Ministerio de
TRABAJO, EMPLEO
Y SEGURIDAD SOCIAL

GOBIERNO
NACIONAL

Paraguay
de la gente

ELS

ENDLINE Survey

Results of the Baseline Study: Quantitative and Qualitative Components

investigación para el desarrollo

PARAGUAY Okakuaa
JUNTOS COMBATIMOS EL TRABAJO INFANTIL

PARTNERS of the AMERICAS

Ministerio de
TRABAJO, EMPLEO
Y SEGURIDAD SOCIAL

GOBIERNO
NACIONAL

Paraguay
de la gente

ELS

ENDLINE Survey

Results of the Baseline Study: Quantitative and Qualitative Components

investigación
para el desarrollo

PARAGUAY
Okakuaa
JUNTOS COMBATIMOS EL TRABAJO INFANTIL

PARTNERS
of the AMERICAS

DATASHEET

TITLE OF THE CONSULTANCY
Endline Survey for the Paraguay Okakuaa Project

CONTRACTING ORGANIZATION
Partners of the Americas

IMPLEMENTING ORGANIZATION
Investigación para el Desarrollo

PRESIDENT
Rossana Scribano

EXECUTIVE DIRECTOR
Víctor I. Vázquez Aranda

TECHNICAL TEAM
Carmen Arias
Paola Martínez
Andrea Wehrle

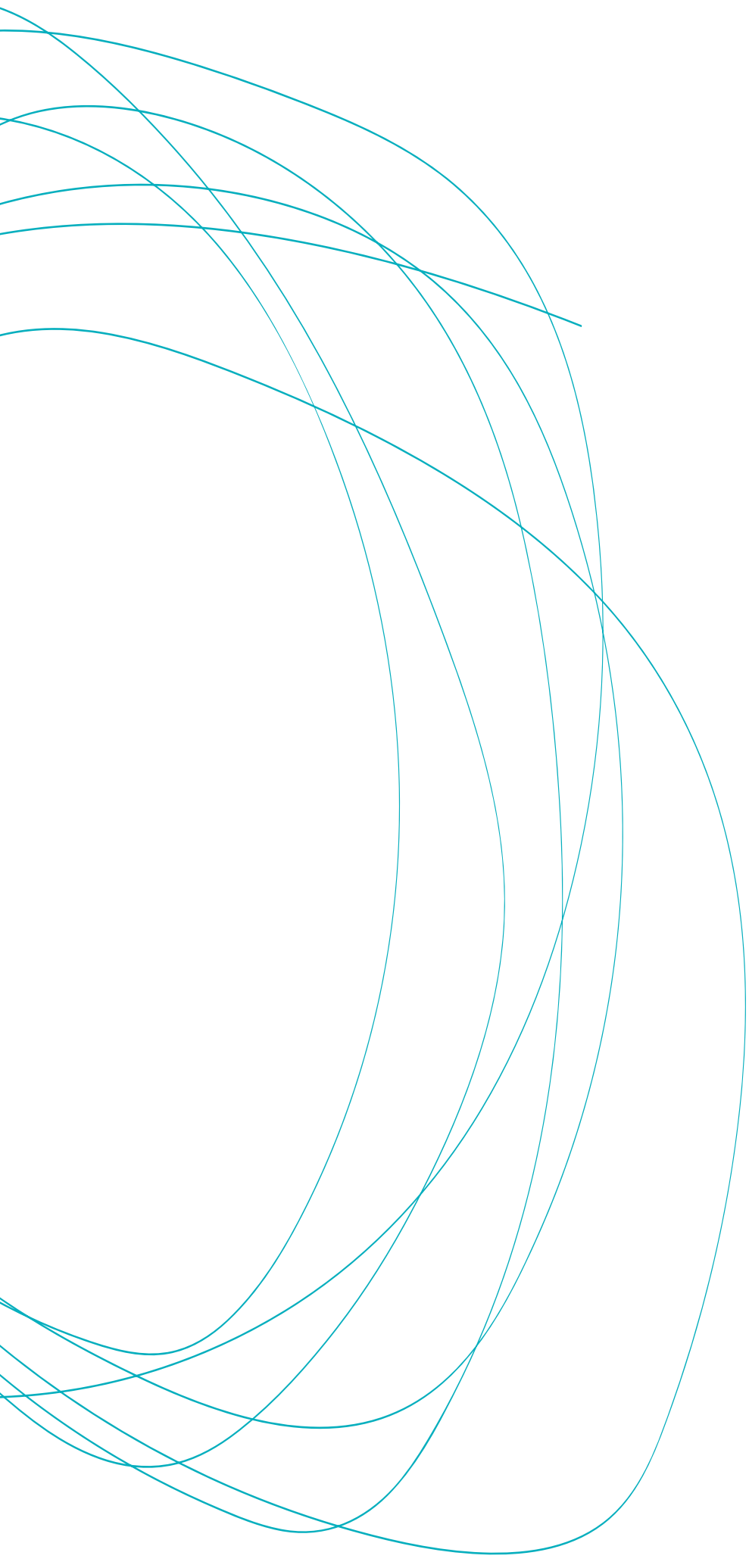
DATE OF THE REPORT
November 16, 2020

Funding is provided by the United States Department of Labor under cooperative agreement number IL-28094-1575-K-11. 100% of the total costs of the project or program is financed with federal funds, for a total of 7,499,557.87 dollars.

Index

Graphs

Tables



ACRONYMS

BLS	Baseline Study
CA	Children and adolescents
CL	Child labor
CODENI*	Municipal Council for the Rights of Children and Adolescents
CNAEP*	National Classifier of Economic Activities of Paraguay
CPO*	Paraguayan Classification of Occupations
CNPV*	2012 National Housing and Population Survey
CONAETI*	National Commission for the Eradication of Child Labor and Protection of Adolescent Labor
DGEEC*	General Directorate of Statistics, Surveys and Census
ELS	Endline Study
EANA*	National Survey on Activities of Children and Adolescents
FG	Focus group
HCL	Hazardous child labor
id	Investigación para el Desarrollo
ILO	International Labor Organization
MDS*	Ministry of Social Development
MTESS*	Ministry of Labor, Employment and Social Security
NGO	Non-governmental organization
PAW	Permitted adolescent work
PSU	Primary sampling unit
POK	Paraguay Okakuaa Project
POA	Partners of the Americas
RAT*	Adolescent Worker Registry
MINNA*	Ministry of Childhood and Adolescents
SNPP*	National Professional Promotion Service
SINAFOCAL*	National Labor Training System
SSU	Secondary Sampling Units
USDOL	United States Department of Labor
USF*	Family Health Unit
WFCL	Worst forms of child labor

*The acronym stands for its name in Spanish.

EXECUTIVE SUMMARY

This report presents the main results of the Endline Study (ELS) of Paraguay Okakuaa Project (POK) carried out by Investigación para el Desarrollo (id).

Its general objective is to evaluate the nature and estimate the prevalence of child labor (CL) in the project's target districts and compare its results to those of the Baseline Study (BLS) in each of the five districts, namely Paso Yobai, Borja, Iturbe, Villarrica, and Mauricio José Troche.

Methodology

The ELS methodology included quantitative research techniques, which comprised a household-based prevalence survey and a qualitative survey. The quantitative component was based on conducting a household survey, where parents and guardians of children and adolescents (CA) ages 5–17 were consulted. In addition, all CA ages 10–17 were surveyed by applying a questionnaire developed especially for them. The quantitative field operation was carried out between November 13 and December 10, 2019.

The qualitative component included six focus groups (FGs) with heads of household and CA, and 39 semi-structured interviews with key stakeholders at the local level (representatives of public institutions that had some connection with CA issues and community representatives), held from November 14 to 21, 2019, in the districts of Villarrica, Troche, Iturbe, Paso Yobai, and Borja. Before the field work, the interviewers received training on November 6, 2019.

Field operative

- For the selected personnel, id provided training using the following instruments: questionnaires, field manual, tablets, field control sheets, among other.

- The pilot tests of the ELS were carried out on November 6–7, 2019. For this purpose, a locality with both urban and rural areas was selected, considering characteristics and realities similar to those existing in the five selected districts of the Department of Guairá, in which the fieldwork would be carried out. The locality of “21 de Julio” of the Tobatí district, in the Department of Cordillera, complied with the requirements.

- The quantitative field operation was conducted between November 13 and December 10, 2019, in the following districts of the Department of Guairá: Villarrica, Borja, Mauricio J. Troche, Iturbe, and Paso Yobai. 1,630 households were surveyed, where 2,688 CA between the ages of 5 and 17 were registered.

Main characteristics of the CA

- Considering gender, among CA ages 5–17, 50.8% were boys and 49.2% were girls.

- The distribution of CA by age groups showed a distribution similar to that existed during the BLS. In the ELS, children ages 5-9 formed the highest percentage (42.8%), followed by those ages 10-13 (30.0%) and ages 14-17 (27.2%). Compared to the BLS, the age group of 5–9 years demonstrated a statistically significant increase of 3.1 percentage points; the age group of 10–13 years showed a statistically significant decrease of 3.5 percentage points, and adolescents ages 14–17 demonstrated the smallest increase (0.5 percentage points).

