helpers	6	0	6	0.4	0.0	1.7
Store and store demonstrators and sellers	42	21	21	2.9	1.9	5.8
Farmers and skilled crop workers	257	251	6	17.8	23.2	1.7
Farmers and workers of vegetable gardens, greenhouses, and related	41	41	0	2.8	3.8	0.0

B26. Distribution of children aged 5–13 years in CL during the last week by type of occupation (CPO level 4 of disaggregation), by sex

Breeders of livestock and other domestic animals, milk producers and their derivatives	14	7	7	1.0	0.6	1.9
Bricklayers and upholsterers	45	45	0	3.1	4.2	0.0
Painters and papermakers	5	5	0	0.3	0.5	0.0
Engine mechanics and fitters	4	4	0	0.3	0.4	0.0
Butchers, fishmongers, and related activities	3	3	0	0.2	0.3	0.0
Basket weavers, brush makers, and related activities	28	28	0	1.9	2.6	0.0
Shoemakers and related workers	4	0	4	0.3	0.0	1.1
Street vendors of edible products	33	30	3	2.3	2.8	0.8
Domestic staff	63	8	55	4.4	0.7	15.3
Cleaners of offices, hotels, and other establishments	98	34	64	6.8	3.1	17.8
Laundry and ironing machines	3	0	3	0.2	0.0	0.8
Washers of cars, windows, and related equipment	5	5	0	0.3	0.5	0.0
Messengers, porters, and delivery companies	4	4	0	0.3	0.4	0.0
Farmers and agricultural laborers	328	271	57	22.8	25.1	15.8
Forest laborers	12	12	0	0.8	1.1	0.0
Laborers for building construction	98	98	0	6.8	9.1	0.0
Manual and other laborers of the manufacturing industry	202	179	23	14.0	16.6	6.4
Freight handlers	20	20	0	1.4	1.9	0.0
Ignored	14	14	0	1.0	1.3	0.0

B27. Percentage of children aged 5–13 years in CL engaged in agriculture last week, by sex

	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	1,440	1,080	360	100.0	100.0	100.0
Yes	467	434	33	32.4	40.2	9.2
No	973	646	327	67.6	59.8	90.8

B28. Percentage distribution of type of crops in which children aged 5–13 years in CL worked during the last week

	Frequency	Percentage
Total	467	100.0
Cassava (branch)		
Yes	284	60.8
No	183	39.2
Corn		
Yes	192	41.1
No	275	58.9
Sugarcane		
Yes	130	27.8
No	337	72.2
Tomato		
Yes	11	2.4

B28. Percentage distribution of type of crops in which children aged 5–13 years in CL worked during the last week		
No	456	97.6
Beans		
Yes	108	23.1
No	359	76.9
Peanuts		
Yes	30	6.4
No	437	93.6
Lettuce		
Yes	16	3.4
No	451	96.6
Onion		
Yes	32	6.9
No	435	93.1
Watermelon		
Yes	14	3.0
No	453	97.0
Mate		
Yes	6	1.3
No	461	98.7
Others		
Yes	50	10.7
No	417	89.3

B28.B. Percentage distribution of the type of crops in which children aged 5–13 years in CL worked during the last week		
	Frequency	Percentage
Total	873	100.0
Cassava	284	32.5
Corn	192	22.0
Sugarcane	130	14.9
Tomato	11	1.3
Beans	108	12.4
Peanut	30	3.4
Lettuce	16	1.8
Onion	32	3.7
Watermelon	14	1.6
Mate	6	0.7
Others	50	5.7

B29. Average hours worked by children aged 5–13 years during the last week, by sex						
	Total		Male		Female	
	Medium	Re-count	Medium	Re-count	Medium	Re-count
Total	14.7	1,440	15.2	1,080	13.0	360

B30. Percentage of children aged 5–13 years in CL who worked at least once from 7 pm to 7 am during the past 12 months, by sex

	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	1,440	1,080	360	100.0	100.0	100.0
Yes	7	7	0	0.5	0.6	0.0
No	1,433	1,073	360	99.5	99.4	100.0

4. Characteristics of CL in children aged 14–17 years

B31. Percentage distribution of children aged 14–17 years in CL, by district

	Frequency	Percentage
Total	2,212	100.0
Villarrica	1,097	49.6
Paso Yobai	489	22.1
Troche	283	12.8
Borja	177	8.0
Iturbe	166	7.5

B32. Distribution of activity group (CNAEP level 4 of Disaggregation) of children aged 14–17 years in CL during the last week, by sex

	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	2,212	1,435	777	100.0	100.0	100.0
Agriculture, livestock, hunting, and supporting activities	682	591	91	30.8	41.2	11.7
Wholesale and retail trade, motor vehicle and motorcycle repairs	504	373	131	22.8	26.0	16.9
Household activities as employers of domestic staff	384	18	366	17.4	1.3	47.1
Manufacturing industries	305	275	30	13.8	19.2	3.9
Administrative activities and support services	129	28	101	5.8	2.0	13.0
Building	120	120	0	5.4	8.4	0.0
Accommodation and food services	40	6	34	1.8	0.4	4.4
Other services activities	24	0	24	1.1	0.0	3.1
Exploitation of mines and quarries	14	14	0	0.6	1.0	0.0
Ignored	10	10	0	0.5	0.7	0.0

B33. Distribution of activity group (CNAEP level 4 of Disaggregation) of children aged 14–17 years in CL during the last week, by sex

	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	2,212	1,435	777	100.0	100.0	100.0
Production of sugarcane	390	317	73	17.6	22.1	9.4
Household activities as employers of domestic personnel	384	18	366	17.4	1.3	47.1
Maintenance and repair of motor vehicles, except motorcycles	193	193	0	8.7	13.4	0.0
Manufacture of clay building materials	115	115	0	5.2	8.0	0.0
Growing of vegetables and melons, roots, and tubers	90	86	4	4.1	6.0	0.5
General cleaning of buildings	81	0	81	3.7	0.0	10.4

B33. Distribution of activity group (CNAEP level 4 of Disaggregation) of children aged 14–17 years in CL during the last week, by sex						
Retail sale in non-specialized stores with food, beverages, and tobacco predominating	72	48	24	3.3	3.3	3.1
Trade in unspecified products (sale of goods)	60	32	28	2.7	2.2	3.6
Agricultural activities, unspecified (product crops not specified)	54	54	0	2.4	3.8	0.0
Electrical, electromechanical, and electronic installations	49	49	0	2.2	3.4	0.0
Manufacture of parts and pieces of carpentry for buildings and constructions	48	48	0	2.2	3.3	0.0
Landscaping services	48	28	20	2.2	2.0	2.6
Growing of cereals (except rice), leguminous plants, and oil seeds	45	45	0	2.0	3.1	0.0
Mineral water and soda production	45	45	0	2.0	3.1	0.0
Retail sales of books, newspapers, and stationery	45	0	45	2.0	0.0	5.8
Restaurants, bars, and similar	40	6	34	1.8	0.4	4.4
Construction of buildings	36	36	0	1.6	2.5	0.0
Sale of motor vehicle parts and accessories, except motorcycles	32	32	0	1.4	2.2	0.0
Retail sale of textiles other than clothing	32	4	28	1.4	0.3	3.6
Growing of beverage crops	31	31	0	1.4	2.2	0.0
Construction of roads and railways, bridges, and tunnels	28	28	0	1.3	2.0	0.0
Retailing of food, beverages, and tobacco in stalls and markets	28	28	0	1.3	2.0	0.0
Growing of other non-perennial crops	24	24	0	1.1	1.7	0.0
Cattle breeding	24	10	14	1.1	0.7	1.8
Dairy product production	20	20	0	0.9	1.4	0.0
Manufacture of other non-metallic mineral products	20	20	0	0.9	1.4	0.0
Hairdressers, beauty treatment, and related specialists	20	0	20	0.9	0.0	2.6
Clothing manufacture, except fur clothing	19	0	19	0.9	0.0	2.4
Sale, maintenance, and repair of motorcycles and their parts and accessories	19	19	0	0.9	1.3	0.0
Growing of agricultural products in combination with animal husbandry	14	14	0	0.6	1.0	0.0
Extraction of other non-ferrous metal(s)	14	14	0	0.6	1.0	0.0
Making of bakery products	11	11	0	0.5	0.8	0.0
Food retailing	11	5	6	0.5	0.3	0.8
Timber extraction	10	10	0	0.5	0.7	0.0
Tea and mate production	9	9	0	0.4	0.6	0.0
Making of grain mill products	7	0	7	0.3	0.0	0.9
Finishing of buildings	7	7	0	0.3	0.5	0.0
Retail sale of telecommunications equipment	7	7	0	0.3	0.5	0.0
Retail sale of electrical household appliances, furniture, lighting equipment, and household necessities	5	5	0	0.2	0.3	0.0
Footwear manufacturing	4	0	4	0.2	0.0	0.5

B33. Distribution of activity group (CNAEP level 4 of Disaggregation) of children aged 14–17 years in CL during the last week, by sex

Manufacture of other fabricated metal products	4	4	0	0.2	0.3	0.0
Washing and cleaning of linen and leather garments, including dry cleaning	4	0	4	0.2	0.0	0.5
Furniture manufacturing	3	3	0	0.1	0.2	0.0
Ignored	10	10	0	0.5	0.7	0.0

B34. Distribution of occupation type (CPO first level) of children aged 14–17 years in CL during the last week, by sex

	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	2,212	1,435	777	100.0	100.0	100.0
Unskilled workers	1,207	680	527	54.6	47.4	67.8
Officers, operators, and artisans of mechanical arts and other trades	364	347	17	16.5	24.2	2.2
Farmers and qualified agricultural and fishing workers	346	290	56	15.6	20.2	7.2
Service workers and sellers of shops and markets	245	75	170	11.1	5.2	21.9
Plant and machine operators and assemblers	25	18	7	1.1	1.3	0.9
Office employees	20	20	0	0.9	1.4	0.0
Middle-level technicians and professionals	5	5	0	0.2	0.3	0.0

B35. Distribution of activity group (CNAEP level 4 of Disaggregation) of children aged 14–17 years in CL during the last week, by sex

	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	2,212	1,435	777	100.0	100.0	100.0
Farmers and agricultural laborers	394	339	55	17.8	23.6	7.1
Domestic staff	367	14	353	16.6	1.0	45.4
Farmers and skilled crop workers	296	260	36	13.4	18.1	4.6
Manual and other laborers of the manufacturing industry	223	189	34	10.1	13.2	4.4
Store and store demonstrators and sellers	203	69	134	9.2	4.8	17.2
Engine mechanics and fitters	151	151	0	6.8	10.5	0.0
Sheet-metal workers and boilermakers	115	115	0	5.2	8.0	0.0
Cleaners of offices, hotels, and other establishments	81	0	81	3.7	0.0	10.4
Messengers, porters, and delivery companies	50	50	0	2.3	3.5	0.0
Electricians, works and related	49	49	0	2.2	3.4	0.0
Breeders of livestock and other domestic animals, milk producers and their derivatives	34	20	14	1.5	1.4	1.8
Laborers for building construction	31	31	0	1.4	2.2	0.0
Laborers for public works and maintenance: roads, dams, and similar works	28	28	0	1.3	2.0	0.0
Other machine operators and assemblers	21	14	7	0.9	1.0	0.9
Cash dispensers and ticket vending machines	20	20	0	0.9	1.4	0.0
Hairdressers, beauty treatment, and related specialists	20	0	20	0.9	0.0	2.6

B35. Distribution of activity group (CNAEP level 4 of Disaggregation) of children aged 14–17 years in CL during the last week, by sex

Farmers and workers of vegetable gardens, greenhouses, and related	16	10	6	0.7	0.7	0.8
Nannies and child caretakers	13	0	13	0.6	0.0	1.7
Sewing machines, embroidery, and related products workers	13	0	13	0.6	0.0	1.7
Painters and papermakers	11	11	0	0.5	0.8	0.0
Bakers, pastry cooks, and confectioners	11	11	0	0.5	0.8	0.0
Forest laborers	10	10	0	0.5	0.7	0.0
Freight handlers	10	10	0	0.5	0.7	0.0
Cooks	9	6	3	0.4	0.4	0.4
Washers of cars, windows, and related equipment	9	9	0	0.4	0.6	0.0
Mechanics and repairers of electronic devices	7	7	0	0.3	0.5	0.0
Civil engineering technicians	5	5	0	0.2	0.3	0.0
Shoemakers and related workers	4	0	4	0.2	0.0	0.5
Automobile, taxi, and truck drivers	4	4	0	0.2	0.3	0.0
Laundry and ironing machines	4	0	4	0.2	0.0	0.5
Assembling carpenters	3	3	0	0.1	0.2	0.0

B36. Percentage of children aged 14–17 years in CL who were engaged in agriculture during the last week, by sex

	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	2,212	1,435	777	100.0	100.0	100.0
Yes	553	482	71	25.0	33.6	9.1
No	1,659	953	706	75.0	66.4	90.9

B37. Percentage distribution of the type of crops in which children aged 14–17 years in CL worked during the last week

	Frequency	Percentage
Total	553	100.0
Cassava		
Yes	366	66.2
No	187	33.8
Corn		
Yes	285	51.5
No	268	48.5
Sugarcane		
Yes	164	29.7
No	389	70.3
Tomato		
Yes	10	1.8
No	543	98.2
Beans		
Yes	158	28.6
No	395	71.4
Peanut		

B37. Percentage distribution of the type of crops in which children aged 14–17 years in CL worked during the last week		
Yes	26	4.7
No	527	95.3
Lettuce		
Yes	3	0.5
No	550	99.5
Onion		
Yes	23	4.2
No	530	95.8
Watermelon		
Yes	24	4.3
No	529	95.7
Mate		
Yes	61	11.0
No	492	89.0
Others		
Yes	14	2.5
No	539	97.5

B37. Percentage distribution of the type of crops in which children aged 14–17 years in CL worked during the last week		
	Frequency	Percentage
Total	1,134	100.0
Cassava	366	32.3
Corn	285	25.1
Sugarcane	164	14.5
Tomato	10	0.9
Beans	158	13.9
Peanut	26	2.3
Lettuce	3	0.3
Onion	23	2.0
Watermelon	24	2.1
Mate	61	5.4
Others	14	1.2

B38. Average hours worked by children aged 14–17 years in CL during the last week, by sex						
	Total		Male		Female	
	Medium	Re-count	Medium	Re-count	Medium	Re-count
Total	27.2	2,212	28.8	1,435	24.3	777

B39. Percentage of children aged 14–17 years in CL who worked at least once from 7 pm to 7 am during the past 12 months, by sex						
	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	2,212	1,435	777	100.0	100.0	100.0
Yes	229	208	21	10.4	14.5	2.7
No	1,983	1,227	756	89.6	85.5	97.3

5. Education and its relationship with CL

B40. Percentage of children aged 5-17 years in CL who work and study		
	Frequency	Percentage
Total	3,652	100.0
Study and work	3,052	83.6
Only work	600	16.4

B41. Percentage of children aged 5-17 years in CL that currently attend a learning institution other than school		
	Frequency	Percentage
Total	3,652	100.0
Yes	425	11.6
No	3,227	88.4

B42. Percentage of children aged 5-17 years in CL who attend school, by sex						
	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	3,652	2,515	1,137	100.0	100.0	100.0
Yes, I am currently attending	3,052	2,009	1,043	83.6	79.9	91.7
Yes, but I do not attend anymore	597	503	94	16.3	20.0	8.3
No, I have never attended	3	3	0	0.1	0.1	0.0

B43. Percentage of children aged 5-17 years in CL who stopped attending school because they had to work		
	Frequency	Percentage
Total	551	100.0
To work for money	107	19.4
Does not want to or does not have interest to study	101	18.3
Lack of financial resources at home	98	17.8
Illness	58	10.5
No institution nearby	50	9.1
High cost of materials/fees/school tuition	22	4.0
To work in the family ranch/business without receiving any payment	14	2.5
Pregnancy	10	1.8
Does not have the minimum age to study	3	0.5
Other reason(s)	88	16.0
Total children aged 5–17 years in CL who do not attend school = 600. We excluded 49 unanswered cases.		