- A statistically significant increase of 0.8 percentage points in the number of CA in the low socio-economic level and 3.7 percentage points in the number of CA in the medium socio-economic level was found when comparing the BLS and the ELS. Conversely, there was a statistically significant decrease of 4.5 percentage points in the number of CA at the high socio-economic level.

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

Main results on CL

Comparison between the BLS and the ELS in terms of the prevalence of CL among CA ages 5–17:

- The prevalence of CL among CA ages 5–17 in the five districts is 8.6% in the ELS, lower than the percentage registered in the BLS (11.6%), representing a statistically significant difference of 3.0 percentage points.
- The prevalence of CL among boys ages 5-17 is 11.2% in the ELS, representing a statistically significant decrease of 5.2 percentage points with respect to the BLS (16.4%).
- The prevalence of CL among girls ages 5-17 is 5.9% in the ELS, representing a statistically significant decrease of 1.1 percentage points with respect to the BLS (7.0%).
- The prevalence of CL among children ages 5–13 in the five districts is 4.7% in the ELS, lower than the percentage registered in the BLS (6.2%), representing a statistically significant difference of 1.5 percentage points.
- The prevalence of CL among adolescents ages 14–17 in the five districts is 19.3% in the ELS, lower than the percentage registered in the BLS (26.2%), representing a statistically significant difference of 6.9 percentage points.

CL among CA ages 5–17	% in BLS 2016	% in ELS 2019	Difference (%)
CL among CA ages 5–17[1]	11.6	8.6	-3.0*
CL among boys ages 5–17[2]	16.4	11.2	-5.2*
CL among girls ages 5–17[3]	7.0	5.9	-1.1*
CL among children ages 5–13[4]	6.2	4.7	-1.5*
CL among adolescents ages 14–17[5]	26.2	19.3	-6.9*

Total number of CA ages 5–17 based on weighted number of those surveyed:
N_{BLS} = 31,618
N_{ELS} = 31,332
*Statistically significant difference with a confidence level of 5%

- These changes could be attributed to the expansion of social programs such as Tekoporã, a conditional cash transfer initiative for families living in extreme poverty. Moreover, data collected from the qualitative study highlight the role the project has had in target communities:

> *"POK helped through its activities. The project worked through the Municipality, that promoted training courses as alternatives. At the same time, they left capacities installed in schools." (Assistant to the Mayor, Paso Yobai)*

The research team identified the recurrent limitation of not having data to support the differences collected in the ELS in comparison to the BLS, mainly due to the lack of statistics and research in the target territories. Whenever possible, relevant information collected in the FGs and interviews carried out within the framework of the qualitative component or context information were included to provide insights that could be useful for the interpretation of quantitative data.

1 ELS with a 95% confidence interval, where the minimum is 6.9%, maximum is 10.8%, standard error is 1.0%, and coefficient of variation is 0.1.
2 ELS with 95% confidence interval, where the minimum is 9.1%, maximum is 13.8%, standard error is 1.2%, and coefficient of variation is 0.1.
3 ELS with 95% confidence interval, where the minimum is 3.9%, maximum is 8.9%, standard error is 1.2%, and coefficient of variation is 0.2.
4 ELS with 95% confidence interval, where the minimum is 3.4%, maximum is 6.4%, standard error is 0.7%, and coefficient of variation is 0.1.
5 ELS with 95% confidence interval, where the minimum is 15.4%, maximum is 23.8%, standard error is 2.1%, and coefficient of variation is 0.1.

Comparison of the prevalence of hazardous child labor (HCL) between the BLS and ELS among CA ages 5–17:

- Regarding CA ages 5–17, the ELS indicates that 8.1% of them are engaged in HCL, which constitutes a statistically significant decrease of 2.8 percentage point in comparison to the BLS (10.9%).
- Regarding children ages 5–13, the ELS indicates that 3.9% of them are engaged in HCL, which constitutes a statistically significant decrease of 1.4 percentage point in comparison to the BLS (5.3%).
- Regarding the adolescents ages 14–17, the ELS indicates that 19.3% of them are engaged in HCL, which constitutes a statistically significant decrease of 6.9 percentage point in comparison to the BLS (26.2%).

	% in BLS	% in ELS	Difference (%)	
CA engaged in HCL ages 5–17	10.9	8.1	-2.8*	
Children engaged in HCL ages 5–13	5.3	3.9	-1.4*	
Adolescents engaged in HCL ages 14–17	26.2	19.3	-6.9*	

Total number of CA ages 5–17 based on weighted number of those surveyed:
N_{BLS} = 31,618
N_{ELS} = 31,332
*Statistically significant difference with a confidence level of 5%

Comparison between the BLS and ELS with respect to adolescents ages 14–17 occupied in permitted adolescent work (PAW):

Considering the adolescents ages 14–17 who are economically employed, the ELS indicates that 23.6% of them are engaged in PAW, which constitutes a statistically significant increase of 15.0 percentage points in comparison to the BLS (8.6%)[6].

	% in BLS	% in ELS	Difference (%)	
PAW	8.6	23.6	15.0	*

Total number of working adolescents ages 14–17 based on weighted number of those surveyed:
N_{BLS} = 2,419
N_{ELS} = 2,154
*Statistically significant difference with a confidence level of 5%

6 The total number of adolescents ages 14–17 engaged in permitted work in the BLS was 2,419 and in the ELS was 2,154.

CL characteristics in CA ages 5–17

Activity groups of CA ages 5–17 engaged in CL

According to level 1 of disaggregation—according to sections of the National Classifier of Economic Activities of Paraguay (CNAEP)—the three groups of higher CL activity remain the same as in the BLS. These three activities add up to 75.6% of CA ages 5–17 engaged in CL.

Although they remain in the same order as the BLS, the percentage increases or decreases with respect to the BLS: The percentage of CL increases in the branches of commerce (6.4 percentage points) and that of households as employers of domestic staff (5.4 percentage points) and decreases in agriculture, livestock, hunting, and support activities (-7.9 percentage points). This could indicate a change in the dynamics of employment—a reduction in the agriculture sector and an increase in the trade and service sectors.

Activity groups (CNAEP- level 1)	% in BLS	% in ELS	Difference (%)
Agriculture, livestock, hunting, and support activities	36.5	28.6	-7.9*
Wholesale and retail trade, repair of motor vehicles and motorcycles	19.9	26.3	6.4*
Households as employers of domestic staff	15.4	20.8	5.4*
Others	28.2	24.3	-3.9*

Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 3,652
N_{ELS} = 2,706
*Statistically significant difference with a confidence level of 5%

The qualitative component evidenced that in the poorer urban and rural locations, there is an increase in number of CA who do not live at home and are engaged in selling street food and different types of herbal medicines in the markets, nearby factories, and bus terminals. In urban locations, more work is found in activities related to street sales, making rubber, building masonry, and baking, jobs that are mostly done by adolescents. Conversely, work for girls continues to be associated with serving as maids and nannies.

Occupations of CA ages 5–17 engaged in CL

- As in the BLS, when processing the data on occupation of CA ages 5–17 engaged in CL considering level 1 (according to the Paraguayan Classification of Occupations [CPO]), "unskilled workers" and "skilled farmers, and agricultural and fishing workers" constitute the most prominent share in the ELS. The third place in the ELS is occupied by "service workers and sellers in shops and markets," who ranked fourth in the BLS. Unskilled workers showed a statistically significant decrease of 15.9 percentage points in the ELS in comparison to the BLS. Conversely, farmers increased by 5.4 percentage points and service workers and sellers in shops and markets increased by 10.9 percentage points.

Main occupations (CPO- level 1)	% in BLS (2016)	% in ELS (2019)	Difference (%)
Unskilled workers	56.8	40.9	-15.9*
Farmers and qualified agricultural and fishery workers	18.0	23.4	5.4*
Service workers and sellers in shops and markets	11.1	22.0	10.9*
Others	14.1	13.7	-0.4*

Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 3,652
N_{ELS} = 2,706
*Statistically significant difference with a confidence level of 5%

The qualitative component evidenced that the work done by adolescents is classified as of low quality since it provides low pay, in addition to the mistreatment and danger that many of them are subjected to in terms of their health and physical risk (handling of hazardous machinery, sun exposure, etc.). Further, interviews with key informants and adolescents lead to the finding that some adolescents combine work with school. This practice affects their learning and sometimes they are unable to continue with both activities, causing them to drop out of school.

Consequences of CL on the health of CA ages 5–17

Of the total number of CA engaged in CL, the ELS reports 12.4% CA having had an injury or illness because of the work performed, against 51.2% in the BLS; this represents a statistically significant difference.

Of the total number of CA engaged in CL who reported a health problem because of the work they did, the distribution based on their occupations is as follows[7]:

% in BLS	% in ELS
Farmers and agricultural laborers[8] (42.2%)	Farmers and crop workers[9] (26.6%)
Manual packers and other laborers in the manufacturing industry (19.9%)	Building construction laborers (15.8%)
Cleaners in offices, hotels, and other establishments (17.3%)	Domestic staff (14.3%)

Total number of CA ages 5–17 engaged in CL who suffered from a work-related health problem based on weighted number of those surveyed:
N_{BLS} = 3,652
N_{ELS} = 2,706
Statistically significant difference is not applicable (due to different indicators in the BLS and in the ELS)

7 This section considers the three main occupations that do not coincide in the BLS and the ELS. In both studies, the coding of occupations was done using the CPO, thus ensuring comparability.

8 They assist in the work of an agricultural holding by carrying out various relatively simple tasks.

9 They program and carry out the necessary tasks of cultivation and harvesting of different agricultural products, for their self-consumption, sale, or regular expedition to wholesale buyers, marketing organizations, or markets.

CA at risk of CL

Following are the main findings regarding CA at risk of CL:

- Of the total number of households surveyed (1,630), 40.2% of them are female-headed and 59.8% are male-headed. This distribution represents a decrease of 22.2 percentage points of female heads and an increase of 22.2 percentage points of male heads with respect to the BLS.
- The percentage of households with heads who declared they had a disability showed a decrease from the initial (BLS) 4.0% to 0.6% in the ELS.

CA at risk of CL	% in BLS	% in ELS	Difference (%)
Female-headed household	62.4	40.2	-22.2*
CA who are not working nor attending school	4.9	4.9	0*
CA who do not live with their parents	5.8	5.1	-0.7*
CA who accompany their parents to work	4.3	3.6	-0.7*

*Statistically significant difference with a confidence level of 5%
N: Different denominators for each indicator.

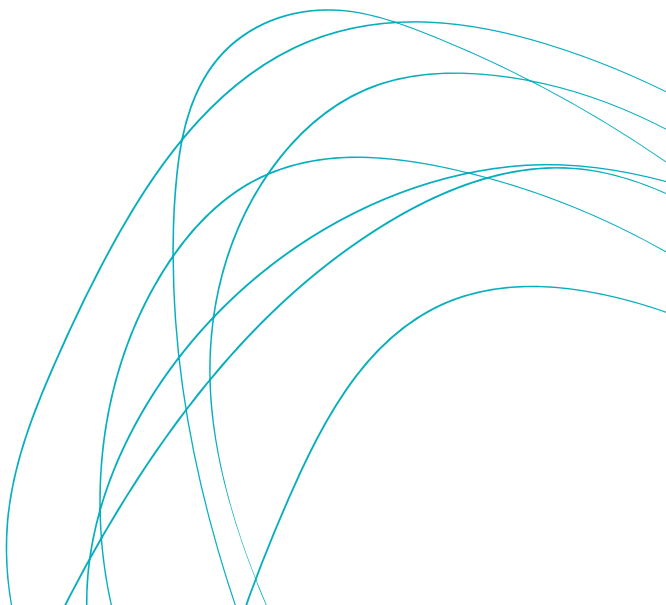
Other qualitative results

From the results of the qualitative component on perceptions and attitudes towards CL, the following points stand out[10]:

- Most of the parents living in the rural localities stated that their children as well as other CA of their community perform tasks on the family farm and at home.
- Regarding criadazgo[11], they pointed out that although this practice has diminished because there is now a greater distrust and fear about what may happen when their daughters stay in other people´s homes, there are still cases of adolescent girls working in strangers' homes in exchange for education. This situation was confirmed by the interviewed adolescents.
- All the interviewees considered the tasks carried out in the family environment (house or farm) in a positive manner, since home is the space where CA can acquire attitudes and values such as responsibility and respect. Moreover, CL at one's own home is not perceived as an activity that infringes upon rights but rather as one that contributes to a family's wellbeing. Some necessary next steps to reframe this perspective would be to conduct some socialization activities to spread information on protected adolescent work and HCL.
- Regarding CL among adolescents aged 14-17 years, some work because they need to contribute to the economy within their family environment, and others do so because they want to buy personal items.
- The work carried out by the Municipal Council for the Rights of Children and Adolescents (CODENI) advocating for CA is valued positively and the POK project is perceived as a prominent actor in interviews of key stakeholders. This perception is often attributed to the program's work in training, partnerships with the institutions of the area, and in the eradication of CL. Similar assessments have been cited on behalf of the Departmental Secretary of Villarrica; CODENI Representatives from Borja, Iturbe, Paso Yobai, Troche, Villarrica; Assistant to the Major of Paso Yobai; Administrative Supervisor (of the Ministry of Education and Sciences) of Paso Yobai; Representatives of the CRECER non-governmental organization (NGO) from Troche and Villarrica and AMORMAR NGO from Iturbe; Mayors from Iturbe, Borja, Villarrica; Neighborhood Commissions of Troche and Borja; Abrazo program of Villarrica; and Borja's Education Representative. Additionally, the POK project was mentioned in the FG of Paso Yobai.

10 The information is derived from FGs with parents and guardians; one FG with adolescents from the district of Villarrica; and semi-structured interviews with representatives of the participating Municipalities.

11 Characterized by involvement of children and the fact that children leave their families of origin by agreement and go to another family, where they perform domestic tasks without remuneration. More definitions of Criadazgo on page 28.



ELS

INTRODUCTION

This report shows the main results of ELS for POK. It was prepared by id. POK is a project led by the Ministry of Labor, Employment and Social Security (MTESS), funded by the United States Department of Labor (USDOL), and implemented by Partners of the Americas (POA) and local allied organizations.

The ELS aims to assess the nature and prevalence of CL in the targeted areas of the project and compare its results with that of the BLS, which was carried out in October 2016 with the objective of measuring the prevalence of CL at the beginning of the POK (before the start of the direct services offered by the project). The two studies were conducted in each of the project´s five target districts: Paso Yobai, Borja, Iturbe, Villarrica, and Mauricio José Troche.

The ELS also has the following specific objectives:

- Estimate the prevalence of CL, HCL, and PAW;
- Estimate the prevalence of specific forms of HCL, in accordance with the activities described in Decree Nº 4951/2005; and
- Provide socio-economic/demographic data about the target population.

The report is organized in seven sections:

Section 1: is about technical and methodological aspects

Section 2: presents main characteristics of children (aged 5 – 13 years) and adolescents (aged 14–17 years)

Section 3: highlights the results of the surveys on CL

Section 4: discusses CA[12] at risk of CL

Section 5: provides results of FGs and interviews

Section 6: describes conclusions; and

Section 7: comprises appendixes.

This structure responds to the methodological design of the ELS, which included quantitative research techniques comprising a household-based prevalence survey and a qualitative survey. The quantitative component was based on conducting a household survey, where parents and guardians of CA ages 5–17 were consulted. In addition, all CA ages 10–17 were surveyed by applying a questionnaire developed especially for them.

On the other hand, the qualitative component included FGs with heads of household and CA. Interviews were also conducted with key stakeholders at the local level (representatives of public institutions that had some connection with the issue of CA and community representatives).

Section 1 describes the **technical and methodological aspects**, beginning with a summary of the key operational concepts and definitions that guided the survey. In addition, it includes the methodological aspects of the qualitative and quantitative studies.

Section 2 shows the **main characteristics of CA**, including the distribution based on key characteristics of the population surveyed.

Section 3 presents the main results of the **CL survey**, providing information on the prevalence of CL among CA ages 5–17; the characteristics of the CL and HCL in children ages 5–13; the characteristics of the HCL in adolescents ages 14–17; the relationship of CL with education; and the effects of CL on the health of CA.

Section 4 provides information concerning **CA 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, CA with siblings between 5 and 17 years of age engaged in CL, and CA with school lag.

Section 5 includes the **results of the FGs and interviews** with local stakeholders on CL. It contains information on general perceptions of context and roles of parents and CA, perceptions of existing forms of CL, atti-

12 Definitions: According to the Convention on the Rights of the Child (Article 1), Law Nº 1702/01 and its amendment (Law Nº 2169/03), "which establishes the scope of the terms child, adolescent and minor adult" (Article 1, paragraph a, b, and c):
a. Child: any person from conception to 13 years of age;
b. Adolescent: any person aged 14- 17 years; and
c. Adult: any person of 18 years of age or above.
For the statistics incorporated here, only children and adolescents between 5 and 17 years of age are considered.

tudes towards CL, perceptions about the risks related to CL, and the rights of CA in general terms.

Next, the **results of the FGs with parents and of the semi-structured interviews with community and institutional stakeholders** are presented. At this point, a comparison is made between the ELS and the BLS in aspects relevant to CL.

Section 6 includes the **conclusions** of the quantitative and qualitative components of the survey, related to the main changes in the prevalence of CL generated between the BLS and the ELS.

Finally, **Section 7** comprises **appendixes** and details additional information that facilitates the understanding of the results presented and the methodology used to carry out the survey.

BACKGROUND

According to the National Survey on Activities of Children and Adolescents (EANA) carried out in 2011 in Paraguay, the population ages 5–17 is estimated at 1.88 million, of which 436,419 are engaged in economic activities (23.5%), 416,425 (22.4%) in CL, and 395,954 (21.1%) in HCL. An important sub-group within the CL is the HCL made up of children ages 5-13 (48.2%) and adolescents ages 14–17 (51.8%). Another important fact is that of all CA engaged in CL, 95.1% are engaged in HCL. [13]

The incidence of CL is significantly higher in rural areas compared to urban areas[14] and is even more prominent in three sectors: agriculture, domestic and home service, and informal sector[15]. Although Paraguayan legislation establishes the minimum age for work as 14 years, adolescents of working age are generally not registered, as required by Paraguayan legislation[16].