6. Consequences of CL in the health of children

B44. Percentage of children aged 5-17 years in CL who suffered from health problems due to work		
	Frequency	Percentage
Total	3,652	100.0
They had health problems	1,870	51.2
They did not have health problems	1,782	48.8

B45. Percentage distribution of the type of health problem due to work of children aged 5-17 years in CL		
	Frequency	Percentage
Total	3,652	100.0
Muscular or back pains		
Yes	726	19.9
No	2,926	80.1
Respiratory problems		
Yes	151	4.1
No	3,501	95.9
Intoxication		
Yes	6	0.2
No	3,646	99.8
Fever or headaches		
Yes	934	25.6
No	2,718	74.4
Wounds, cuts		
Yes	564	15.4
No	3,088	84.6
Fractions, sprains		
Yes	37	1.0
No	3,615	99.0
Internal wounds		
Yes	33	0.9
No	3,619	99.1
Burns		
Yes	112	3.1
No	3,540	96.9
Heat stroke, heat exhaustion		
Yes	166	4.5
No	3,486	95.5
Exhaustion or fatigue		
Yes	1,154	31.6
No	2,498	68.4
Skin irritation		
Yes	101	2.8
No	3,551	97.2



B45. Percentage distribution of the type of health problem due to work of children aged 5-17 years in CL		
Eye or ear problems		
Yes	117	3.2
No	3,535	96.8
Stomach ache, diarrhea		
Yes	175	4.8
No	3,477	95.2
Nausea vomiting, dizziness		
Yes	244	6.7
No	3,408	93.3
Fainting or loss of consciousness		
Yes	17	0.5
No	3,635	99.5
Electric shock		
Yes	50	1.4
No	3,602	98.6
Other problem		
Yes	10	0.3
No	3,642	99.7

B45. B. Percentage distribution of the type of health problem due to work of children aged 5-17 years in CL		
	Frequency	Percentage
Total	4,597	100.0
Exhaustion or fatigue	1,154	25.1
Fever or headaches	934	20.3
Muscular or back pains	726	15.8
Wounds, cuts	564	12.3
Nausea vomiting, dizziness	244	5.3
Stomach ache, diarrhea	175	3.8
Heat stroke, heat exhaustion	166	3.6
Respiratory problems	151	3.3
Eye or ear problems	117	2.5
Burns	112	2.4
Skin irritation	101	2.2
Electric shock	50	1.1
Fractions, sprains	37	0.8
Internal wounds	33	0.7
Fainting or loss conscience	17	0.4
Intoxication	6	0.1
Other problem	10	0.2

B46. Percentage distribution of the type of work performed by children aged 5-17 years in CL when they suffered a work-related health problem		
	Frequency	Percentage
Total	1,870	100.0
Farmers and agricultural laborers	790	42.2
Manual packers and other workers of the manufacturing industry	373	19.9
Cleaners of offices, hotels, and other establishments	324	17.3
Laborers for building construction	77	4.1
Store and store demonstrators and sellers	73	3.9
Farmers and skilled crop workers	43	2.3
Domestic staff	38	2.0
Engine mechanics and fitters	35	1.9
Babysitters and child caretakers	28	1.5
Other machine operators and assemblers	16	0.9
Breeders of livestock and other domestic animals, milk producers and their derivatives	14	0.7
Cooks	9	0.5
Decorators and designers	8	0.4
Washers of cars, windows, and related equipment	7	0.4
Vehicle drivers and operators of heavy mobile equipment – unspecified	4	0.2
Messengers, porters, and delivery companies	4	0.2
Butchers, fishmongers, and related activities	3	0.2
Ignored	24	1.3

B47. Percentage of children aged 5-17 years in CL who were exposed to hazardous working conditions, by sex						
	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	3,652	2,515	1,137	100.0	100.0	100.0
Yes	2,147	1,760	387	58.8	70.0	34.0
No	1,505	755	750	41.2	30.0	66.0

B48. Percentage distribution of hazardous working conditions to which children aged 5-17 years in CL were exposed		
	Frequency	Percentage
Total	2,147	100.0
Dust, fire, gas, smoke, steam		
Yes	811	37.8
No	1,336	62.2
Loud noises or vibrations		
Yes	756	35.2
No	1,391	64.8
Humidity, intense heat, or cold		
Yes	1,047	48.8
No	1,100	51.2
Work in gutters, pit holes, canals, embankments, or cliffs		
Yes	83	3.9
No	2,064	96.1

B48. Percentage distribution of hazardous working conditions to which children aged 5-17 years in CL were exposed		
Mine or stone quarry/underground work		
Yes	0	0.0
No	2,147	100.0
Work at heights		
Yes	155	7.2
No	1,992	92.8
Work in waters/lake/river/stream		
Yes	67	3.1
No	2,080	96.9
Excessive darkness in the workplace		
Yes	42	2.0
No	2,105	98.0
Insufficient ventilation		
Yes	108	5.0
No	2,039	95.0
Chemicals (pesticides, veterinary products, fertilizers, algacides, glue, etc.)		
Yes	202	9.4
No	1,945	90.6
Explosives		
Yes	4	0.2
No	2,143	99.8
Contact with rubbish and solid waste		
Yes	164	7.6
No	1,983	92.4
Extended exposure in the sun		
Yes	800	37.3
No	1,347	62.7
Contact with electricity		
Yes	265	12.3
No	1,882	87.7
Contact with hot metals		
Yes	131	6.1
No	2,016	93.9
Carrying heavy loads		
Yes	811	37.8
No	1,336	62.2
Work with large animals? (Horses, cows, bulls, oxen)		
Yes	227	10.6
No	1,920	89.4

B48. B. Percentage distribution of hazardous working conditions to which children aged 5-17 years in CL were exposed		
	Frequency	Percentage
Total	5,673	100.0
Humidity, intense heat, or cold	1,047	18.5
Dust, fire, gas, smoke, steam	811	14.3
Carrying heavy loads	811	14.3
Extended exposure to the sun	800	14.1
Loud noises or vibrations	756	13.3
Contact with electricity	265	4.7
Work with large animals? (Horses, cows, bulls, oxen)	227	4.0
Chemicals (pesticides, veterinary products, fertilizers, algaecides, glue, etc.)	202	3.6
Contact with rubbish and solid waste	164	2.9
Work at heights	155	2.7
Contact with hot metals	131	2.3
Insufficient ventilation	108	1.9
Work in gutters, pit holes, canals, embankments, or cliffs	83	1.5
Work in waters/lake/river/stream	67	1.2
Excessive darkness in the workplace	42	0.7
Explosives	4	0.1
Mine or stone quarry/underground work	0	0.0

B49. Percentage of children aged 5-17 years in CL who handled hazardous equipment in their work activity, by sex						
	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	3,652	2,515	1,137	100.0	100.0	100.0
Yes, I handle hazardous equipment	1,477	1,300	177	40.4	51.7	15.6
I do not handle hazardous equipment	2,175	1,215	960	59.6	48.3	84.4

B50. Percentage distribution of the type of hazardous tools used by children aged 5-17 years in CL in their work		
	Frequency	Percentage
Total	2,863	100.0
Machete/Machetillo	1,090	38.1
Hoe	629	22.0
Axe	211	7.4
Knife	160	5.6
Shovel	130	4.5
Weeder	100	3.5
Machine cuts irons	65	2.3
Drill	60	2.1
Screwdriver	49	1.7
Horn	31	1.1
Tractor	31	1.1
Scissors	26	0.9
Foisa	24	0.8
Chainsaw	24	0.8

B50. Percentage distribution of the type of hazardous tools used by children aged 5-17 years in CL in their work		
Corvidora	23	0.8
Polisher	22	0.8
Hammer	21	0.7
Welder	20	0.7
Truck	20	0.7
Grinder/Emery	19	0.7
Pin	13	0.5
Sprayer	10	0.3
Crusher	8	0.3
Trompito	8	0.3
Lime	8	0.3
Molding machine	7	0.2
Nail	6	0.2
Pincers	6	0.2
Barretilla	5	0.2
Bomb	5	0.2
Macharra	5	0.2
Motorbike	5	0.2
Exhaust pipes	4	0.1
Griddle	4	0.1
Mower	3	0.1
Planer	3	0.1
Circular/saw	3	0.1
Crusher	3	0.1
Staplers	2	0.1

Note: Respondents said that they handled dangerous equipment (1,477). N picks up multiple answers.

Children at risk of CL

C1. Percentage of households with female heads, by district		
	Frequency	Percentage
Total	18,728	100.0
Female head	11,681	62.4
Male head	7,047	37.6

C2. Percentage of children aged 5-17 years living in households with heads of household with a disability		
	Frequency	Percentage
Total	31,854	100.0
Children in households with heads with some disability	1,273	4.0
Other situation	30,581	96.0

C3. Percentage distribution of households by type of support received from state social programs		
	Frequency	Percentage
Total	18,728	100.0
Pensions		
Receives	554	3.0
Does not receive	18,174	97.0
Tekoporã/Abrazo (Government funds)		
Receives	3,126	16.7
Does not receive	15,602	83.3
Elderly		
Receives	470	2.5
Does not receive	18,258	97.5

C4. Percentage of children aged 5-17 years who are neither working nor attending school, by sex						
	Frequency			Percentage		
	Total	Male	Female	Total	Male	Female
Total	27,759	12,704	15,055	100.0	100.0	100.0
Yes, I am attending at the moment	26,390	12,000	14,390	95.1	94.5	95.6
Yes, but I no longer attend	730	334	396	2.6	2.6	2.6
No, I never attended	639	370	269	2.3	2.9	1.8

C5. Percentage of children aged 5-17 years not in CL living in a household with children in CL		
	Frequency	Percentage
Total	27,759	100.0
Home with no children in CL	23,658	85.2
Home with children in CL	4,101	14.8

C6. Percentage of children aged 8-17 years with school lag, by sex						
	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	22,778	10,800	11,978	100.0	100.0	100.0
Without school lag	20,150	9,505	10,645	88.5	88.0	88.9
With school lag	2,628	1,295	1,333	11.5	12.0	11.1

Note: Percentage of children with school lag refers to percentage of children aged between 8 and 17 who are currently attending school).
 School lag: when a person is enrolled in a year that is 2 years lower than their chronological age. For instance, the age of 6 corresponds to first grade, but if the child is 8, it indicates school lag.

C7. Percentage of households where children's parents do not live		
	Frequency	Percentage
Total	18,728	100.0
Households where parents do not live	1,093	5.8
Households where parents live	17,635	94.2

C8. Percentage of households with children that go to work with their parents		
	Frequency	Percentage
Total	5,608	100.0
Households where children go to work with parents	243	4.3
Households where children do not go to work with parents	5,365	95.7

Total households = 18,728. Total households where parents do not stay in their homes with their children = 5,608.

APPENDIX 3: RESULT DETAILS ON ACTIVITIES AND OCCUPATIONS

CNAEP Structure

The following table presents the results on the branches of activities that children aged 5–17 years carry out as per the CNAEP classification.

The results were organized at the following two levels: a) section: first grouping level and b) class: level 4 of disaggregation.