Among the three above-mentioned prominent sectors, 49.2% of CA involved in CL in Paraguay are in the agriculture sector. As the world's largest exporter of organic sugar, mainly to the United States and Europe, sugarcane is one of the largest crops produced in Paraguay. Its cultivation involves low levels of mechanization and employs a large number of families, including CA, who get exposed to hazardous work. The Department of Guairá is the most important producer of sugarcane in Paraguay, representing almost 39% of the national production. More than 50% of the population is involved in its cultivation. However, industries established in the area do not absorb the entire crop.[17] Regarding informal employment, notably, its incidence among the Paraguayan rural population between 15 and 24 is almost 80%.[18] On the other hand, 19.2% of CA involved in CL perform activities in the commerce sector and restaurants and hotels industry, followed by communal and social services (16.5%), where the most relevant work is domestic CL.

Moreover, the largest gender gap lies in communal and social services sector (33.3% of female CA and only 8.1% of male CA). It has been estimated that there are 46,993 CA engaged in criadazgo[19] in the country, which represents 2.5% of the total CA in Paraguay.

On July 18, 2015, the Joint Declaration of the Political and Economic Dialogue between Paraguay and the United States announced the intention of both Governments to collaborate to reduce the worst forms of child labor (WFCL) and improve compliance with labor laws and working conditions in Paraguay. Days later, USDOL announced a tender for the implementation of a project in the country. In this way, together with MTESS, a focused cooperation began in the Department of Guairá. Months later, POA was awarded to carry out the initiative from November 2015.

POK is a project led by the MTESS, funded by the USDOL, and implemented by POA to combat CL and forced labor and improve compliance with labor law and working conditions, with a particular focus on the Departments of Guairá and Boquerón. It is supported by four objectives:

- Increased participation of CA in educational opportunities,
- Households with increased access to livelihoods,
- Improved application of labor laws that protect CA (in CL), and
- Improved labor law compliance and acceptable working conditions, with a focus on preventing and combating FL.

Before the start of direct services offered by the project, a BLS was carried out in October 2016, the main results of which are detailed below.

13 EANA 2011
14 EANA 2011
15 EANA 2011 and ICF Macro (2011) Child labor in the sugarcane Industry in Paraguay
16 Ley N°2.332/2003 "Que ratifica el Convenio N° 138 sobre la Edad Mínima."
17 http://www.abc.com.py/articulos/guairenos-deben-replantear—produccion-agricola-254163.html.
18 http://www.ilo.org/wcmsp5/groups/public/—-americas/—-ro-lima/documents/publication/wcms_361990.pdf.
19 *Crianzago* 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 perform domestic chores without remuneration.

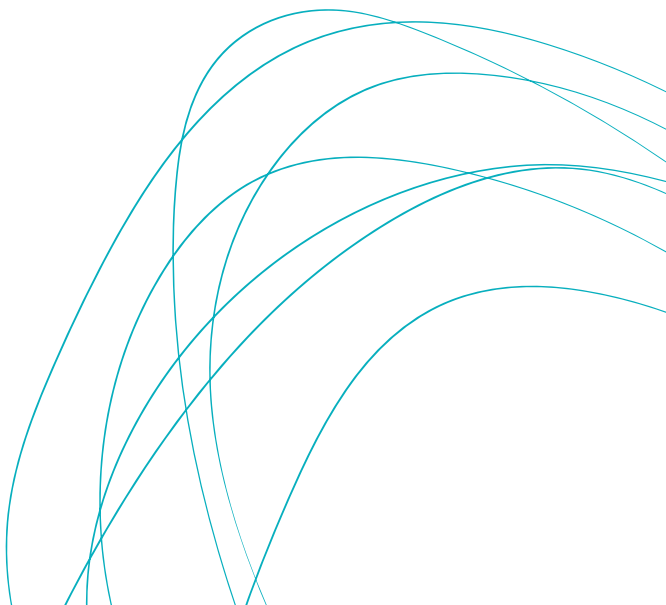
The following points present the prevalence of CL in POK´s five target districts of the Department of Guairá:

- Among all CA (ages 5–17), 11.6% are engaged in CL.
- Among children (ages 5–13), 6.2% are engaged in CL.
- Among adolescents (ages 14–17), 26.2% are engaged in CL.

About 88.8% of CA engaged in CL are engaged in the following five major branches of activities contemplated in the CPO: “agriculture, livestock, hunting, and support activities” (36.5%), “wholesale and retail trade; repair of motor vehicles and motorcycles” (19.9%), “households as employers of domestic staff” (15.4%), “manufacturing industries” (9.7%), and “construction” (7.3%). The first three branches occupy the first three places in both age groups: 5–13 and 14–17. Moreover, 56.8% of CA engaged in CL work as “unskilled workers”[20], and there is a greater presence of girls in this type of occupation (64.4%) compared to boys (53.3%).

The total average hours of work per week is 22.3. The age group 14–17 is the one with the highest share of weekly working hours with average reaching 27.2 hours per week, whereas children ages 5–13 work for average of 14.7 hours.

20 According to CPO, unskilled workers perform simple, routine tasks that primarily require the use of hand tools and often some physical effort. Most of the occupations in this large group require primary education.



TECHNICAL AND METHODOLOGICAL ASPECTS

TECHNICAL AND METHODOLOGICAL ASPECTS

1.1. CONCEPTS AND OPERATIONAL DEFINITIONS

This section presents the main definitions to determine when an adolescent works legally (PAW), as well as when CA are involved in CL, HCL, WFCL, or are at risk of CL. The definitions were developed according to the Paraguayan legal framework as well as the definitions of the International Labor Organization (ILO), through its Statistical Information and Monitoring Program on Child Labor.

In this sense, a child is understood as any human being under the age of 18, as established in the International Convention on the Rights of the Child, ratified in Paraguay by Law Nº 57/90. In addition, Law Nº 2,169/2003 provides following definitions in its Article 3: a) child: every human person from conception to 13 years of age; and b) adolescent: every human person from fourteen years to seventeen years of age. For its part, the Code of Childhood and Adolescence (Law 1680/01) establishes the protection of CA in the country.

Child Labor (CL)

The term child labor (CL) refers generally to all types of labor that deprive children of their childhood, dignity, and potential and are detrimental to their physical and psychological development[21].

ILO Convention Nº 182 stipulates that activities considered to be WFCL and HCL for all children under the age of 18 should be prohibited. Paraguay has ratified ILO Conventions Nº 182, 138 and Recommendation Nº 190, establishing a minimum age for work, drawing up a list of 26 hazardous activities, and committing to immediate measures for the eradication of the WFCL.

Adolescents of legal working age (from 14 years to under 18 years) have the following restrictions[22]. The jobs not in accordance with these restrictions are considered CL:

- Adolescents between the ages of 14 and 15 cannot work more than four hours a day or 24 hours a week.
- Adolescents between the ages of 16 and 17 cannot work more than six hours a day or 36 hours a week. For children attending educational institutions, the working day is reduced to four.
- Adolescents under 18 cannot do night work during the 12-hour interval of 7 pm to 7 am.
- Participation in activities identified as HCL and WFCL.
- Adolescents of legal working age must be registered in the Registry of Working Adolescents (RAT), regulated by Resolution Nº 701/06.
- The Code of Childhood and Adolescence of Paraguay establishes the following guarantees for adolescent work (Article 53):

a. labor rights regarding preventative healthcare;

b. individual rights of freedom, respect, and dignity;

c. guarantee of being periodically subjected to medical examinations;

d. access and attendance at school in shifts compatible with their interests and attending to their local particularities;

e. special working hours;

f. organization and participation in workers' organizations;

g. protected work for adolescents with special needs, in accordance with international and national standards; and

h. training through assistance to special programs for job training and vocational guidance.

21 http://www.ilo.org/ipec/facts/lang—es/index.htm.

22 Code of Childhood and Adolescence, Chapter III, Article 58.

Therefore, the legislation of Paraguay defines CL as follows:

a. Work carried out by a child who does not reach the minimum age of 14 years and which, therefore, probably prevents its education and full development (Law Nº 2332/03).

b. Work that endangers the physical, mental, or moral well-being of a child, either by its own nature or by the conditions in which it is performed; is called hazardous labor; and has been defined by the Paraguayan State in Decree Nº 4.951/05, which regulates Law Nº 1657/2001, identifying 26 hazardous activities.

c. WFCL are internationally defined in Article 3 of Convention Nº 182, which was ratified under Law Nº 1657/2001.

Hazardous Child Labor (HCL)

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. CA under 18 are said to participate in HCL if they engage in any of the following activities that may be harmful to their health, safety, or morals[23]:

Paraguay identifies 26 hazardous activities[24]:

1. Public and private surveillance work, which puts an adolescent's life and safety at risk.

2. Work on public roads and street work that generate 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; socialization difficulties; aggressive and antisocial behavior; depression; drug addiction; early pregnancy; and others.

3. Care work for people and patients, which put their health, safety, and morality at risk.

4. Works that involve transfers of money and other goods.

5. Activities that involve exposure to toxic dusts, fumes, vapors, and gases and contact with products, substances, or objects of toxic, combustible, fuel, flammable, radioactive, infectious, irritant, or corrosive nature.

6. Work with agrochemicals: handling, transport, sale, application, and disposal of waste.

7. Collection of waste and recyclable materials.

8. Manufacturing, manipulation, and sale of explosive or pyrotechnic substances or objects, which cause risk of death, burns, amputations, and other injuries.