BRANCHES OF ACTIVITIES CHILDREN AGED 5–17 YEARS CARRY OUT AS PER CNAEP CLASSIFICATION			
Large sections of economic activity	Economic activity level 4 (class)	Frequency	Percentage
Total		3,652	100.0
Agriculture, livestock, hunting, and support activities	0112 Growing of cereals (except rice), leguminous plants, and oil seeds	69	1.9
	0113 Growing of vegetables and melons, roots, and tubers	228	6.2
	0114 Growing of sugarcane	743	20.3
	0119 Growing of other non-perennial crops	32	0.9
	0123 Citrus cultivation	9	0.2
	0127 Growing of beverage crops	31	0.8
	0141 Cattle breeding	67	1.8
	0150 Growing of agricultural products in combination with animal husbandry	14	0.4
	0199 Agricultural activities, unspecified (product crops not specified)	118	3.2
	0220 Timber extraction	22	0.6
Exploitation of mines and quarries	729 Extraction of other non-ferrous metals	14	0.4
Manufacturing industries	1010 Meat processing and preservation	3	0.1
	1050 Dairy product production	20	0.5
	1061 Making of grain mill products	7	0.2
	1091 Making of bakery products	11	0.3
	1096 Mate production	9	0.2
	1121 Mineral water and soda production	45	1.2
	1410 Clothing manufacture, except fur clothing	19	0.5
	1520 Footwear manufacturing	8	0.2
	1622 Manufacture of parts and pieces of carpentry for buildings and constructions	50	1.4
	1629 Manufacture of other products of wood; manufacture of articles of cork, straw, and plaiting materials	28	0.8
	2392 Manufacture of clay building materials	120	3.3
	2393 Manufacture of other ceramic and porcelain products	6	0.2
	2399 Manufacture of other non-metallic mineral products	20	0.5
3100 Furniture manufacturing	3	0.1	

BRANCHES OF ACTIVITIES CHILDREN AGED 5–17 YEARS CARRY OUT AS PER CNAEP CLASSIFICATION			
Building	4100 Construction of buildings	179	4.9
	4210 Construction of roads and railways, bridges, and tunnels	28	0.8
	4321 Electrical, electromechanical, and electronic installations	49	1.3
	4330 Finishing of buildings	12	0.3
Wholesale and retail, repair of motor vehicles and motorcycles	4520 Maintenance and repair of motor vehicles, except motorcycles	250	6.8
	4530 Sale of motor vehicle parts and accessories, except motorcycles	36	1.0
	4540 Sale, maintenance, and repair of motorcycles and their parts and accessories	68	1.9
	4700 Trade in unspecified products (sale of goods)	81	2.2
	4711 Retail sale in non-specialized stores with food, beverages, and tobacco predominating	80	2.2
	4721 Food retailing	16	0.4
	4741 Retail sale of telecommunications equipment	7	0.2
	4751 Retail sale of textiles other than clothing	39	1.1
	4759 Retail sale of electrical household appliances, furniture, lighting equipment, and household goods	5	0.1
	4761 Retail sale of books, newspapers, and stationery	55	1.5
	4764 Retail sale of games and toys	2	0.1
	4771 Retail sale of clothing, footwear, and leather articles	22	0.6
	4781 Retail sale of food, beverages, and tobacco in stalls and markets	64	1.8
Transport and storage	4923 Freight transport by road	20	0.5
	5210 Warehouse and Storage	45	1.2
	5221 Activities auxiliary to land transport	4	0.1
Accommodation and food services	5610 Restaurants, bars, and similar	47	1.3
Administrative activities and support services	8121 General cleaning of buildings	162	4.4
	8130 Landscaping services	66	1.8
Other services activities	9601 Washing and cleaning of linen and leather garments, including dry cleaning	7	0.2
	9602 Hairdressing and other beauty treatment	20	0.5
Household activities as employers of domestic staff	9700 Activities of household as employers of domestic staff	564	15.4
Ignored	9999 Ignored	24	0.7

CPO Structure

The CPO presents a classifying system and data adding on the occupations obtained from the Population Censuses and the Household Surveys. This classification was developed on the basis of the International Standard Classification of Occupations (ISIC-revision N° 88 of the ILO), a manual that was prepared with the intention of facilitating procedures that allow international comparability. It is therefore one of the tools of international labor statistics.

The following table presents the results on the branches of activities that children aged 5–17 years carry out as per the CPO classification. The results were organized at two levels: a) by large groups of occupations and b) by the fourth level of disaggregation of occupations (primary groups).

ACTIVITY GROUPS CHILDREN AGED 5–17 YEARS CARRY OUT AS PER CPO CLASSIFICATION			
Large occupation groups	Occupation level 4 (primary groups)	Frequency	Percentage
Total		3,652	100.0
Middle-level technicians and professionals	3112 Civil engineering technicians	5	0.1
Office employees	4211 Cash dispensers and ticket vending machines	20	0.5
Service workers and sellers of shops and markets	5122 Cooks	9	0.2
	5131 Baby nannies and child caretakers	124	3.4
	5133 Nursing home helpers	6	0.2
	5141 Hairdressers, beauty treatment, and related specialists	20	0.5
	5220 Store and store demonstrators and sellers	245	6.7
Farmers and skilled agricultural and fishing workers	6111 Farmers and skilled crop workers	553	15.1
	6113 Farmers and workers of vegetable gardens, greenhouses, and related	57	1.6
	6121 Breeders of livestock and other domestic animals, milk producers and their derivatives	48	1.3
Officers, operators, and craftsmen of mechanical arts and other trades	7122 Bricklayers and upholsterers	45	1.2
	7124 Assembling carpenters	3	0.1
	7137 Electricians, works and related	49	1.3
	7141 Painters and papermakers	16	0.4
	7213 Sheet-metal workers and boilermakers	115	3.1
	7231 Engine mechanics and fitters	155	4.2
	7243 Mechanics and repairers of electronic devices	7	0.2
	7411 Butchers, fishmongers, and related activities	3	0.1
	7412 Bakers, pastry cooks, and confectioners	11	0.3
	7424 Baskets weavers, brush makers, and related activities	28	0.8
	7436 Sewing machines, embroidery, and related products	13	0.4
	7442 Shoemakers and related workers	8	0.2
Plant and machine operators and assemblers	8290 Other machine operators and assemblers	21	0.6
	8322 Automobile, taxi, and truck drivers	4	0.1

ACTIVITY GROUPS CHILDREN AGED 5–17 YEARS CARRY OUT AS PER CPO CLASSIFICATION			
Unskilled workers	9111 Street vendors of edible products	33	0.9
	9131 Domestic staff	430	11.8
	9132 Cleaners of offices, hotels, and other establishments	179	4.9
	9133 Laundry and ironing machines	7	0.2
	9142 Washers of cars, windows, and related equipment	14	0.4
	9151 Messengers, porters, and delivery companies	54	1.5
	9211 Farmers and agricultural laborers	722	19.8
	9212 Forest laborers	22	0.6
	9312 Laborers for public works and maintenance: roads, dams, and similar works	28	0.8
	9313 Laborers for building construction	129	3.5
	9322 Manual and other laborers of the manufacturing industry	425	11.6
	9333 Freight handlers/Load-handlers	30	0.8
	Ignored	9999 Ignored	14

APPENDIX 4: CALCULATION OF THE SOCIO-ECONOMIC LEVEL OF HOUSEHOLDS

For the analysis of diverse topics discussed in the survey, it is important to consider the socio-economic level indicators, as doing so would establish the important differences vis-à-vis the various parameters that are of great relevance. To determine the socio-economic level of the households, the BLS used the information obtained on the characteristics of the home and the availability of lasting goods in the household. Because it is difficult to obtain reliable data regarding income or consumption, these indicators were not considered when calculating the socio-economic level.

This measurement based on durable goods and house characteristics uses information on the ownership of a group of lasting goods and house characteristics, obtained through a housing module incorporated in the survey. The variables considered to build the socio-economic level were as follows:

- Predominant material on the floor;
- Type of fuel usually used to cook;
- Main source of water;
- Type of sanitary facility;
- Type of drainage for waste water;
- Availability of telephone service;
- Availability of cellphone;
- Availability of electrical power;
- Availability of refrigerator, stove, washing machine, calefaction, air conditioning, microwave, television, radio, and car.

To obtain a summarized measure, an aggregation procedure called “primary components,” was used, applied to a group of “dummy” variables built for each one of the categories of the original categorical variables.

The procedure entails obtaining a group of weighting factors (weights) that maximize the variance of the weighted sum of the variables used. This means that the summarized measure (which is the weighted sum) presents the highest variance contained in the group of variables used. This method has been proposed by researchers of the World Bank:

1) Filmer and Pritchett (1998). Estimating wealth effects without income or expenditure data or tears: An application to educational enrollments in states of India, World Bank Policy Research Working Paper No. 1994;

2) Filmer Pritchett (1999). The effect of household wealth on educational attainment: Evidence from 35 countries, Population and Development Review 25. P Stupp; and

3) D. Daniels and A. Ruiz (2007). Reproductive, maternal, and child health in Central America: Health equity trends, Centers for Disease Control and Prevention, Atlanta, GA USA.

Next, an index or score of the classification of the households was obtained, which allowed us to organize and classify them depending on the value assigned to each household. This way, we could build the quintiles and/or terciles that indicated the degree of “wellbeing” or “wealth.” Thus, groups were created with the same approximate percentage of households in each one of them—33 percent for the terciles and 20 percent for the quintiles. In the present study’s case, it was decided to use terciles with the following categories: 1 “Low”, 2 “Middle,” and 3 “High.”

Consistency analysis: To study the consistency of the variables created at the socio-economic level, intersections with some variables that referred to durable goods in the household were created. In this way, the consistency could be verified, because the higher the socio-economic level, the greater the amount of goods owned by the households.

		TERCILES		
		LOW	MIDDLE	HIGH
		Count	Count	Count
A14. Does this household have ...?. (Peguereko ...?) (A14.d. stove)	Yes	71	274	501
	No	480	283	37
A14. Does this household have ...?. (Peguereko ...?) (A14.e. washing machine)	Yes	176	390	497
	No	375	167	41
A14. Does this household have ...?. (Peguereko ...?) (A14.f. video/DVD)	Yes	21	69	199
	No	530	488	339
A14. Does this household have ...?. (Peguereko ...?) (A14.a. radio?)	Yes	282	413	471
	No	269	144	67
A14. Does this household have ...?. (Peguereko ...?) (A14.g. water heating)	Yes	1	17	94
	No	550	540	444
A14. Does this household have ...?. (Peguereko ...?) (A14.b. television)	Yes	438	537	533
	No	113	20	5
A14. Does this household have ...?. (Peguereko ...?) (A14.c. refrigerator)	Yes	359	512	533
	No	192	45	5
A14. Does this household have ...?. (Peguereko ...?) (A14.h. air conditioner)	Yes	2	20	297
	No	549	537	241
A14. Does this household have ...?. (Peguereko ...?) (A14.i. satellite dish)	Yes	13	33	87
	No	538	524	451
A14. Does this household have ...?. (Peguereko ...?) (A14.j. cable TV)	Yes	27	64	272
	No	524	493	266
A14. Does this household have ...?. (Peguereko ...?) (A14.k. microwave)	Yes	2	14	185
	No	549	543	353
A14. Does this household have ...?. (Peguereko ...?) (A14.l. electric oven)	Yes	56	145	389
	No	495	412	149
A14. Does this household have ...?. (Peguereko ...?) (A14.m. automobile, van, or truck)	Yes	2	41	263
	No	549	516	275
A14. Does this household have ...?. (Peguereko ...?) (A14.n. motorcycle)	Yes	349	430	468
	No	202	127	70
A14. Does this household have ...?. (Peguereko ...?) (A14.o. tractor)	Yes	3	12	12
	No	548	545	526
A14. Does this household have ...?. (Peguereko ...?) (A14.p. animal-pulled wagon)	Yes	59	62	24
	No	492	495	514

APPENDIX 5: SURVEY INSTRUMENT

QUESTIONNAIRE N° 1 – ADULTS

P1. HOUSEHOLD NUMBER: _____

P2. SURVEYOR: _____

P3. SUPERVISOR: _____

SECTION 1. GEOGRAPHIC LOCATION

P4. DEPARTMENT: _____

P5. DISTRICT: _____

P6. NEIGHBORHOOD/LOCALITY: _____

P7. AREA: 1. Urban 2. Rural

SECTION 2. CHARACTERISTICS OF THE HOUSEHOLD AND INVENTORY OF GOODS AND SERVICES

PART A. CHARACTERISTICS OF THE HOME AND INVENTORY OF GOODS

(FOR THE ADULT WHO ANSWERS THE SURVEY)

A0. Line number of the person who answers the survey_____

A1. Name of the person who answers the survey_____

A2. Do both parents work outside of the home? (Sy ha túa omba'apo mbokoivea fuera de casa?)

- 1) Both parents live at home and both of them work outside
- 2) Both parents live at home and only one works outside (PROCEED TO A4.1)
- 3) Both parents live at home and none works outside (PROCEED TO A4.1)
- 4) Only the father/mother lives at home and works outside
- 5) Only the father/mother lives at home and does not work outside (PROCEED TO A4.1)
- 6) The parents do not live at home

A3. Who looks after the children when the parents are not home? (Family relative/social relationship) (Ma'a kárgopeopyta mita kuerasy ha tua ndaiporijave?) (OPEN)

A4. Room or bedroom (Does not include bathroom, kitchen, rooms, or quarters exclusively designed for commerce or industry)

A4.1. Number of rooms (Mboy koty peguereko?)_____

A4.2. Number of bedrooms (Mboy koty pekehaguaite?)_____

A5. Floor (COMPLETE THROUGH OBSERVATION)

- 1) Dirt
- 2) Wood
- 3) Brick
- 4) Cement
- 5) Common tile
- 6) Mosaic, ceramic, granite
- 7) Parquet
- 8) Rug
- 9) Other(s) (specify)

A6. What is the main source of drinking water for the members of the home? (Moogui peguero y peiuhagua?)

- 1) ESSAP (ex CORPOSANA)
- 2) SENASA or Sanitation Council
- 3) Community network
- 4) Network or private lender
- 5) Artesian well
- 6) Excavated well, protected (cover and curbstone)
- 7) Excavated well, non-protected (no cover and no curbstone)
- 8) Protected fountain
- 9) Non-protected fountain
- 10) Rainwater
- 11) Bottled water (mineral)
- 12) Water carrier
- 13) Surface water (river, dam, lake, pond, canal, tank, irrigation channels)
- 14) Other source(s) (specify)

A7. The drinking water comes to the house through which channel?

(Y peiua, mba'eichaoguahepeeme?)

- 1) Pipes outside the house but within the land
- 2) Pipes inside the house
- 3) Public faucet
- 4) Well within the land
- 5) Neighbor
- 6) Water carrier
- 7) Bottled water (mineral)
- 8) Other sources (specify) _____

A8. Do you have electric lighting? (Pe guereko luz eléctrica?)

- 1) Yes
- 2) No



A9. Do you have a phone landline, COPACO? (Pe guereko teléfono línea baja, COPACO?)

- 1) Yes
- 2) No

A10. Does any member of the household own a mobile phone? (Algún miembro de su hogar oguereko celular propio?)

- 1) Yes
- 2) No

A11. What do you mainly use to cook? (Pekosinahagua mbae peiporu?)

- 1) Wood
- 2) Gas
- 3) Coal
- 4) Electricity
- 5) Kerosene, alcohol
- 6) Other(s) (specify)
- 7) None (do not cook)

A12. Do you have a bathroom (any type of bathroom)? (Peguerekobaño?)

- 1) Yes
- 2) No (PROCEED TO QUESTION A14.a)

A13. What type of drainage system does your bathroom have? (Mbaeicha oho y bañopegua?) (SPONTANEOUS)

- 1) Water entrained via sewage sanitary network
- 2) Water entrained via septic tank and cesspit system (absorbent)
- 3) Water entrained via septic tank (absorbent)
- 4) Water entrained via land surface, opening in the surface, gutter, or stream
- 5) Dry pit latrine (common with ventilation tube)
- 6) Dry pit latrine (with walls, door, roof, and floor)
- 7) Simple latrine without door or roof
- 8) Other(s) (specify)

A14. Does this home have the following?. (Peguereko ...?)

- | | | |
|--------------|--------|-------|
| A14.a. Radio | 1) Yes | 2) No |
|--------------|--------|-------|

A14.b. Television	1) Yes	2) No
A14.c. Refrigerator	1) Yes	2) No
A14.d. Stove	1) Yes	2) No
A14.e. Washing machine	1) Yes	2) No
A14.f. Video/DVD	1) Yes	2) No
A14.g. Water heating	1) Yes	2) No
A14.h. Air conditioner	1) Yes	2) No
A14.i. Satellite dish	1) Yes	2) No
A14.j. Cable TV	1) Yes	2) No
A14.k. Microwave	1) Yes	2) No
A14.l. Electric oven	1) Yes	2) No
A14.m. Automobile, van, or truck	1) Yes	2) No
A14.n. Motorcycle	1) Yes	2) No
A14.o. Tractor	1) Yes	2) No
A14.p. Animal-pulled wagon	1) Yes	2) No

A15. Besides the individual income of the members of the household, could you tell me how much the family receives every month through the following channels? (A parte oganava cada miembro de la familia percibí por mes...?) (READ EVERY OPTION) (IF THEY DO NOT RECEIVE IT, WRITE “0”).

- A15.1. Family help within the country
- A15.2. Foreign remittances
- A15.3. Pension
- A15.4. Allowances or payments
- A15.5. Tekoporã/Abrazo (Government fund)
- A15.6. Senior adults
- A15.7. Other income

PART B. ADVERSE SITUATIONS

B1. In the last 12 months, was this home affected by any of the following problems? (Último 12 meses nde familia oí afectado por...) (MULTIPLE ANSWERS, READ ALL OF THE OPTIONS)

- 1) Severe weather conditions
- 2) Farming price drops
- 3) Living cost increase
- 4) Plagues
- 5) Forest fires
- 6) A member's job loss
- 7) Head of household abandoning home
- 8) Serious illness or accident
- 9) Other(s) (specify) _____
- 10) No problem (PROCEED TO PART C)

B2. And the problem mentioned has caused a loss for your home in terms of...? (Pe problema causa nde familia oguereko perdida de ...?)

- 1) Income you were used to
- 2) Assets
- 3) Income and assets
- 4) No loss (PROCEED TO PART C)

B3. How did you solve that problem of income and/or assets? (Mba'eicha pe soluciona?) (MULTIPLE RESPONSES)

- 1) With the help of government bodies
- 2) With the help of NGOs
- 3) With the help of community/religious organizations
- 4) With the financial aid of family and friends
- 5) Taking out loans from private entities
- 6) Removing the children from school
- 7) Placing the children in other homes
- 8) Sending the children off to work
- 9) The children had to increase their working hours

- 10) It did not get solved
- 11) With own resources
- 12) Other(s) (specify) _____

PART C. FINANCING AND CREDITS

C1. In the last 12 months, has a family member requested a loan or asked for a new loan? (En los últimos doce meses, ¿pe japo algún préstamo?)

- 1) Yes, and they got one
- 2) Yes, it's in process
- 3) Yes, but it was not granted
- 4) Did not ask for one (PROCEED TO SECTION 3)

C2. For the loan, to which institution or individual did he/she go to? (Mo'ogui pe jerure la préstamo?) (MULTIPLE RESPONSES)

- 1) Cooperative
- 2) Crédito Agrícola de Habilitación
- 3) Banco Nacional de Fomento (National Bank of Development)
- 4) Livestock Fund
- 5) Retail Bank
- 6) Financing Entity
- 7) Provider/contractor
- 8) Moneylender/loanshark
- 9) Other(s) (specify)

SECTION 3. POPULATION CHARACTERISTICS

FOR EVERY ADULT WHO ANSWERS THE SURVEY AND FOR EVERY PERSON AGED 5–17 YEARS. COPY THE NUMBER OF ORDER, NAME, AND LAST NAME OF THE LIST OF PEOPLE WHO EAT AND/OR SLEEP IN THE HOUSEHOLD.

PO1. Order

PO2. Name

PO3. Age

PO4. Does [NAME] have a civil identity card? (Eguereko/Oguerekocédula?)

- 1) Paraguayan (PROCEED TO QUESTION PO.6)
- 2) Foreign (PROCEED TO QUESTION PO.6)
- 3) Both (PROCEED TO QUESTION PO.6)
- 4) None

PO5. Does [NAME] have a birth certificate? (Eguereko/oguereko partida de nacimiento?)

- 1) Yes
- 2) No

PO6. What is the civil/marital status of [NAME]? (Ndeha'e/ Ha'e?)

- 1) Married
- 2) Living with partner
- 3) Separated
- 4) Widowed
- 5) Single
- 6) Divorced

SECTION 4. EDUCATION

PART A – EDUCATION

(FOR THE ADULT WHO ANSWERS THE SURVEY AND ALL HOUSEHOLDS MEMBERS AGED 5–17 YEARS)

AE1. What language does [NAME] speak at home most of the time? (Mba'e idioma pe oñeeve hogapype?)

- 1) Guaraní
- 2) Guaraní and Spanish
- 3) Spanish
- 4) Other language(s) (specify)
- 5) Does not speak

AE2. Does [NAME] know how to read and write? (Releekua'apa ha reescribíkua'apa/Oleekua'apa ha oescribíkua'apa)

- 1) Yes
- 2) No

AE3. Has [NAME] ever attended an educational institution?

(Rehokoaga o heho alguna vez escuela o colegiope?)

- 1) Yes, I am currently attending or Yes, he/she is attending
- 2) Yes, but I do not attend anymore or Yes, but he/she does not attend anymore (PROCEED TO QUESTION AE5)
- 3) No, I have never attended or No, he/she has never attended (PROCEED TO QUESTION AE8)

AE4. How much time does it take for [NAME] to do schoolwork daily?

(Mboymínutoperejapopande tarea escuela o colegio pegua) _____:_____

AE5. What is the highest level and grade, course, cycle, or semester achieved by [NAME]? (Mba'e grado tera curso peveparejapo?)

- 0) None
- 1) First
- 2) Second
- 3) Third
- 4) Fourth
- 5) Fifth
- 6) Sixth
- 7) Seventh
- 8) Eighth
- 9) Ninth
- 10) Kinder 3
- 11) Kinder 4
- 12) Preschool/Kinder 5



AE6. What is the highest level, grade, course, or semester that [NAME] has passed? (Mba'e nivelpapa ocorresponde pe último curso tera último grado rejaopovaekue) (DO NOT READ ALL OF THE OPTIONS, THE SURVEYOR COMPLETES THEM DIRECTLY)

- 0) None
- 1) Special Education
- 2) Kindergarten or Preschool
- 3) Basic Scholar Education 1st to 6th (elementary)
- 4) Basic Scholar Education 7th to 9th (middle school)
- 5) Basic Cycle High School
- 6) High School with emphasis on Humanitarian/Scientific areas
- 7) High School with emphasis on Technical/Commercial areas
- 8) High School homeschooling
- 9) Mid-level education with emphasis on Science
- 10) Mid-level education with a technical emphasis
- 11) Open mid-level education
- 12) Bilingual Basic Education for adolescents and adults/Mid-level Education for adolescents and adults
- 13) Long-distance mid-level education for adolescents and adults
- 14) Alternative basic education for adolescents and adults
- 15) Alternative mid-level education for adolescents and adults
- 16) Mid-level education for adolescents and adults
- 17) Professional training in mid-level education
- 18) Literacy programs
- 19) Special grade/special programs
- 20) Superior Technical School
- 21) Teacher training
- 22) Teacher as a profession
- 23) Military/police training
- 24) University level

PART B – EDUCATION

(FOR CHILDREN AGED 5–17 YEARS)

(THOSE WHO FOR NUMBER 2 ANSWERED “I DO NOT/HE OR SHE DOES NOT ATTEND ANYMORE” IN AE3)

AE7. How long has it been since [NAME] stopped attending school? (Moy año rehey ahague escuela o colegio?)
_____years

AE8. What would be the main reason [NAME] does not attend, has never attended, or stopped attending? (Ma’ere nderehoy raka’e o nderehovei escuela o colegiope?)

Financial reasons

- 1) Lack of financial resources at home
- 2) High cost of materials/fees/school tuition
- 3) To work for money
- 4) To work in the family ranch/business without receiving any payment
- 5) To do housework without receiving any payment

School-related reasons

- 6) Does not have the minimum age to study
- 7) Considers he or she has finished school
- 8) There was/is no institution nearby
- 9) Nearby institution is very bad
- 10) The educational center is closed
- 11) The school is not safe
- 12) The teacher does not attend regularly
- 12) Institution does not offer full schooling

Other reasons

- 14) Requires special education
- 15) Illness
- 16) Impairment does not allow him/her to study
- 17) Does housework
- 18) The family does not allow it
- 19) Does not want to or has no interest to study

- 20) Attends professional training
- 21) Military service
- 22) Poor accessibility to reach school/poor conditions of the roads
- 23) Does not have means of transportation to reach an educational facility
- 25) Pregnancy
- 26) Other reason(s) (specify)

AE9. Who decided that [NAME] will not attend or must stop attending an educational institution? (Maa odeci-dieheyahagua pe escuela o colegio?)

- 1) Herself/himself
- 2) Parents
- 3) Tutors
- 4) The person the child works for
- 5) The person the parents work for
- 6) Someone else
- 7) Do not know

(TO BE ANSWERED FOR ALL OF THE CHILDREN AGED 5–17 YEARS)

AE10. Does [NAME] regularly attend an educational facility that IS NOT A SCHOOL? (A parte de escuela o colegio, re estudia otra kosa?)

- 1) Yes
- 2) No

SECTION 5. JOB AND WORK ACCESS

PART A. SUMMARY OF ECONOMIC ACTIVITIES (LAST WEEK)

(FOR THE ADULT WHO ANSWERS THE SURVEY AND ALL HOUSEHOLD MEMBERS AGED 5–17 YEARS)

AEI1. During the last week, has [NAME] carried out a job of at least one hour that is not for self-use? (Pe semana ohasavaekuerejapopa algún trabajo aunque sea sapyami?)

1) Yes (PROCEED TO ATP 1 PART B – MAIN OCCUPATION LAST WEEK)

2) No

AEI2. (THE INTRODUCTORY QUESTION THAT FOLLOWS MUST BE READ BEFORE EACH QUESTION OF THIS SECTION): During the last week, has [NAME] carried out work that is not for self-use in one of the following activities for at least an hour? (Pe semana ohasavaekuerejapopa alguna de estas actividades ndaha'eiva autoconsumo?)

AEI2.1 Any unpaid job or chore in a family shop or enterprise (Rejapo trabajo o negocio familiar hecobraýre)

1) Yes 2) No

AEI2.2 Any type of business, big or small, on her/his own or with one or more partners (Algún negocio tuicha o michi solo o con un socio)

1) Yes 2) No

AEI2.3 Any type of job or occupation on a ranch, carrying out an activity in the countryside property or taking care of the animals (Algún trabajo o tarea kokuepe o cuidado de animales)

1) Yes 2) No

AEI2.4 Construction work: in the house, business, or a company (Algún trabajo contruccionpe, negocio o empresape)

1) Yes 2) No

AEI2.5 Carrying water, wood, or medicinal herbs (egueroya ý, yepewaterapohañana)

1) Yes 2) No

AEI2.6 Work in the manufacturing of any product for sale (fábricape de cualquier producto para la venta)

1) Yes 2) No

AEI2.7 Any work or chore in exchange for payment, salary, commission, or any type of payment in kind (Ojepavaekuendeve ya sea en plata o especie)

1) Yes 2) No

AEI2.8 Wild animal hunting or fishing (Rekasa animal silvestre o pesca)

1) Yes 2) No



AEI2.9 Babysitting children or looking after the elderly/handicapped (Reñatende algún mita, kakua o persona con discapacidad?)

1) Yes 2) No

AEI2.10 Working as a domestic help/maid (Tembiapo como empleado/a doméstica?)

1) Yes 2) No

(IN THE ADULTS SECTION IF “NO” WAS THE ANSWER TO EVERY QUESTION FROM AEI.1 TO AEI2.10, PROCEED TO ANT1 “SEARCH FOR A JOB”)

(FOR CHILDREN, IF THE ANSWER WAS “NO” TO ALL OF THE QUESTIONS FROM AEI.1 TO AEI2.10, PROCEED TO ATA1 PART D. WORK IN THE LAST 12 MONTHS)

PART B. MAIN OCCUPATION (LAST WEEK)

ATP1. What are the tasks or chores [NAME] carried out in the job or main occupation? (Mba’etemiapópa “iñimportanteveva” rejaporemba’apohápe) (Mba’erejapo, luego preguntar ha otra cosa mba’erejapo?)

Example: carrying bricks, fixing shoes, fixing cars, painting houses, selling candy, corn farming, sugarcane hulling, hand washing laundry, ironing, etc.

Description _____

ATP2. What is the name of the occupation or position [NAME] had in that job? (Mba’eichapa hera nde oficio tera cargo?)

Example: assistant builder, shoemaker, car mechanic, painter, candy street vendor, farmer, sugarcane harvester, house maid, etc.

ATP3. What does the establishment, enterprise, business, or institution in which [NAME] worked do? (Mba’e peojededica la empresa o nde negocio remba’apoha?)

Example: building houses, shoe store, car garage, construction building, candy selling on the street, corn crops, sugarcane harvesting, family household, etc.

Description _____

ATP4. Does [Name] work in agriculture? (Remba’apoagriculturape?)