9. Unhealthy works.

10. Mining, quarry, underground, and excavation works.

11. Work with exposure to extreme cold and hot temperatures.

12. Works that require the use of hand and mechanical machines and tools of a sharp, trapping, and crushing nature.

13. Work in environments with exposure to noise and constant vibrations, which produce hand-arm vibration syndrome and osteolysis of the semilunar bone.

14. Works in production, distribution, and exclusive sale of alcoholic beverages and tobacco.

15. Work involving the transfer to other countries and the periodic transit of national borders.

16. Works that are carried out on land with ditches, holes, canals, natural or artificial waterways, embankments, and precipices or those that experience landslides.

17. Night work, between 7:00 pm and 7:00 am.

18. Works that are developed with cattle.

19. Modeling work with eroticization of an image, which brings dangers of psychological harassment, early sexual stimulation, and risk of sexual abuse.

20. Work involving the manual transport of heavy loads, including lifting and placing.

21. Works that are executed in confined spaces.

22. Domestic child labor and housekeeper work (criadazgo).

23 Decree Nº 4951 of the Ministry of Justice and Work of 2005, which regulates Law Nº 1657/2001 "Approving Convention Nº 182 and the Recommendation on the Prohibition of the Worst Forms of Child Labor and Immediate Action for its Elimination."

24 Law Nº1657/2001 (which ratifies ILO Convention Nº 182), Article 3 d.

23. Works that damage health due to ergonomic posture, isolation, and time constraints.

24. Underwater work and work carried out in fluvial environments, which generate risk of drowning death, injuries due to improper ergonomic postures, and exposure to psychological and sexual abuse.

25. Work at heights and especially those that involve the use of scaffolding, harness, and lifelines.

26. Work with electricity that involves the assembly, regulation, and repair of high-voltage electrical installations.

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

The work is characterized by involvement of children and the fact that children leave their families of origin by agreement and go to another family, where they perform domestic tasks without remuneration.

This document adopts the definition determined by the National Commission for the Eradication of Child Labor and Protection of Adolescent Labor (CONAETI) in 2014 and established on page 44 of the Inter-institutional Coordination Guide for the Care of Workers Under 18 Years of Age, adopted under Resolution Nº 03/10 of the National Council for Children and Adolescents: "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 Nº 5407/2015, is defined as the provision of services of a subordinate, habitual, paid worker, with a contract or without a contract, who performs cleaning, cooking, and other essential tasks in a household, residence, or private room. There must be an employment contract and only a person 18 years of age or older can carry it out. In addition, the law states that CA under 18 years of age are prohibited from participating in domestic work[25].

Worst Forms of Child Labor (WFCL)

WFCL are defined at the international level as slavery, human trafficking, debt bondage, and other forms of forced labor and recruitment of CA for use in armed conflict, prostitution, pornography, and illegal activities[26]. A CA under 18 years of age performing any of the following works will be considered as engaged in WFCL[27]:

1. All types of slavery, including the sale and trafficking of CA; forced labor to pay off a debt; any other type of forced labor, including use of CA in war and armed conflict.

2. All activities that sexually exploit CA, such as prostitution, pornography, or pornographic performances.

3. Any involvement in illegal activities, especially the production or trafficking of drugs.

4. Any work that could damage the health, safety, or well-being of CA (so-called "hazardous work").

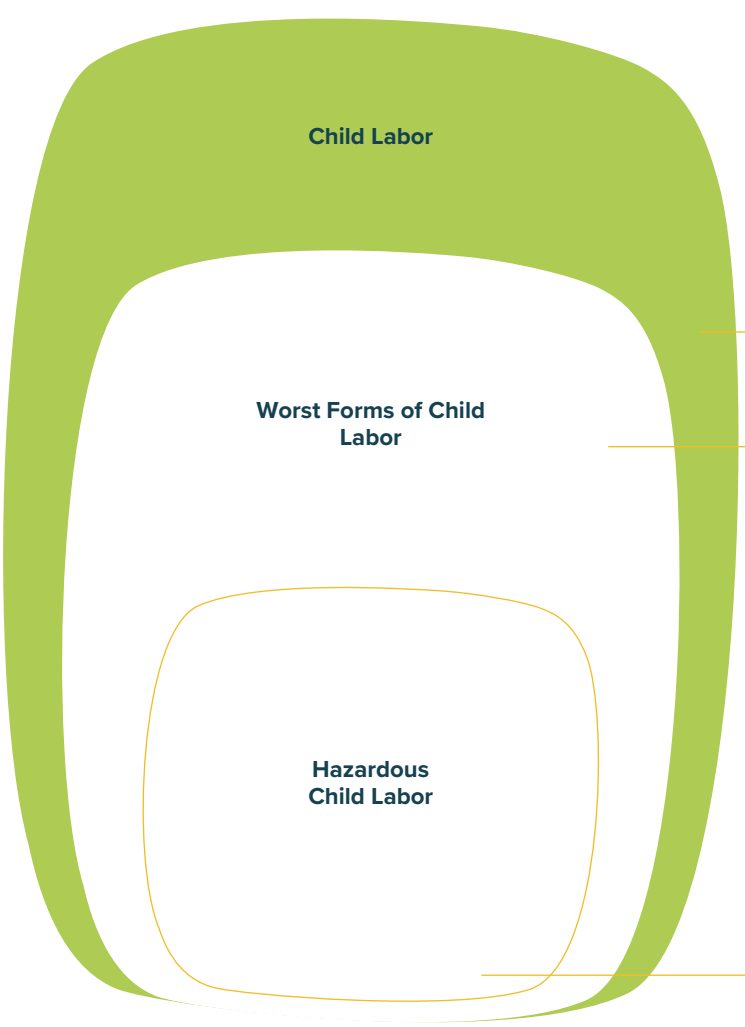
Paraguay ratified Convention Nº 182, which stipulates that no CA under the age of 18 may carry out the activities listed above in points a, b, and c.

25 Law N°5407 on Domestic Work.

26 Decree Nº 4951 of the Ministry of Justice and Work of 2005, which regulates Law Nº 1657/2001 "Approving Convention Nº 182 and the Recommendation on the Prohibition of the Worst Forms of CL and Immediate Action for its Elimination."

27 Law Nº1657/2001, which approves Convention Nº 182 "On the Prohibition of the Worst Forms of CL and Immediate Action for Their Elimination."

Definition scheme: CL—HCL—WFCL and PAW



Convention Nº 138 (Minimum Age), Law Nº 2332/03 requires progressive intervention.

Article 3, Convention Nº 182 requires immediate intervention.

a. all forms of slavery or practices similar to slavery, such as the sale and trafficking of CA, debt bondage and serfdom, and forced or compulsory labor, including forced or compulsory recruitment of CA for use in armed conflict;

b. the use, procuring, or offering of a CA for prostitution or for the production of pornography or for pornographic performances;

c. the use, procuring, or offering of a CA for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;

d. work which, by its nature or circumstances in which it is carried out, is likely to harm the health, safety, or morals of CA.

Decree Nº 4951 requires immediate intervention.

CA at Risk of CL

Refers to CA who do not work but who suffer or are exposed to a number of conditions or circumstances that make them more susceptible to CL.

The following CA are considered to be at risk:

- CA not enrolled in school
- CA enrolled in school but with irregular attendance (60% or less)
- CA of households where both parents work and have no one to leave their children with
- CA of households with only one adult as head of household
- CA who have siblings engaged in CL
- CA with school lag (whose age does not agree with grade level)
- CA who do not live with their parents
- CA living in households with people with disabilities
- CA of households that benefit from social programs in which the State has determined that they are in extreme poverty

Permitted Adolescent Work (PAW)

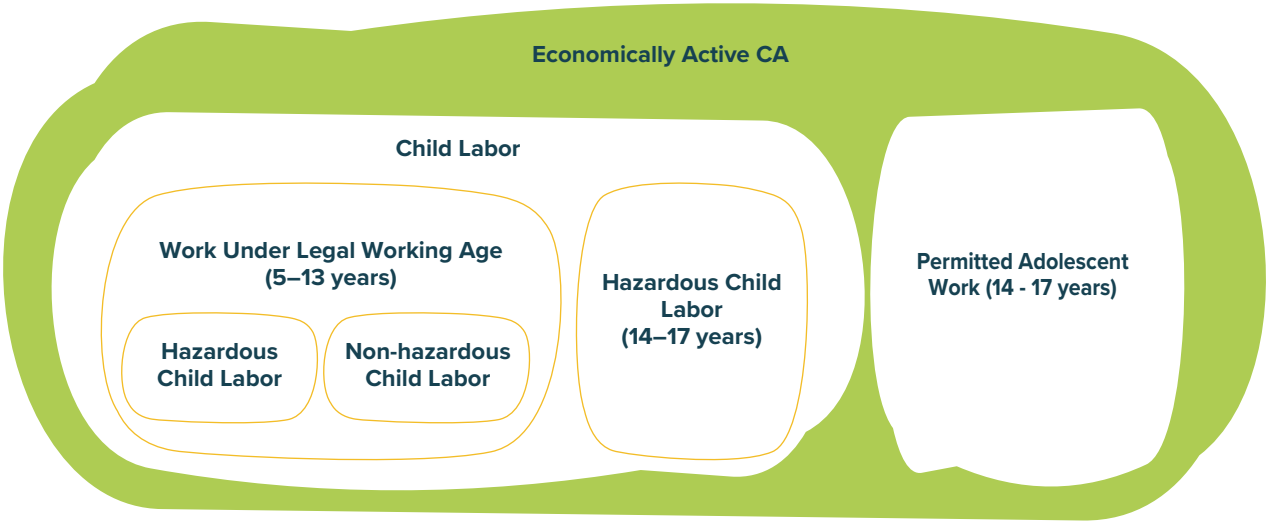
Work performed by an adolescent (aged 14–17 years) that is not considered hazardous and is carried out within the working time limits established by law.

POK will identify the following activities of adolescents as permitted adolescent work (PAW):

- The work activity of adolescents between the ages of 14 and 15 that does not exceed four hours a day or 24 hours a week.
- The work activity of adolescents between 16 and 17 years of age that does not exceed more than six hours a day or 36 hours a week. For adolescents attending educational institutions, the working day is reduced to four.
- The work activity involving no night work, during the 12-hour interval from 7 pm to 7 am, for adolescents under 18.
- Adolescents enrolled in the RAT.

All activities not identified as WFCL or HCL will be considered PAW.

Figure 1. Concept relationship diagram.



1.1.1. CL calculation

The construction of the CL variable considered those CA ages 5–17 who were engaged in some economic activity during the week prior to the one in which the surveys were first conducted[28]. Within this group, two age groups were considered: 5–13-year-olds and 14–17-year-olds. Each group was given a different treatment according to the operational definitions used:

- Children ages 5–13 were considered engaged in CL, since the legal age to work begins at 14 years of age. In other words, for 5–13-year-olds, the number of children occupied coincides with the number of children engaged in CL.
- Adolescents ages 14–17 can work as long as the safeguards provided for in the legislation are met and they are not engaged in HCL. That means that for 14–17-year-olds, the number of adolescents engaged in HCL coincides with the number of adolescents engaged in CL.

Figure 2. CL calculation.

Household chores were not taken into account for the calculation of CL since no legislation in Paraguay defines the number of hours allowed for this type of chores. For this reason, CL calculations did not include domestic work in one´s own household. However, this document contains information about the percentage of CA who perform domestic chores in their households and the average hours spent.

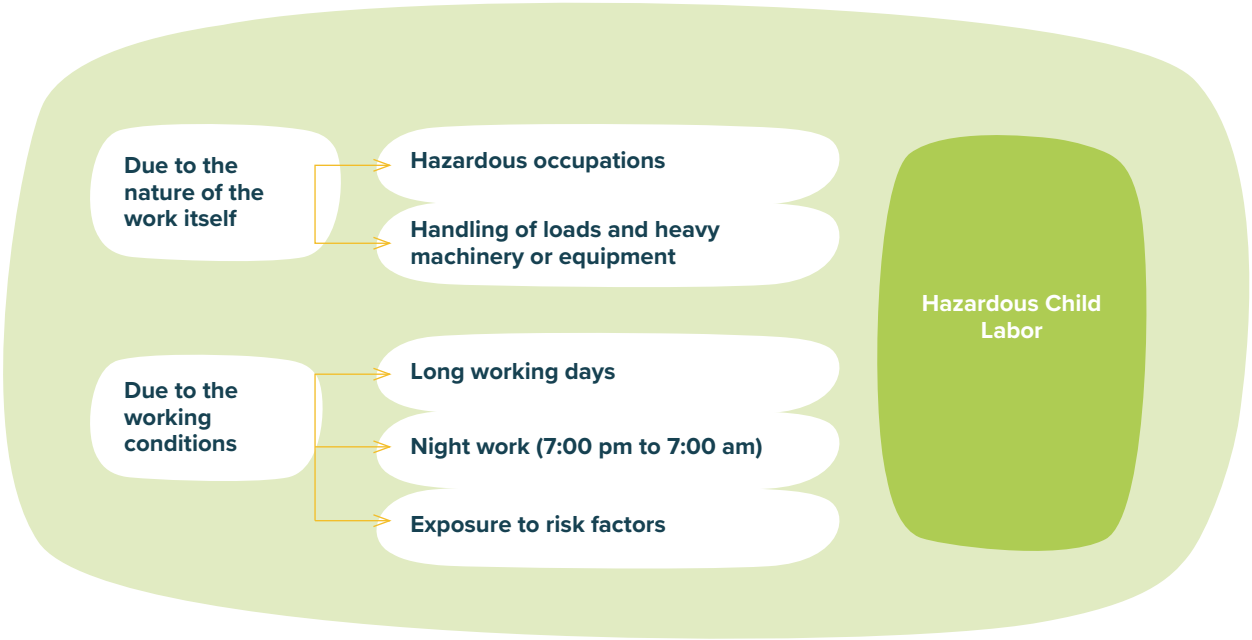
28 The questionnaire inquired about the economic occupation of CA in two periods of time: the last seven days and the last 12 months. For the calculation of the CL variable, the CA who reported having had an economic occupation during the last week were taken into account, considering that the objective was to know the prevalence of CL at the time of the survey, not during the previous year. However, data on the last 12 months can provide important information about the occupational trajectory of CA in CL.

1.1.2. Calculation of HCL

To estimate HCL, this study adopted the methodology used in the EANA, which was developed by the General Directorate of Statistics, Surveys and Census (DGEEC), where "two subgroups were established to designate the works that can damage the health, safety or morality of CA according to the nature or the conditions in which the work is performed" (EANA, 2011, p. 66). These two subgroups are presented in Figure 3:

Both the CL and HCL variables were calculated considering the period of the last week, because the objective was to know the prevalence of CL at the time of the survey, not during the year before. However, one of the sub-indicators for the calculation of CL, the one referring to night work, was only consulted for the period of the last 12 months. Thus, only in the case of this sub-indicator an exception was made, but always taking into account only the economically active CA during the last week.

Figure 3. Disaggregation of HCL.



Due to the nature of the work itself

Indicator: Hazardous occupations

For the construction of the indicator "HCL by occupations," the Decree N° 4951/05, "National list of hazardous child labor," and Recommendation Nº 190 of ILO Convention N° 182 were considered.

Of the total number of occupations carried out by CA ages 5–17, 51 occupations were classified as hazardous according to the criteria mentioned above. Below is a list of hazardous job designations with their respective codes according to the CPO.

Code in the CPO classifier	Occupational Category
3473	Singing musicians and street, cabaret, and related dancers
4113	Operators of word processing, and related, machines
4215	Collectors and related roles
5122	Cooks
5123	Waiters and bartenders
5131	Nannies and child caretakers
5132	Nursing assistants in institutions
5133	Nursing home helpers
5220	Store demonstrators and sellers
5230	Sellers of 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	Livestock and other 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 and livestock workers
7111	Mining and quarrying workers
7124	Assembling carpenters
7135	Car repair and service workers
7137	Electricians
7141	Painters and papermakers
7213	Plumbers and boilers
7221	Blacksmiths and welders
7223	Regulators and operators of machine tools
7411	Butchers, fishermen, and people engaged in related work
7412	Bakers, pastry chefs, and confectioners
7421	Woodworking operators
7422	Carpenters and related
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	Shoe shiners and other street workers

Code in the CPO classifier	Occupational Category
9131	Domestic personnel
9133	Washers and hand ironers
9152	Goalkeepers, guardians, and related personnel
9161	Trash collectors
9212	Forest pawns
9311	Mining and quarrying workers
9312	Public works and maintenance workers for roads, dams, and similar works
9313	Construction workers
9333	Pawnshop workers

Variable used: TRABA_PELI (hazardous labor by occupations—last week)

Indicator: Handling of loads and heavy machinery or equipment

For the HCL indicator "handling loads and heavy machinery or equipment," the following specific question was incorporated in the questionnaire: ASL10. What type of machinery, heavy things, or cutting or sharp tools were used [NAME] in the job or task you did? This question was incorporated into the questionnaires applied to both adults and CA ages 10–17. It was raised as an open question and the answers were subsequently systematized. All cases with mentions of hazardous equipment were classified as HCL.

Variable used: EQUIPPELIT (management of hazardous equipment total)

According to the conditions under which work is performed

Indicator: Long working days

It refers to the workloads of more than 24 hours weekly for groups of 14- and 15-year-olds, more than 36 hours weekly for groups of 16- and 17-year-olds, and more than 24 hours weekly for groups of 5–13-year-olds[29].

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

Indicator: Night work

It refers to the work that takes place at night, either daily or in a combined mode involving night work.The time frame considered as night work ranges from 7 pm to 7 am.

The questionnaires applied to adults and CA included a question that asked whether the CA had worked in the time frame from 7pm to 7am in the last 12 months. As the present survey considers CA who worked during the reference week (last week), only for these cases these data were taken into account.

Variable used: ASL8 (During the past 12 months, you worked [0] at least once between 7:00 pm and 7:00 am)

29 Since work below the minimum age is prohibited, no maximum working hours for children under 14 years of age are included in the legislation. However, EANA considers the 24-hour weekly workload for children ages 5 to 13 as HCL for this age range.

Indicator: Exposure to risk factors

Following risk factors were considered:

- Dust, fire,
- gas, smoke, steam
- Strong noise or vibrations
- Humidity, cold, or intense heat
- Work in ditches, holes, canals, embankments, and precipice
- Mine or quarry/underground work
- Work at height
- Work in water/lake/lagoon/river
- Excessive darkness in the workplace
- Insufficient ventilation
- Chemical products (pesticides, glues, etc.)
- Explosives
- Exposure to garbage or solid waste
- Prolonged exposure to the sun
- Contact with electricity
- Hot metal contact
- Heavy lifting
- Work with cattle (horse, cow, bull, ox)

Variable used: Some risk (In the work you do/did you/ was exposed to...)