1. Yes

2. No (PROCEED TO QUESTION ATP6.1)

ATP5. What type of crops does [Name] plant? (Mba’ereñoty?, Ha otra cosa?)

ATP6. During the last week, how many hours did [NAME] work daily?

(Mboy hora remba’apokotrabajope?)

ATP6.1.	ATP6.2.	ATP6.3.	ATP6.4.	ATP6.5.	ATP6.6.	ATP6.7.
SUN	MON	TUE	WED	THU	FRI	SAT
__:	__:	__:	__:	__:	__:	__:

ATP7. Where did [Name] do her/his work or MAIN TASK during the last week (the one she/he dedicated more hours to)? (Mo’o rejapo ko trabajo ko semanapasadape?) (SPONTANEOUS)

1) In a fixed place (commerce, workshop, office, etc.)

2) At home

3) At another house

4) On the street, at a stall in the market, or at a fixed spot



- 5) On the street, in a movable spot
- 6) On the street, running errands, delivery, or shipping (in a car, truck, motorcycle, bike, or on foot)
- 7) At the field/own farm/family farm
- 8) At the field/somebody's farm/property of another person
- 9) At a construction site
- 10) Brick production site
- 11) Mine or stone quarry
- 12) In a vehicle for transport of people
- 13) Someplace else (specify) _____

ATP8. During the last week, what was the working situation of [NAME] in your job or main occupation? (Pe semana pasada mba'eichande relación laboral en tu trabajo principal?) (SPONTANEOUS)

- 1) Public employee/worker
- 2) Private employee/worker
- 3) Employer or boss (PROCEED TO ATP13)
- 4) Independent worker (PROCEED TO ATP12)
- 5) Unpaid family worker (PROCEED TO ATP17)
- 6) Domestic worker
- 7) Servant

ATP9. Under what type of contract does [Name] work in with this job? (Mba'eicha ndecontrato kotrabajope)

- 1) No contract (verbal agreement)
- 2) Indefinite contract (named)
- 3) Definite contract (temporary)
- 4) Trial period
- 5) Do not know

ATP10. For how long is the agreement/contract? (De mboy tiempo pe contrato?)

- 1) Less than 3 months
- 2) From 3 to 6 months
- 3) From 6 to 12 months

- 4) 12 or more months
- 5) It was undetermined
- 6) Do not know

ATP11. What type of benefits does [NAME] receive in the job or main occupation? (Erecibí algún beneficio koaapytegui?)

ATP11.1. Weekly days of rest	1) Yes	2) No
ATP11.2. Medical expenses	1) Yes	2) No
ATP11.3. School expenses	1) Yes	2) No
ATP11.4. Ease with schooling	1) Yes	2) No
ATP11.5. Paid license for illness	1) Yes	2) No
ATP11.6. Free/partially paid lodging	1) Yes	2) No
ATP11.7. Food	1) Yes	2) No
ATP11.8. Paid holidays	1) Yes	2) No
ATP11.9. Clothing/Uniform	1) Yes	2) No
ATP11.10. Transport	1) Yes	2) No
ATP11.11. Family assignation	1) Yes	2) No

ATP12. Is [NAME] getting paid in some way for the work? (Ojepagandevé/chupe de alguna forma?)

- 1) Yes, in cash
- 2) Yes, in kind (PROCEED TO ATP14)
- 3) Yes, in money and in kind
- 2) No (PROCEED TO ATP17)

ATP13. How much does [NAME] make in cash? GUARANIES. (Mboy guaraní reganajepi?) _____

ATP14. How often does [NAME] earn wages? (Cada mboy tiempo ecobrá)

- 1) Daily
- 2) Weekly
- 3) Fortnightly
- 4) Monthly
- 5) Commission-based
- 6) Per production (product)



7) Earning per service/business

8) Other(s) (specify) _____

ATP15. Besides the amount earned usually, does [NAME] receive a monthly income or extra income at the job or main occupation? (A parte reganaba, rerecibí de forma mensualalgúnsueldo o salariokotrabajope) E.g., payment for extra hours, commissions, family bonus, in kind, etc.

1) Yes

2) No (PROCEED TO QUESTION ATP17)

ATP16. How much does [NAME] receive for...? (Mboy rekobra por ...)

ATP16.1. Extra hours, commission, bonus _____

ATP16.2. In-kind payment _____

(EVERYBODY ANSWERS)

ATP17. Apart from this job or occupation, did [NAME] have any other jobs last week? (Aparte de este trabajo eguereko otro trabajo?)

1) Yes

2) No (PROCEED TO QUESTION ATA1 PART D WORK IN THE LAST 12 MONTHS)

ATP18. In this other job or task you mentioned, how many hours did [NAME] effectively work in the occupation/s? (Mboy hora remba'apo/omba'apoko otro trabajope?)

ATP19.1.	ATP19.2.	ATP19.3.	ATP19.4.	ATP19.5.	ATP19.6.	ATP19.7.
SUN	MON	TUE	WED	THU	FRI	SAT
__:__	__:__	__:__	__:__	__:__	__:__	__:__

- 6) Has been looking and now is waiting for an answer
- 7) Found a job and will start in less than 30 days
- 8) Has been ill
- 9) Is too old
- 10) His/her disability does not let him/her work
- 11) Is a landlord
- 12) Has retired
- 13) Is a pensioner
- 14) Other reason(s) (specify)
- 15) Does not want to work
- 16) Has a job, only did not work last week (PROCEED TO ATA1 PART D WORK IN THE LAST 12 MONTHS)

ANT5. If you had been offered a job last week, would you have been able to start working? (Oje ofrecerire petei trabajo pe semana ohasavaekuepe ikatune re ñepyru rakae o nahaniri?)

- 1. Yes (PROCEED TO PART D)
- 2. No

ANT6. What was the main reason you could not have started working? (Mba'ere ndikatui reñepyurakae?) (SPONTANEOUS)

- 1) Devotes him/herself completely to housework
- 2) Has been ill
- 3) Is too old
- 4) The disability does not let him/her work
- 5) Is a landlord
- 6) Has retired
- 7) Is a pensioner
- 8) Other reason(s) (specify)
- 9) Does not want to work

PART D. WORK IN THE LAST 12 MONTHS

FOR THE ADULT WHO ANSWERS THE SURVEY AND ALL OF THE MEMBERS AGED 5–17 YEARS

ATA1. During the last 12 months, has [NAME] carried out a job of at least 1 hour that is not for self-use? (Pe último doce mesespe rejapo algún trabajo sapyamiramojepe ndahaeiva autoconsumo?)

1) Yes (PROCEED TO ATA3)

2) No

ATA2. (THE INTRODUCTORY QUESTION THAT FOLLOWS MUST BE READ BEFORE EACH QUESTION OF THIS SECTION)

During the last 12 months, has [NAME] carried out any of the following activities that is not for self-use? (Ha rejapo algún trabajo ndahaeiva autoconsumo?)

ATA2.1 any unpaid work or chore in the family shop or business (Trabajo ekobrayremba'eve en empresa o negocio familiar)

1) Yes 2) No

ATA2.2 any type of business, big or small, on their own or with one or more partners (Algún negocio tuicha o michi solo o con un socio)

1) Yes 2) No

ATA2.3 any type of job or occupation on a ranch, carrying out an activity in the countryside property or taking care of animals (Algún trabajo o tarea kokuepe o cuidado de animales)

1) Yes 2) No

ATA2.4 Construction work: house, business, or enterprise (Algún trabajo contruccionpe, negocio o empresape)

1) Yes 2) No

ATA2.5 carrying water, wood, or medicinal herbs (Agueroya y, jepeaterapohañana)

1) Yes 2) No

ATA2.6 work in the manufacturing of any product for sale (fábricape de cualquier producto para la venta)

1) Yes 2) No

ATA2.7 any work or chore in exchange for payment, salary, commission, or any type of payment in kind (Ojepa-vaekuendeve ya sea en plata o especie)

1) Yes 2) No

ATA2.8 wild animal hunting or fishing (Rekasa animal silvestre o pesca)

1) Yes 2) No

ATA2.9 babysitting or looking after children, elderly, or handicapped (Reñatende algún mita, kakua o persona con discapacidad?)

1) Yes 2) No

ATA2.10 working as a domestic help/maid (Tembiapo como empleado/a domestica?)

1) Yes 2) No

(IN THE "ADULTS" SECTION, IF THE ANSWER WAS "NO" TO ALL OF THE QUESTIONS FROM ATA1 TO ATA2.10, GO TO ATA11)

(IN THE SECTION "CHILDREN," IF THE ANSWER WAS "NO" TO ALL OF THE QUESTIONS FROM ATA1 TO ATA2.10, GO TO SECTION 6. UNPAID HOUSEWORK)

ATA3. What are the tasks or chores [NAME] performed in the job or main occupation for the last 12 months? (Último 12 mesespe, Mba'etemiapópa "iñimportanteveva" rejaporemba'apohápe) (Mba'erejapo, luego preguntar ha otra cosa mba'erejapo?)

E.g., carrying bricks, fixing shoes, fixing cars, painting houses, selling candy, growing corn, hulling sugarcane, laundry washing and ironing, babysitting children in a different home, etc.

Description _____

ATA4. During the last 12 months, what was the name of the job, position, or role that [NAME] held in the work activity? (Último 12 mesespe, Mba'eichapaherande oficio tera cargo?)

E.g., assistant builder, shoemaker, mechanic, painter, candy street vendor, farmer, sugarcane harvester, domestic help, nanny, etc.

Description _____

ATA5. During the last 12 months, what does the company, enterprise, business, or institution in which [NAME] works/worked do? (Último 12 mesespe, Ma'epeojededica la empresa o nde negocio remba'apoha?)

E.g., building of homes, shoe shop, car repair, building enterprise, street vending of sweets, corn harvesting, sugarcane production, household different than yours, etc.

Description _____

ATA6. Has [Name] worked in agriculture during the last 12 months? (Remba'apo agriculturape último 12 mesespe?)

1. Yes

2. No (PROCEED TO ATA8)

ATA7. What type of crops does [Name] plant? (Mba'ereñoty?, ha otra cosa?)

**ATA8. What was the work situation of (Name) in his/her job or main task during the last 12 months? (Último do-
cemesepema'e la nderelación laboral)**

- 1) Public servant/worker
- 2) Private employee/worker
- 3) Employer or boss
- 4) Independent worker
- 5) Unpaid family worker
- 6) Domestic worker
- 7) Servant

ATA9. In the last 12 months, did [NAME] work or have a job in the following months?

(Mba'emespepaotokandéveremba'apoko doce meses jave?) (READ THE MONTHS)

ATA9.1. January	1) Yes	2) No
ATA9.2. February	1) Yes	2) No
ATA9.3. March	1) Yes	2) No
ATA9.4. April	1) Yes	2) No
ATA9.5. May	1) Yes	2) No
ATA9.6. June	1) Yes	2) No
ATA9.7. July	1) Yes	2) No
ATA9.8. August	1) Yes	2) No
ATA9.9. September	1) Yes	2) No
ATA9.10. October	1) Yes	2) No
ATA9.11. November	1) Yes	2) No
ATA9.12. December	1) Yes	2) No

**ATA10. What was the average monthly number of hours of work done by [Name] in the last month? (Mboy hora
por mes emba'apo en el último mes?)**

(FOR ADULTS)

ATA11. How many children aged between 5 and 17 live in this household? _____

(AT THIS POINT, THE QUESTIONS THAT THE ADULT CAN ANSWER FOR HIMSELF ARE FINISHED. FROM HERE ON, THE SUB-PART FOR EACH OF THE CHILDREN AGED 5–17 WHO LIVE IN THE HOUSEHOLD IS OPENED. THE SUB-PART THAT REFERS TO CHILDREN STARTS ANEW IN SECTION 3 “CHARACTERISTICS OF THE POPULATION”)

(INITIATE THE CHILDREN'S LOOP WITH THIS PHRASE: FOR EACH CHILD AGED 5–17, COPY THE LINE, FIRST NAME AND LAST NAME, AND AGE")

QUESTION AIMED AT CHILDREN AGED 14–17 YEARS

(THOSE WHO ANSWERED ATP1 AND/OR ATA4 WILL RESPOND)

ATA12. Is [NAME] registered in the Adolescent Worker Registry?

(Reimepa inscripto/a registro del Adolescente Trabajadorpe?)

1) Yes

2) No

SECTION 6. UNPAID DOMESTIC HOUSEWORK

(FOR CHILDREN AGED 5–17 YEARS)

ATH. During the last week, did [NAME] do any of the following tasks indicated for this home (the house where he/she lives in), and how much time did HE/SHE dedicate to it each day? (Re japo ... ha mboyminútoperejapo-pa...?)

HOW MUCH TIME? (WRITE DOWN IN HOURS AND MINUTES)

	Do you do the following?	What is the average time per week?
ATH.1. Grocery shopping (ejoguahógapypeguarã?)	1) Yes 2) No	
ATH.2. Fixing any device for the house (remuatyröcualquierequipohógapeguarã?)	1) Yes 2) No	
ATH.3. Cooking (ekosiná)	1) Yes 2) No	
ATH.4. Cleaning the house (washing dishes, sweeping floors, etc.) (emopotioğa–ejohei cubierto, eitypei)	1) Yes 2) No	
ATH.5. Laundry (ejoheiao)	1) Yes 2) No	
ATH.6. Ironing (eplanchaao)	1) Yes 2) No	
ATH.7. Babysitting (eñatendemitakuérarehe)	1) Yes 2) No	
ATH.8. Looking after the elderly/sick (eñatende tuya, güaigüi, te-rahasyvarehe)	1) Yes 2) No	
ATH.9. Carrying water/wood for use at home (egueroja ý, je-pe'aojeporuhagüanderógape)	1) Yes 2) No	
ATH.10. Anything else (Ha otra cosa?)	1) Yes 2) No	

SECTION 7. SECURITY AND HEALTH AT WORK

PART A: HEALTH AND WORK

(ONLY FOR CHILDREN WHO WORK AS PER ATP1 AND/OR ATA4)

(FOR CHILDREN AGED 5–17 YEARS)

ASL1. As a result of his/her work has [NAME] had any of the following problems? (Upende trabajo causa ndeja-garra algún mba'asy como ser ...) (READ EVERY OPTION AS IF IT WERE AN INDIVIDUAL QUESTION.)