1.2. QUANTITATIVE COMPONENT METHODOLOGY

The ELS methodology includes quantitative research techniques, which comprise a household-based prevalence survey[30], using the same sample design as the BLS, to ensure the greatest possible similarity for comparability of both studies in the population surveyed at the beginning and at the end of the project. id put into practice the key concepts (CL, HCL, PAW, among others) to perform the survey, the systematization, and the analysis of the data included in this report. The quantitative and qualitative results were combined to provide a more complete picture of the results.

1.2.1. Field operative

Instruments

The survey instruments were applied in digital form to the head of the family or spouse, who also responded for CA ages 5–17 living in the household (Questionnaire N°1). Additionally, each CA between ages 10 and 17 was directly interviewed (Questionnaire N°2).

In the case of children ages 5–9, data were obtained from questionnaire N° 1, in which adults responded for them, whereas for CA ages 10–17, data came exclusively from questionnaire N° 2, where direct interviews were conducted with the CA themselves. The responses of CA from questionnaire N° 2 were validated with the responses of adults who responded for all CA ages 5–17 in questionnaire N° 1. Subsequently, a series of cross analyses was made for control, and if inconsistencies were found, the responses of the CA themselves were chosen as valid.

Training plan

In the process of recruiting field personnel (interviewer, supervisor, field coordinator, and driver), the organization established a selection mechanism to incorporate those who better matched the profiles established in the terms of reference. In this regard, id has an updated database of field personnel, from which personnel who had vast experience in field operations and carried out good performance in previous works were selected.

To this effect, a selection process was carried out to corroborate that the applicants had the required profile as well as a fluency in Spanish and Guaraní. Additionally, the candidates submitted curriculum vitae with supporting documents.

For the selected personnel, id provided them with the following instruments: questionnaires, field manual, tablets, field control sheets, among other.

The training of field personnel was carried out on November 6 and 7, 2019, at id facilities. The first day was assigned for a “Training on Child Labor” and the second day for “Training on Data Collection.”

Summary description of the training content

- Introduction about the work to be done.
- Presentation and debate on the interview protocol.
- Details of the logistics and displacement plan.
- Presentations about functions and best practices.
- Approach strategies for segments (neighborhoods and localities).
- Conceptualizations about childhood: Legal framework on CL and HCL.
- Familiarization with the questionnaire.
- Mocks—simulated interaction scenarios.
- Comprehension tests of individual questions.
- Selection of leaders (field supervisors).
- Methods of quality supervision and fraud prevention.
- Outcome expectations.
- Materials, clothing, and instruments for interviewers (credentials, uniforms, tools, contact numbers).
- Activities contemplated for the pilot test.
- Shared experiences on the pilot test.
- Fieldwork.

30 The questionnaires (in Spanish and Guaraní) used in the interviews were validated in a pilot test.

Pilot test

The pilot test is an experimental trial whose conclusions serve as a key input for the effective implementation of the fieldwork. This test is of fundamental importance to prove the questionnaire's corresponding skips, the time needed for the application of the survey, its design and practicality, as well as its programming and the autonomy of the electronic device's battery (tablet).

After the field staff training sessions, the pilot tests of the ELS were carried out on November 6 and 7, 2019. For this purpose, a district with both urban and rural areas was selected considering characteristics and realities similar to those existing in the five selected districts of the Department of Guairá, in which fieldwork had been carried out. The town of "21 de Julio" of the Tobatí district, in the Department of Cordillera, complied with those requirements.

To carry out the operation, five cartographic extensions[31] were carried out in the town of "21 de Julio" by the agglomeration of households; of these, two enlarged maps were used for the pilot test. Each of the enlargements were divided into five sectors to determine the workload for each team.

Five teams were formed for the pilot test. Each team had one supervisor, three interviewers, and one driver with a vehicle, led by the field coordinator. After the teams were determined, the sectors to work per day were distributed for each team.

Regarding the inputs, the pilot was tested based on the following items: digital data collection instrument (tablet), cartographic extensions, informed consent for ELS research participants, and the daily production schedule.

Regarding the field operation, the dynamics of the work teams, including interviewers, supervisors, and the field coordinator, was tested.

In both working days, the field supervisor was responsible for indicating to the interviewers which households to survey. In this sense, each interviewer had an average production of two households per day.

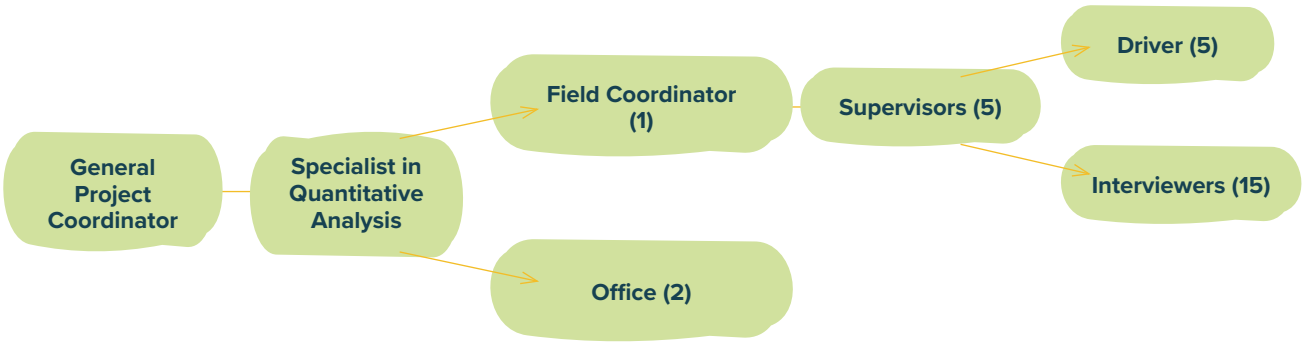
Once the daily fieldwork was completed, the entire team moved to the central office for the socialization of results and findings. This was followed by a debriefing in which interviewers reported their experiences with the questionnaire and its implementation.

Fieldwork

The quantitative field operation was carried out between November 13 and December 10, 2019, in five districts of the Department of Guairá: Villarrica, Borja, Mauricio J. Troche, Iturbe, and Paso Yobai. The survey was conducted in 1,630 households, where 2,688 CA between the ages of 5 and 17 were registered. Among these, adults and heads of household responded for 1,104 children ages 5–9 and CA ages 10–17 were directly interviewed.

The field work consisted of applying the survey for a period of four weeks, with one field coordinator, five supervisors, and 15 interviewers. Five teams were formed for the field work, each one comprising one supervisor, three interviewers, and one driver. All of teams were under the supervision of a field coordinator and the general coordinator.

Figure 4. Quantitative field team structure.



31 Here, cartographic extensions refer to segments of the total map of the district of 21 de Julio. In total, five segments were expanded, of which two segments were used for the pilot test.

Each team was provided with a pre-designed road map, with the name of neighborhoods or locations, household number, references, and addresses. Supervisors provided support to locate the areas that corresponded to each team member.

1.2.2. Sampling plan

This document describes the design of the sample used in the ELS in the target districts of Guairá. id conducted statistical tests on the key indicators, between the results of the BLS and the ELS, and analyzed where the statistically significant differences were found. To this end, the estimation of the sample size, the stratification techniques by districts/areas, the selection of neighborhoods and localities (Primary Sampling Units, PSUs), and the allocation of cases by PSUs were maintained.

For the implementation of the ELS, id developed a new selection of housing units (Secondary Sampling Units [SSUs]) within the PSU, using an updated housing sample framework.

The following section describes the characteristics of the sample regarding the universe, size, territorial affixation, and procedures for selecting sample units. In addition, the procedure followed for the completion of the field works is described, including the calculation of the expansion factors.

Sample universe

The main objective of the survey was the measurement of the prevalence of CL in each of the districts where the POK project was implemented: Paso Yobai, Borja, Iturbe, Villarrica, and Mauricio José Troche. Therefore, the sample universe was made up of households in the above-mentioned districts (Department of Guairá) with members of ages ranging from 5 to 17.

Sample size

The sample design of the ELS adopted the same methodology and parameters established in the BLS. The sample size was calculated according to the objective. Accordingly, and depending on the required precision parameters (95% confidence level and 0.05 margin of error), the projected sample size per domain is as follows:

Table 1. Sample sizes (households) surveyed in selected districts of Guairá during BLS 2016 and ELS 2019.

Breakdown	N° of households visited during BLS 2016	N° of households visited during ELS 2019
Villarrica*	350	353
Borja	313	313
Mauricio José Troche	315	315
Iturbe	309	309
Paso Yobai	340	340
TOTAL	**1,627**	**1,630**

*In the district of Villarrica, three additional homes were surveyed, urban Tujutimi (1) and rural Ybaroty (2). This is because at the time of closing, all interviews were completed at the same time, which generated additional production.

It should be noted that in the original estimate of sizes by domain (BLS), in accordance with the update of the National Population Projections of the DGEEC, an adjustment was applied taking into account the population projection for the age segment 5–17 years. In all domains, hypotheses of heterogeneity were assumed attending to the parameters of known incidence of the EANA 2011 for certain subpopulations[32].