ASL1.1. Muscular or back pains	1) Yes	2) No
ASL1.2. Respiratory problems	1) Yes	2) No
ASL1.3. Intoxication	1) Yes	2) No
ASL1.4. Fever or headaches	1) Yes	2) No
ASL1.5. Wounds, cuts	1) Yes	2) No
ASL1.6. Fractures, sprains	1) Yes	2) No
ASL1.7. Internal wounds	1) Yes	2) No
ASL1.8. Burns	1) Yes	2) No
ASL1.9. Heat stroke, heat exhaustion	1) Yes	2) No
ASL1.10. Exhaustion or fatigue	1) Yes	2) No
ASL1.11. Skin irritation	1) Yes	2) No
ASL1.12. Eye or ear problems	1) Yes	2) No
ASL1.13. Stomach ache, diarrhea	1) Yes	2) No
ASL1.14. Nausea, vomiting, dizziness	1) Yes	2) No
ASL1.15. Fainting or loss of consciousness	1) Yes	2) No
ASL1.16. Electric shock	1) Yes	2) No
ASL1.17. Loss of limbs (mutilation or amputation)	1) Yes	2) No
ASL1.18. Other problem(s) (specify)	1) Yes	2) No

(IF THE ANSWER WAS “NO” TO ALL OF THE QUESTIONS FROM ASS1.1 TO ASS1.17, PROCEED TO PART B. WORK SECURITY)

ASL2. What job or task was [NAME] carrying out when he/she suffered that illness or important accident? (Upe mba'asy ndejagarrarogware ma'e trabajo rehapohina?)

Example: carrying bricks, receptionist, fixing shoes, fixing cars, soy harvesting, cattle raising, sugarcane hulling or sowing, etc.

Job description _____

ASL3. Thinking of the most important health problem [NAME] has had as a consequence of his/her work or activity, did he/she check the condition with anybody? (Ha upe mba'asygui reho ejechauka/consulta?) (CHOOSE ONE RESPONSE).

- 1) Yes, with a doctor
- 2) Yes, with a nurse
- 3) Yes, with a healer
- 4) Yes, with a pharmacist
- 5) Yes, he/she was hospitalized
- 6) No, even though he/she needed the attention
- 7) He/She did not require attention
- 8) Other(s) (specify) _____

ASL4. Because of the important sickness or accident [NAME] has had, did he/she stop going to work or doing his/her work activity? (Ha upemba'asy, mba'e consecuencia orekondevegura?) (SPONTANEOUS)

- 1) Yes, he/she was permanently disabled to work
- 2) Yes, temporarily
- 3) Yes, he/she had to change the work/workplace
- 4) Yes, he/she had to face other consequences
- 5) No

(IN CASE THE PERSON WHO ANSWERED IS CURRENTLY STUDYING IN AE6 ASK THIS OTHER QUESTION)

ASL5. Because of the important illness or accident that [NAME] has had, did he/she stop going to classes for any amount of time? (Ha upemba'asy causa oí dianderehoyhague escuela o colegio pe?) (SPONTANEOUS)

- 1) Yes, temporarily
- 2) Yes, he/she permanently stopped attending
- 3) No, he/she did not stop attending

ASL6. How many days did he/she miss school? (Ha mbo'y dia nderehoi)_____

PART B: SECURITY AT WORK

ASL7. In the work that [NAME] carries/carried out, was/is he/she exposed to the following? (READ ALL OF THE FOLLOWING OPTIONS AS IF THEY WERE INDIVIDUAL QUESTIONS) (Nde trabajope reime expuesto a ...)

ASL7.1. Dust, fire, gas, smoke, vapor	1) Yes	2) No
ASL7.2. Loud noises or vibrations	1) Yes	2) No
ASL7.3. Humidity, intense heat, or cold	1) Yes	2) No
ASL7.4. Work in gutters, pit holes, canals, embankments, or cliffs	1) Yes	2) No
ASL7.5. Mine or stone quarry/underground work	1) Yes	2) No
ASL7.6. Work at heights	1) Yes	2) No
ASL7.7. Work in water/lake/river/stream	1) Yes	2) No
ASL7.8. Excessive darkness in the workplace	1) Yes	2) No
ASL7.9. Insufficient ventilation	1) Yes	2) No
ASL7.10. Chemicals (pesticides, veterinary products, fertilizers, algicides, glue, etc.)	1) Yes	2) No
ASL7.11. Explosives	1) Yes	2) No
ASL7.12. Contact with rubbish and solid waste	1) Yes	2) No
ASL7.13. Extended exposure in the sun	1) Yes	2) No
ASL7.14. Contact with electricity	1) Yes	2) No
ASL7.15. Contact with hot metals	1) Yes	2) No
ASL7.16. Carrying heavy loads	1) Yes	2) No
ASL7.17. Work with large animals (horses, cows, bulls, oxen)	1) Yes	2) No

ASL8. During the las 12 months, did [Name] work at least once between 7 pm and 7 am of the next day? (Ha pe último 12 meses omba'apo pyharekue?)

1) Yes 2) No

ASL9. Did [Name] use any machinery, heavy loads, sharp edges, cutting tools, or pointed objects (axe, machete, knife) in the work or task carried out? (Eiporu herramienta peligrosova?)

1) Yes

2) No (PROCEED TO SECTION 8)

ASL10. What type of machinery, heavy loads, pointed objects, or sharp-edged tools did [Name] use in the work or task carried out? (Mba'e herramienta peligrosova eipuru?)

3.1. Description _____

3.2. Description _____

3.3. Description _____

3.4. Description _____

3.5. Description _____

SECTION 8. EXPLORATION

(ONLY FOR CHILDREN WHO WORK AS PER QUESTIONS ATP1 AND/OR ATA4)

SO1. What is the main reason that [NAME] works for? (Ma'e la razón principal nde remba'apoha) (SPONTANEOUS)

- 1) To pay or help pay for his/her studies
- 2) To help with the household expenses
- 3) To have his/her own money
- 4) To have an occupation from an early age
- 5) He/she is forced to do so
- 6) He/she wants to
- 7) He/she has or will have a child to support
- 8) He/she does not have an interest in studying
- 9) To get out of the house
- 10) To help pay off family debts
- 11) Other reason(s) (specify) _____

SO2. If [NAME] stopped working, what would happen at home? (Nderemba'apoveiro mba'e oikota ko nde ro-gape?)

- 1) Would have to reduce household expenses
- 2) The household would not be able to carry on
- 3) Would have to hire somebody to do his/her work
- 4) Would stop attending school
- 5) Nothing
- 6) Other(s) (specify) _____

SO3. If you could choose, what would be the ideal situation for [NAME]? (Ndehegui odependero ma'e la iporavera [NOMBRE] peguara?) SPONTANEOUS.

- 1) Only dedicate him/herself to work
- 2) Only dedicate him/herself to study
- 3) Only dedicate him/herself to housework
- 4) Combine work and study
- 5) Combine work and household chores

6) Combine study and household chores

7) Combine work, study, and household chores

8) May go live with a family with a better financial situation

F1. TELEPHONE NUMBER: _____

F2. (WRITE DOWN WITHOUT ASKING) ADDRESS AND HOUSE NUMBER:

THANK AND FINISH

(PROCEED TO THE PRINTED PAPERWORK ABOUT THE CHILDREN WHO LIVE IN OTHER HOUSEHOLDS)

WORKSHEET FOR THE REGISTRY OF THE MEMBERS OF THE HOUSEHOLD						
DISTRICT:						
LOCALITY:						
DATE:						
HOUSEHOLD NUMBER:						
Line number	What is your name?	Relationship with the head of the household	Gender 1. Man 2. Woman	How old did you turn on your last birthday?	What is the highest level of education that you have achieved?	Are you working currently? 1. Yes 2. No
MH1	MH2	MH3	MH4	MH5	MH6	MH7
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

WORKSHEET FOR THE REGISTRY OF THE MEMBERS THAT LIVE OUTSIDE OF THE HOUSEHOLD					
(HEADS OF THE HOUSEHOLDS WILL RESPOND)					
NAME OF THE HEAD OF THE HOUSEHOLD					
Do you have a son/daughter between 5 and 17 of age living somewhere else (with a relative or a non-relative)? Eguerko algun ne memby de entre 5 y 17 años, oikova otro ogape (con algun periente o no pariente)?					
1) No (End the interview)					
2) How many?					
Line number	Name	Gender 1. Male 2. Female	How old did he/she turn on his/her last birthday?	What was the main reason he/she left? Multiple answers	Does he/she usually visit (your house)? 1. Yes 2. No
CR1	CR2	CR3	CR4	CR5	CR6
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

QUESTIONNAIRE Nº 2 – CHILDREN AGED 10–17 YEARS

The information is strictly confidential and guaranteed by article 14 of Executive Order Nº 11.126 dated February 20, 1942.

SECTION 1. IDENTIFICATION

NID.1. HOUSEHOLD NUMBER: _____

NID.2. LINE NUMBER: _____

FOR EACH PERSON, COPY THE NAME FROM THE LIST OF PEOPLE WHO EAT AND SLEEP AT HOME

NID.3. NAME _____

NID.4. How old did you turn on your last birthday? (Mboy año ecumpli último cumpleaños?)

AGE _____

NID.5. What is your relationship with the head of the family? (Mba'e relaciónpa reguereko con la cabeza de la familia?)

- 1) Spouse, partner of the head of the family
- 2) Son, daughter of the head of the family
- 3) Adopted child of the head of the family
- 4) Stepson, stepdaughter of the head of the family
- 5) Grandson, granddaughter of the head of the family
- 6) Son/daughter-in-law of the head of the family
- 7) Godson/daughter of the head of the family
- 8) Other relative of the head of the family
- 9) Other, non-related to the head of the family
- 10) Domestic help
- 11) Son/daughter/related to the house maid
- 12) Servant

SECTION 2. EDUCATION

NAE1. What language do you speak at home most of the time? (Ma'eiidiómape re ñe'eve nde rógape?) (SPONTANEOUS)

- 1) Guaraní
- 2) Guaraní and Spanish
- 3) Spanish
- 4) Other language(s) (specify) _____

NAE2. Can you read and write? (Releekua'apa ha reescribíkua'apa?) (SPONTANEOUS)

- 1) Yes
- 2) No

NAE3. Do you attend or have you ever attended a school? (Ko año teraymaverehoescuelape?)

- 1) Yes
- 2) No (PROCEED TO NAE11)

NAE4. What is the highest level and grade, course, cycle, or semester you have achieved? (Mba'e grado tera curso peveparejapo?) (SPONTANEOUS)

- 0) None
- 1) First
- 2) Second
- 3) Third
- 4) Fourth
- 5) Fifth
- 6) Sixth
- 7) Seventh
- 8) Eighth
- 9) Ninth
- 10) Nursery School
- 11) Preschool
- 12) Kindergarten

NAE5. What is the highest level, grade, course, or semester that the child has passed? (DO NOT READ ALL OF THE OPTIONS; THE SURVEYOR COMPLETES THEM DIRECTLY)

- 0) No instruction
- 1) Special Education
- 2) Kindergarten or Preschool
- 3) Basic Scholar Education (elementary)
- 4) Basic Scholar Education (middle school)
- 5) Basic Cycle High School
- 6) High school with scientific emphasis
- 7) High school with technical emphasis
- 8) Open mid-level education
- 9) Bilingual basic education for adolescents and adults/Basic education for adolescents and adults
- 10) Long-distance mid-level education for adolescents and adults
- 11) Alternative basic education for adolescents and adults
- 12) Alternative mid-level education for adolescents and adults
- 13) Mid-level education for young people and adults
- 14) Professional training in mid-level education
- 15) Special grade/Special programs

NAE6. Do you currently attend school? (Ko añaope reho escuela o colegioe?)

- 1) Yes
- 2) No (PROCEED TO NAE11)

NAE7. In what shift do you attend school? (Ma'e turno pereho?) (SPONTANEOUS)

- 1) Morning
- 2) Afternoon
- 3) Night
- 4) Double Shift
- 5) Saturdays

NAE8. How long does it take you to do homework for school? (Mboy minutope rejapopa nde tarea escuela o colegio pegua) _____

NAE9. Did you miss school last week? (Semana ohasavaekue nderefaltai ni una vez escuela o colegioe?)

- 1) Yes (How many days?) _____
- 2) No (PROCEED TO QUESTION NAE13)

NAE10. Why did you miss school last week? (Uperamo ma'ere nderehoy?) (MULTIPLE RESPONSES) (SPONTANEOUS)

- 1) Teacher was absent
- 2) Lack of school supplies
- 3) Way to school is unsafe
- 4) Fear of teachers/friends
- 5) Strike
- 6) Bad weather
- 7) Had to work
- 8) Had to look for a job
- 9) Had to help in the family business
- 10) Had to help at home with chores
- 11) Was sick
- 12) Had to take care of brothers/sisters or other family member
- 13) Had trouble at home or with family
- 14) Had behavior problems at school
- 15) I did not get up/I was tired
- 16) Other reason(s) (specify) _____

(IF HE/SHE ATTENDS OR ATTENDED AS PER THE RESPONSES TO QUESTIONS NAE3 O NAE6, PROCEED TO NAE13)

NAE11. Why have you never attended, do not attend, or stopped attending school? (Ma'ere nderehoy raka'e o nderehovei escuelape o colegioe?) MAIN REASON (SPONTANEOUS)**Financial reasons**

- 1) Lack of financial resources at home
- 2) Expensive materials/fees/school payments
- 3) Work in a paid occupation
- 4) Work in the family business without receiving any wages
- 5) To carry out unpaid domestic chores

Scholastic reasons

- 6) Do not have the minimum age to study
- 7) Considers he/she is done with studying
- 8) There was/is no institution nearby
- 9) Nearby institution is bad
- 10) The educational center is closed
- 11) The school is not safe
- 12) The teacher does not attend regularly
- 13) Institution does not offer full schooling

Other reasons

- 14) I require special education
- 15) I had/have an illness that would not allow me
- 16) My disability impedes me to study
- 17) I carry out domestic tasks
- 18) My family does not allow me to study
- 19) I do not want to/I have no interest
- 20) Military service
- 21) Poor accessibility to reach school/poor conditions of the roads
- 22) I have no means of transportation to reach school
- 23) Pregnancy
- 24) Parents do not believe school is useful for the future
- 25) Verbal, physical, psychological abuse
- 26) I had misconduct issues at school
- 27) Other reason(s) (specify) _____

NAE12. Who decided that you will not attend or drop out of school? (Maa odecidi eheyahagua pe escuela o colegio?)

- 1) Yourself
- 2) Your parents
- 3) Your custodians
- 4) The person that you work for
- 5) The person your parents work for
- 6) Someone else
- 7) Do not know

NAE13. Are you currently attending or have in the past attended a class outside school? (A parte de escuela o colegio, re estudia otra kosa?)

- 1) Yes
- 2) No (PROCEED TO SECTION 3)

NAE14. What type of course are you attending or have attended outside of school? (Mba'e re estudia?) (MULTIPLE ANSWERS) (SPONTANEOUS)

- 1) Language
- 2) Typing/Stenography/Secretary
- 3) Computer classes
- 4) Electricity/Plumbing/Carpentry
- 5) Automobile mechanics and other mechanics
- 6) Agricultural technique (specify) _____
- 7) Dressmaking, Hairdressing, Manicure, Cooking, etc.
- 8) Administration, Accounting, Management, or Marketing
- 9) Driving
- 10) Dancing
- 11) Music
- 12) Sports
- 13) Arts and crafts
- 14) Other(s) (specify) _____

SECTION 3. JOB AND OCCUPATIONAL ENTRY

PART A. SUMMARY OF FINANCIAL ACTIVITIES (LAST WEEK)

NT11. During the last week, did you carry out a job or task of at least 1 hour that is not for something to eat/use in your house/this household? (Pe semana ohasavaekue rejapopa algún trabajo aunque sea sapyami ndaha'ei he'u hagüa ni reipuru hagüa nde rógape?)

1) Yes (PROCEED TO PART B)

2) No

NT12. During the last week, did you spend at least an hour in one of the following activities that was not for food/using in your house/this household? (Pe semana ohasavaekue rejapopa alguna de estas actividades ndaha'ei he'u hagüa ni reipuru hagüa nde rógape?) (READ EVERY QUESTION AND WAIT FOR THE ANSWER)

NT12.1. A task in exchange of compensation in kind (food, groceries, clothing) (Tembiapo ojepagavaekue ndeve)

1) Yes 2) No

NT12.2. A job as a helper or maid in another family's house (Tembiapo como empleada doméstica otra ogape)

1) Yes 2) No

NT12.3. A job helping in some business (Algún tembiapooipotyvova algún negociope) (Example: deli, small bank, etc.)

1) Yes 2) No

NT12.4. A job working in the fields or caring for animals (Rejapopa algún tembiapokokuépeterareñangarekorupianimalkuérarehe)

1) Yes 2) No

NT12.5. Helping in construction work (Remba'apokuritembiapoconstrucciónpe)

1) Yes 2) No

NT12.6. Hunting or fishing (Remariscapa ha repirakutupa)

1) Yes 2) No

NT12.7. Carrying water, wood, or medicinal herbs for sale (Egueroja y jepeaterapohañanaevendehagua)

1) Yes 2) No

NT12.8. Work in the streets (wandering or in a fixed spot/public space) (Algún trabajo pe calle rupi)

1) Yes 2) No

NT12.9. A task as a house servant (Tarea como criado)

1) Yes 2) No

NT12.10. A task similar to babysitting for children or looking after the elderly/disabled in a household different than yours (Reñatende algún mita, algunkakuaterahasya otro lugar naha'eivanderogape)

1) Yes 2) No

NT12.11. Work like dressmaking, working in a butcher shop, car shop, carpentry, or some other (Algún tembia-pomodistandive, tallerpe, carpinteriapetera otro hendape)

1) Yes 2) No

NT12.12. Recycling (waste) (remba'apopaytyreojericiclahaguã)

1) Yes 2) No

NT12.13. A job in agriculture (Algún trabajo kokuepe)

1) Yes 2) No

(IF THE ANSWER WAS "YES" IN THE QUESTIONS FROM NT12.1 TO NT12.13, PROCEED TO PART B)

(IF THE ANSWER WAS "NO" IN THE QUESTIONS FROM NT12.1 TO NT12.13. CONTINUE WITH NT13)

NT13. Have you done any of these activities in the last 12 months? (Ha mba'evetenderejapóiko'äapytegui último 12 mésespe?)

1) Did some (PROCEED TO NTA2 PART C WORK IN THE LAST 12 MONTHS)

2) None (PROCEED TO NTH1 SECTION 5 "DOMESTIC CHORES")

PART B. MAIN JOB LAST WEEK

NTP1. What are the tasks or chores you carried out in your job or main occupation? (Mba’etemiapópa “ĩĩm-portanteveva” rejapo remba’apohápe) (luego preguntar ha otra cosa mba’erejapo?)

Example: carrying bricks, fixing shoes, fixing cars, painting houses, selling candy, cultivating corn, peeling sugarcane, washing laundry, ironing, babysitting in another household, etc.

Description _____

NTP2. What is the name of the role or position you had in that job? (Mba’eichapa hera nde oficio tera cargo)

Example: assistant builder, shoemaker, car mechanic, painter, candy street vendor, agricultor, sugarcane farmer, maid, nanny, etc.

Description _____

NTP3. What does the company, enterprise, business, or institution in which you worked for do? (Ma’epe ojededica la empresa o nde negocio remba’apoha?)

Example: building houses, shoe store, car garage, construction building, candy selling on the street, corn crops, sugarcane production, family household different than own, etc.

Description _____

NTP4. Do you work in farming? (Remba’apo agriculturape?)

- 1) Yes
- 2) No (PROCEED TO NTP6.1)

NTP5. What crop do you work with? (Mba’ereñoty?, Ha otra cosa?)

NTP6. During the last week, how many hours did you work daily (in the mentioned activity)? (Mboy hora remba’apokotrabájope pe semana ohasavaekue?)

NTP6.1	NTP6.2	NTP6.3	NTP6.4	NTP6.5	NTP6.6	NTP6.7
Sun	Mon	Tue	Wed	Thur	Fri	Sat
:	:	:	:	:	:	:

NTP7. Where did you work or carry out your main tasks last week (SPONTANEOUS) (Mo’opa rejapo ko trabajo pe semana ohasavaekue?)

- 1) In a set place (store, workshop, office, etc.)
- 2) At home
- 3) Home delivery/in another household
- 4) On the street, at a stall in the market, or at a fixed spot
- 5) On the street, in a movable spot

- 6) On the street, running errands, doing delivery or shipping (in a car, truck, motorcycle, bike, or on foot)
- 7) At the ranch/field/own farm/family farm
- 8) At the ranch/field/somebody's farm/property of another person
- 9) At a construction site
- 10) Brick manufacturing
- 11) Mining site
- 12) In a human transport vehicle
- 13) Someplace else (specify) _____

NTP8. Was the job or occupation from last week done to... (Ko trabajo pejapo pe semana ohasavaekue, lo hiciste...) (LEER LAS OPCIONES)

- 1) Help your parents or another family member at home?
- 2) Help another family member in another house?
- 3) For your own self? (PROCEED TO QUESTION NTP11)
- 4) For a boss/mediator?
- 5) Other(s) (specify) _____

NTP9. Do you have a boss or an employer? (Emba'apo para algún patrón?)

- 1) Yes
- 2) No (PROCEED TO NTP11)

NTP10.If you wished to, then could you change your boss/employer? (Ecambiasero de patrón piko ikatu reja-po?) (SPONTANEOUS)

- 1) Yes, at any time
- 2) Difficult, due to the lack of opportunities
- 3) Impossible, my boss would not allow it

NTP11. For the job you did, your profit was/you got paid in... (Petrabajoreopagandevectivo?) (SPONTANEOUS)

- 1) Cash
- 2) Cash and in-kind
- 3) In-kind (PROCEED TO QUESTION NTP15)
- 4) Did not get paid (PROCEED TO QUESTION NTP15)

NTP12. How much do you make in cash? (Habitualmente mboy guaraníes reganajepi?) GUARANIES

NTP13. How often do you make money? (Cada mboy tiempo ecobrá?)

- 1) Daily
- 2) Weekly
- 3) Fortnightly
- 4) Monthly
- 5) Commission-based
- 6) Per production (piecework)
- 7) Profit per deal or service
- 8) Other(s) (specify) _____

NTP14. What did you do with what you made? (Mba'epepa reiporu pe reganava?) (MULTIPLE RESPONSES (SPONTANEOUS))

- 1) School expenses
- 2) Home expenses
- 3) Personal expenses
- 4) Save money
- 5) Equal division: a part for yourself and the other for the household
- 6) Equal division: a part for yourself and the other for the mediator
- 7) Equal division: a part for yourself and the other for someone/others
- 8) Give all of it to the boss or mediator
- 9) Give all of it to other people
- 10) Pay off household loans
- 11) Other(s) (specify) _____

NTP15. Last week, during what moment of the day did you work or dedicate time to your occupation? (Mba'emento del díarejapopetrabajo?) (SPONTANEOUS)

- 1) In the morning
- 2) In the afternoon
- 3) At night
- 4) Morning and afternoon



- 5) Afternoon and night
- 6) Morning and night
- 7) Ongoing
- 8) Other(s) (specify) _____

NTP16. What was the main reason you worked for? (Mba'epa nemongu'eva rejapohaguä pe trabajo?) (SPONTANEOUS)

- 1) To pay or help pay for my studies
- 2) To help with the expenses at home
- 3) To have my own money
- 4) To have a profession
- 5) Others made me work
- 6) I want to
- 7) I had/have a child to support
- 8) I am not interested in studying
- 9) To get out of the house
- 10) To help pay off a family debt
- 11) To stand in for someone temporarily
- 12) Other reason(s) (specify) _____

(FOR CHILDREN AGED 10–17 YEARS)

PART C. WORK DURING THE LAST 12 MONTHS

NTA1. In the last 12 months, have you carried out a job or task that is not for eating/using in your house/this household? (Último 12 mésespe remba’ap ondaha’ei he’u hagüa ni reipuru hagüa nde rógape?)

1) Yes

2) No (PROCEED TO NTA9 IF THE ANSWER TO THE QUESTION OF WORKED LAST WEEK WAS “YES” AS PER NTP1) (IF DID NOT ANSWER TO NTP1, THEN PROCEED TO SECTION 5 DOMESTIC DUTIES)

NTA2. Which job or task did you carry out in your job or main occupation that is not for eating/using in your house/this household? (Mba’etemiapópa “iñimportanteveva” rejapo remba’apohápe, ndaha’ei he’u hagüa ni reipuru hagüa nde rógape?. Mba’erejapo, luego preguntar ha otra cosa mba’erejapo?)

Example: carrying bricks, fixing shoes, fixing cars, painting houses, selling candy, growing corn, hulling sugarcane, laundry washing and ironing, babysitting for children in a different house from your own, etc.

Description _____

NTA3. What is the name of the job, role, or responsibility that you held in your work activity? (Mba’eichapa hera nde oficio tera cargo)

Example: assistant builder, shoemaker, mechanic, painter, candy street vendor, farmer, sugarcane farmer, domestic servant, nanny, etc.

Description _____

NTA4. What does the company, enterprise, business, or institution you work for do? (Ma’epe ojededica la empresa o nde negocio remba’apoha?)

Example: building homes, shoe shop, car repair, building enterprise, selling candy on streets, corn farming, sugarcane production, household different than yours, etc.

Description _____

NTA5. Do you work in agriculture? (Re japo trabajo kokuepe?)

Yes

No (PROCEED TO NTA7.1)

NTA6. With what kind of crops do you work? (Mba’ereñoty?, ha otra cosa?)

NTA7. During which months did you work in the last 12 months? (Mba’e mespepa otoka ndéve remba’apo ko doce meses jave?)

NTA7.1. January	1) Yes	2) No
NTA7.2. February	1) Yes	2) No
NTA7.3. March	1) Yes	2) No
NTA7.4. April	1) Yes	2) No

NTA7.5. May	1) Yes	2) No
NTA7.6. June	1) Yes	2) No
NTA7.7. July	1) Yes	2) No
NTA7.8. August	1) Yes	2) No
NTA7.9. September	1) Yes	2) No
NTA7.10. October	1) Yes	2) No
NTA7.11. November	1) Yes	2) No
NTA7.12. December	1) Yes	2) No

(DO NOT GO ON TO THE NEXT QUESTION UNLESS AT LEAST ONE MONTH IS COMPLETED AT WORK)

(IF THE ANSWER WAS “YES” TO WORKING DURING ALL OF THE 12 MONTHS AS PER THE RESPONSES TO THE QUESTIONS FROM NTA7.1 TO LA NTA7.12, GO TO NTA9)

NTA8. What is the main reason for your not working all year round? (Mba’ere nderemba’apoi todos los meses) (SPONTANEOUS)

- 1) I work only when I receive a call or help is required
- 2) There is work only during some time/seasons of the year
- 3) Because of studies
- 4) Do not need to work all year
- 5) Personal/family reasons
- 6) Finished/lost/quit job
- 7) Closed/left own business
- 8) Other reason(s) (specify) _____
- 9) N/A (worked all year)

(ONLY THOSE WILL RESPOND WHO ANSWERED QUESTION NTP1 OR NTA2)

NTA9. How old were you when you first started to work in a paid activity? (Mboy año eguereko remba’apoguaré por primera vez en un trabajo pagado?) _____ years old

NTA10. How old were you when you started to work for the first time in an unpaid activity (unpaid)? (Mboy año eguereko remba’apoguaré por primera vez en un trabajo sin paga?) _____ years old

NTA11. At that moment, who decided that you had to start working?

(Uperamoguaire mava he’l remba’apoaraha?)

- 1) Myself
- 2) My parents
- 3) Other relatives
- 4) Other people (specify) _____

NTA12. What is the main reason that you started working? (Mba’erepa reñepjru remba’apo?) (SPONTANEOUS)

- 1) The household needed the income
- 2) The household needed the work
- 3) To pay off a debt acquired from a middleman
- 4) To pay off a debt acquired from an employer
- 5) The employer or middleman said I had to work
- 6) To earn an income for myself
- 7) To acquire experience or learn a craft
- 8) I did not want to study
- 9) There was no school/The school was too far away
- 10) To pay for school
- 11) I wanted to work
- 12) Other reason(s) (specify) _____

(SECTION 4 IS ONLY FOR THOSE WHO RESPONDED TO NTP1 OR NTA2)

SECTION 4. OCCUPATIONAL HEALTH AND SAFETY

FOR CHILDREN AGED 14–17 YEARS

NSS0. Are you registered in the Adolescent Worker Registry? (Reimepa inscripto/a registro del Adolescente Trabajadorpe?)

- 1) Yes
- 2) No
- 3) Do not know

PART E. OCCUPATIONAL HEALTH

NSS1. Due to your work, did you have any of the following problems? (Upende trabajo causa ndejagarra algún mba'asy) (READ EVERY OPTION AS IF IT WERE AN INDIVIDUAL QUESTION).

NSS1.1. Back pains or muscular pains	1) Yes	2) No
NSS1.2. Respiratory problems	1) Yes	2) No
NSS1.3. Intoxication	1) Yes	2) No
NSS1.4. Fever or headaches	1) Yes	2) No
NSS1.5. Injuries, cuts	1) Yes	2) No
NSS1.6. Fractures, sprains	1) Yes	2) No
NSS1.7. Internal injuries	1) Yes	2) No
NSS1.8. Burns	1) Yes	2) No
NSS1.9. Heat stroke	1) Yes	2) No
NSS1.10. Exhaustion or fatigue	1) Yes	2) No
NSS1.11. Skin irritation	1) Yes	2) No
NSS1.12. Eye or ear problems	1) Yes	2) No
NSS1.13. Stomach ache, diarrhea	1) Yes	2) No
NSS1.14. Nausea, vomiting, dizziness	1) Yes	2) No
NSS1.15. Fainting or loss of consciousness	1) Yes	2) No
NSS1.16. Electric shock	1) Yes	2) No
NSS1.17. Loss of limbs (mutilation or amputation)	1) Yes	2) No
NSS1.18. Other problem(s) (specify)	1) Yes	2) No

(IF THE ANSWER WAS “NO” TO ALL OF THE QUESTIONS FROM NSS1.1 to NSS1.17, PROCEED TO PART F SECURITY AT WORK)

NSS2. What job or task were you carrying out when you suffered that illness or important accident? (Upe mba’asy ndejagarrarogware ma’epe remba’apohina?)

Example: carrying bricks, receptionist, fixing shoes, fixing cars, soy harvesting, cattle raising, sugarcane hulling, sugarcane planting, etc.

Occupation description _____

NSS3. About the most important health problem you had as a consequence of your work or activity, did you check the condition with anybody? (Ha upe mba’asygui reho ejechauka/consulta?) MULTIPLE RESPONSES (SPONTANEOUS)

- 1) Yes, with a doctor
- 3) Yes, with a nurse
- 4) Yes, with a healer
- 5) Yes, with a pharmacist
- 6) Yes, I was hospitalized
- 7) No, even though it required attention
- 8) It did not require attention
- 9) Other(s) (specify) _____

NSS4. Because of the important sickness or accident that you had, did you stop going to work or performing your work activity? (Ha upemba’asy, mba’e consecuencia orekondevegware?) (SPONTANEOUS)

- 1) Yes, I was left permanently disabled to work
- 2) Yes, temporarily
- 3) Yes, I had to change the work/workplace
- 4) Yes, there were other consequences
- 5) No

IN CASE THE PERSON DOES STUDY (1 IN NAE6), ASK THE FOLLOWING QUESTION

NSS5. Because of the important illness or accident that you had, did you skip classes for any amount of time? (Ha upe mba’asy causa oí dianderehoyhague escuela o colegio pe?) (SPONTANEOUS)

- 1) Yes, temporarily
- 2) Yes, I permanently stopped attending (PROCEED TO PART F)
- 3) No, I did not stop attending (PROCEED TO PART F)

NSS6. How many days did you miss class for that reason? (Ha mbo’ydianderehoi) _____

PART F. SECURITY AT WORK

NSS7. In the job you do/did, are/were you exposed to the following? (Ndetrabajopereime expuesto a?) (READ ALL OF THE FOLLOWING OPTIONS AS IF THEY WERE INDIVIDUAL QUESTIONS)

NSS7.1. Dust, fire, gas, smoke, vapor	1) Yes	2) No
NSS7.2. Loud noises/vibrations	1) Yes	2) No
NSS7.3. Humidity, intense heat, or cold	1) Yes	2) No
NSS7.4. Work in gutters, pit holes, canals, embankments, cliffs	1) Yes	2) No
NSS7.5. Mine or stone quarry/underground work	1) Yes	2) No
NSS7.6. Work in places that are at high altitudes	1) Yes	2) No
NSS7.7. Work in water, river/lake/pond	1) Yes	2) No
NSS7.8. Excessive darkness in the workplace	1) Yes	2) No
NSS7.9. Insufficient ventilation	1) Yes	2) No
NSS7.10. Chemicals (pesticides, veterinary products, fertilizers, algicides, glue, etc.)	1) Yes	2) No
NSS7.11. Explosives	1) Yes	2) No
NSS7.12. Contact with garbage or solid waste	1) Yes	2) No
NSS7.13. Excess exposure to the sun	1) Yes	2) No
NSS7.14. Contact with electricity	1) Yes	2) No
NSS7.15. Contact with hot metals	1) Yes	2) No
NSS7.16. Carrying heavy loads	1) Yes	2) No
NSS7.17. Work with big animals (horse, cow, bull, or ox)	1) Yes	2) No

NSS8. During the last 12 months, did you work at least once between 7 pm and 7 am of the following day? (Último 12 mesespe remba'apo aunque sea una vez pyharekue, las 7 guive hasta las 7 de la mañana peve?)

1) Yes 2) No

NSS9. Did you handle machinery, heavy loads, sharp-edged or cutting tools, or pointed objects (axe, machete, knife) in the work or task you carried out? (Eiporu herramienta peligrosova?)

1) Yes

2) No (PROCEED TO SECTION 5)

NSS10. What type of machinery, heavy loads, pointed objects, or sharp-edged tools did you use in the job or task you carried out? (Mba'e herramienta peligrosova reiporu?)

3.1. Description _____

3.2. Description _____

3.3. Description _____

3.4. Description _____

3.5. Description _____

SECTION 5. HOUSE CHORES

NTH1. During the last week, did you do any of the following chores for this home? And how much time did you devote to it per day? (Re japo ... ha mboy minutope rejapopa...?)

(WRITE DOWN IN HOURS AND MINUTES. IF “DOES NOT KNOW” = 999 IN THE SPACE FOR “HOURS”)

CHORES	Did you?	What is the average of weekly hours?
NTH1.1. Fix any equipment for the house (remuatyrö cualquier equipo hógapeguarä)	1) Yes or 2) No	
NTH1.2. Grocery shopping for the house (ejoguahogapypeguarä)	1) Yes or 2) No	
NTH1.3. Cleaning the house (washing, cleaning, sweeping, etc.) (emopotioğa–ejohei cubierto, eitypei)	1) Yes or 2) No	
NTH1.4. Doing laundry/Cleaning shoes (ejoheiao, zapatu)	1) Yes or 2) No	
NTH1.5. Ironing (eplanchao)	1) Yes or 2) No	
NTH1.6. Babysitting (eñatendemitakuérarehe)	1) Yes or 2) No	
NTH1.7. Tending to the elderly or the sick (eñatende tuya, güaigüi, terahasyvarerehe)	1) Yes or 2) No	
NTH1.8. Carrying water and wood for home use (egueroja ý, jepe’aojeporuhagüanderógape)	1) Yes or 2) No	
NTH1.9. Cooking (ekosiná)	1) Yes or 2) No	
NTH1.10. Picking vegetables or fruit from the field for use at home (emono’o verdura terayvahuertaguiterakokuegui, hogapypeojeúhagüa)	1) Yes or 2) No	
NTH1.11. Taking care of animals (chicken, pigs, etc.) for use at home (emoñemoña animal oñekonsumihagüahogapype)	1) Yes or 2) No	
NTH1.12. Other domestic chores (Ha otra cosa)	1) Yes or 2) No	

(IF THE ANSWER WAS “NO” IN THE QUESTIONS FROM NTH1.1 TO NTH1.12, PROCEED TO SECTION 6)

NTH2. During the last week, at what time of the day did you carry out these chores? (Mba'e momentope reja-po?) (ONE ANSWER)

- 1) In the morning
- 2) In the afternoon
- 3) At night
- 4) In the morning and afternoon
- 5) In the afternoon and at night
- 6) In the morning and at night
- 7) In the morning, in the afternoon, and at night

SECTION 6. INTERVIEWER'S OBSERVATIONS

OBS1. Was the interview with (NAME) carried out in the presence of an adult or an older child?

- 1) Yes
- 2) No (FINISH THE INTERVIEW)

OBS2. Do you think the presence of the other person caused any interference in the interview?

- 1) Yes
- 2) No (FINISH THE INTERVIEW)

OBS3. In what way do you think it made a difference in the answer? _____

APPENDIX 6: QUALITATIVE INSTRUMENTS

FOCUS GROUP MODERATORS' GUIDE

Categories/Indicators	Questions	Group development moment
<p>1. Perception of Social and Labor Context</p> <p>1.1. Perception of the social and labor situation of the city and locality (Perception of the financial situation of families; characterization of work and income)</p> <ul style="list-style-type: none"> - Contribution - Remittances - Productive activities for self-use 	<p>After the introduction of the participants:</p> <p>What is your city/district like? Guide them toward the perception and assessment of the social and work situation. What causes this situation?</p> <p>What do the families or the people in your cities do? What do they produce? In what area do they work? Do they receive remittances?</p> <p>In your families, is the situation similar or different than those you described regarding your city?</p>	<p>Warm-up (10 minutes)</p> <p>Ice-breaking and group rapport. Introduce the subject matter.</p> <p>Descriptions and personal assessments.</p> <p>Use situations in the news or recent events to ask questions about the social and economic context.</p>
<p>2. Perception on the roles of parents and children</p> <p>2.1. Opinions about the relationship between young adults/adults; expectations and life goals for the children.</p> <p>2.2. Education received; interests</p> <p>2.3. Social life (recreation and meeting spaces and organizations) (technology)</p>	<p>First ask about the children and how they are (to further engage them).</p> <p>And as parents, how do you view your children's studies? Are they important? Why? What is missing and why? What is it useful for? (Deepen the perception of education and assessment.)</p> <p>Do your children participate in sporting activities or other organizations? Which? Why?</p> <p>Do your children only study or work as well?</p> <p>If the sons/daughters study and work, ask about how they manage both. Compatibility. Exclusion.</p> <p>And when you yourselves were children, what was it like? (Parents, study, and work). Explore their experiences of CL.</p>	<p>Part 1 (15 minutes)</p> <p>Introduction</p> <p>Introduce the subject of childhood and labor.</p>

Categories/Indicators	Questions	Group development moment
<p>3. Knowledge, Attitudes, and Perceptions of CL and HCL</p> <p>3.1. Forms of CL (description of the local situation)</p> <p>3.2. CL: Assessment (pros and cons of CL, perceptions)</p> <p>3.3. Perceptions associated with causes and consequences of HCL</p> <p>3.4. Perceptions on rights and expectations</p>	<p>In general, do children work here?</p> <p>Why? At what age? Why do they work – what are the causes? Where does it come from? Guide the discussion with their answers as a starting point.</p> <p>What is the most frequent job that children carry out in your area?</p> <p>Acknowledge the response and ask for a detailed description. Explore characteristics of CL and potential situations of “criadazgo” (becoming child servants) if it does not come up in the conversation.</p> <p>Do your children work? Where? Doing what and for how much time?</p> <p>What is the advantage of children working? What is it for? And what is the disadvantage: does it cause problems or consequences? Is it harmful?</p> <p>Which of the jobs you previously mentioned is more dangerous for children to do? Why?</p> <p>Do you happen to know cases of children working in dangerous situations who became ill or had an accident? Describe.</p> <p>What can be done in such situation? Who has to intervene?</p> <p>What are the rights that children (boys and girls, daughters and sons) have no matter what?</p> <p>In 10 years, how do you see your children? How do you see your future? What do you hope for?</p>	<p>Part 2 (40 minutes)</p> <p>Focus questions</p> <p>Descriptions as well as assessments are sought from the proposed subject matter.</p>
<p>4. Social Protection/Institutional Competence</p> <p>4.1. Perception of the institution that addresses the problem (State, market, civil society, churches)</p> <p>4.2. Assessment on CODENIs’ actions</p>	<p>For you, which is the institution/organization that is in charge of protecting children from abuse at work and other types of abuse? Explore according to the answers of the group.</p> <p>Have you heard about CODENIs? What do they do? When does one resort to them? Do you agree with or are satisfied with what they do?</p> <p>For example, if I want to report a case of abuse at work with a boy or girl, what should I do? Where should I go first?</p>	<p>Part 3 (15 minutes)</p> <p>Closing with emphasis on assessment on directed policies</p>



GUIDELINE FOR SEMI-STRUCTURED INTERVIEWS WITH KEY STAKEHOLDERS

Information on the profile:

Age:

Gender:

Position in the institution or community:

Children:

Education:

1. How would you define the institution/organization/committee you work for?
2. What is your role in the institution? For how long have you carried it out?
3. How do you perceive the general situation of children in your community?
4. Are there many children that work?
5. In what kind of jobs do they work?
6. Why is this? What are the consequences?
7. Are there risks in these jobs? What are they?
8. Have you received or reported cases or complaints on CL (abuse, accidents, or others)?
9. What actions led to it?
10. Is there anything else you would like to add to our conversation?
11. What are the laws and rules of childhood protection that specifically approach the CL issue?
12. In your community, have activities been carried out to inform better about CL?
13. Are there commissions, groups, or teams that work in a coordinated way on the CL issue?
14. In your community, is there an institution that provides a job market?
15. In your community, are there institutions like SNPP and SINAFOCAL where people of working age can get trained to work?
16. Is there anything else you would like to add to our conversation?

Observation: These questions will be applied to all of the interviewed profiles.



Ministerio de
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**GOBIERNO
NACIONAL**

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