For the definition of sample size by district, the following equation was used:

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

32 EANA 2011.

Where

n = Sample size

N = Universe size

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

P = Proportion of a category of the variable

P (1-P) = Variance

e = Sampling error (0.05)

One of the components used in determining the sample size (applied to every sample territory) was the hypothesis of a heterogeneous population. In this case, it was the estimated portion of child workers, input provided by EANA 2011[33]. As in the BLS, the ELS considered the highest value found or the one that corresponded to rural areas (0.367), considering that it was the hypothesis that more cases required (the more heterogeneous the population is with regard to the aspect that is pretended to be measured, the greater number of cases the sample requires; maximum p = 0.5). Thus, it is determined within the equation of sample size, p = 0,367.

Therefore, the sample size enabled district calculations with the sampling error indicated as well as general estimations for the five surveyed districts, with a sampling error level of ± 2,37%[34].

The sample design was adjusted to the main objective, which was the measurement of the incidence of CL in a per-district scale. Taking the five districts as a group (1,630 cases or households), it was possible to estimate (with high levels of statistical precision) the incidence of CL per gender, age group, etc. However, this disaggregation could not be conducted per district. The sample design only included estimates of the incidence of CL for each district.

Regarding the profiling of CL, the sample size offered an added value. Once the incidence of CL was measured, the feasibility of carrying out an internal characterization of child workers was determined (as if it were a survey of working CA). The feasibility of making internal characterizations (education, social economic, types of work that child laborers do) to the population of working children was subject to the level of disaggregation required.

Sample design

The ELS used the same sample design as the one developed for the BLS in order to guarantee the greatest possible comparability in the population surveyed at the beginning and end of the project. Therefore, the sample size, its stratification by districts/area, the selection of neighborhoods and localities (PSUs), and the affixation of case allocation by PSU were maintained.

The sample design of the BLS required the development of five independent samples, based on the analytical needs of estimating the incidence of CL by sample domain (district).

Under that premise, a stratified sample design of two stages of selection was applied. The construction of strata consisted of the combination of districts (five units) and areas (two units, urban and rural), defining a total of ten sample strata (within each district two strata were created, one urban and one rural). Using census parameters, CL-related indicators values were calculated[35] in order to introduce measures of strata heterogeneity in terms of the object of approach of this survey. From the aforementioned inputs, an optimal criterion of case affixation was applied[36].

Stage 1: Selection of PSUs (urban neighborhoods and rural localities)

Once the assignment of cases per stratum was defined, PSUs were selected: neighborhoods (in urban strata) and localities (in rural strata). In this framework, n number of PSUs were defined for each stratum, taking into account the universe of PSUs (N) in each stratum as well as the estimated number of households and the estimated proportions of households with CA ages 5–17 (from the preliminary results of the 2012 National Housing and Population Survey [CNPV]), to ensure a sufficient number of households that would allow to reach the collection targets per stratum and neighborhood/locality. The de-

33 EANA 2011.

34 It consists of a theoretic value/sampling error reference for estimations over the total amount of the five target districts. The calculation is a product of the formula's application, using a supposed level of reliability of 95% and maximum heterogeneity (P = 0.5). However, if a supposed heterogeneity similar to that observed in the EANA 2011 (P = 0.367) was applied, the level of sampling error would be reduced to ± 1,74%.

35 The census source allows for knowledge of the estimated degree of heterogeneity of the areas in terms of variables related to the present survey. As a result, two proxy variables were utilized: (1) proportion of CA ages 10 to 17 (keep in mind that the census captures the economic activity of the population from 10 years of age) classified as employed and (2) proportion of adolescents ages 13 to 17 (age group where absenteeism differentials are evidenced, since in the group of 6 to 12 years, the phenomenon is low in all strata) that do not attend educational establishments. (Both were estimated from the census source.) The calculation of these parameters was only for the measurement of population heterogeneity, in order to optimize the territorial affixation of the sample.

36 The optimal allocation criterion is one of the three possibilities in the allocation of sample units (in addition to the fixed and proportional). It takes into account "the homogeneity or heterogeneity of the population under certain aspects" (Rodriguez Osuna, 1991, pp. 54–55). As explained in the previous note, in this case, the heterogeneity of the strata is taken into account in terms of (1) proportion of CA ages 10 to 17 and (2) proportion of adolescents ages 13 to 17 who do not attend educational establishments. Heterogeneity values for each stratum are expressed in the "Territory distribution of the sample. Survey on CL in selected districts in Guairá—2016 Baseline". Bibliography: Rodríguez Osuna, J (1191) Sampling methods. Madrid: CIS.

termination of the number of PSUs to select per sample stratum was conditioned to two factors: the number of households to select (n) and the value of the median of the number of households in the neighborhoods and localities of the stratum[37]. This arrangement, which modified the initial sample design, was intended to maximize the quantity of primary units in the strata that have a great number of neighborhoods/localities with low population volumes, with the ultimate objective of improving the precision of estimates.

The selection of PSUs within each stratum was carried out with the systematic sampling technique of equal probability[38], which involved arranging the units in an increasing order (neighborhoods and localities) according to the number of households identified by the cartographic update of the 2012 National Census[39]. With this, the selection of units in relation to demographic volume was controlled, ensuring the heterogeneity of the units according to their dimension. Thus, the survey was carried out in 64 neighborhoods/locations within the five target districts.

Stage 2: Selection of SSUs

Once the neighborhoods/areas within each sample stratum were selected, the number of households (SSUs) was selected using proportional criteria based on the number of households of the neighborhood/locality with regard to the total number of households of the selected neighborhoods/localities in the first stage of the sampling[40]. The distribution of sample units, according to the strata, is detailed in Table 2.

Table 2. ELS 2019: Distribution of sample units according to strata in selected districts of Guairá.

Stratum ID	District	Area	PSU (selected neighborhoods/localities)	SSU (households to survey)
4011	Villarrica	Urban	4	201
4016	Villarrica	Rural	7	152
4021	Borja	Urban	1	8
4026	Borja	Rural	12	305
4031	Mauricio José Troche	Urban	3	115
4036	Mauricio José Troche	Rural	11	200
4091	Iturbe	Urban	4	138
4096	Iturbe	Rural	9	171
4171	Paso Yobai	Urban	3	71
4176	Paso Yobai	Rural	10	269

Note: The district of Borja has a very limited urban area and is made up of only one neighborhood (Centro); here, the mapping update of the CNPV registered only 71 households with present or temporarily absent people. Given these parameters, a reduced number of cases are investigated with regard to the population volume and the existing heterogeneity in the urban and rural areas of the district.

In the second stage of the sampling, the households (SSUs) within the limits of the chosen neighborhoods/localities were randomly selected. For the ELS, a housing framework sample of selected locations (PSUs) was formed from two sources of information: (1) the cartographic update of the from the preliminary results of the CNPV and (2) the identification of potential homes built after the CNPV. On this sample framework, the selection of households was carried out according to the sample sizes set for each neighborhood defined in the BLS sample design.

After the selection, the locations of the households in each selected neighborhood/locality were provided to the field coordinators, taking into account the universe of units in these small-scale areas, the estimated proportion of households with at least one member of 5–17 years of age, and the defined criteria in the collection targets. In other words, a larger number of SSUs (households) were selected in comparison to the number defined in the sample design, according to the estimated proportion of households that could not respond to the survey because they were uninhabited or did not have members of 5–17 years of age.

According to the stipulated protocol, when contacting a household, the presence or non-presence of members ages 5–17 was noted. If the household met this inclusion criterion, the questionnaire was distributed. The search for households within the neighborhood/locality conti-

37 Following $\frac{Number\ of\ households\ to\ be\ selected}{Number\ of\ households\ per\ neigborhood,sites\ selected}$, as a general pattern with three exceptions (urban Villarrica, urban Borja, urban Paso Yobai).

38 For more references on this selection technique, see Verma, V (2009) "Sampling for household surveys on CL." Pages 114–115. Geneva: ILO.

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

40 $\frac{Number\ of\ households\ per\ neighborhood—sites\ location}{Number\ of\ total\ selected\ households\ per\ neighborhood—Sites\ selected} * n$ households to survey in the sample design. If more detail is needed, please request for the corresponding documentation of the POK project.

nued until the assigned number of cases to survey was met (the sampling provided a list of selected households located within the neighborhood/locality by simple random selection). This verification of the existence of eligible households for conducting the survey (households with members from 5 to 17 years of age) was carried out by the supervisor, so that the interviewer could proceed directly to the households to be surveyed. With this sample strategy, "replacement" of households was not foreseen since a sufficient amount of the mentioned units were assigned, thus permitting the surveying of the assigned number of households.

Description of simple random sampling procedure

To define the households to be selected, the simple random sampling methodology was used, as described below:

Step 1:

All households were listed sequentially starting with "1," that is, a number was assigned sequentially to all points on the map of the locality.

Step 2:

To start the enumeration, an arrow was placed on the first block on the north side of the cartography pointing east. The interviewer went around the block clockwise until all households in the block, including potential new households that were not in the original listing were covered. Then, he/she continued on the block on the left, facing the block; in this way, he/she proceeded in the same way but starting from n + 1.

Step 3:

After listing all the households in each location, the last number assigned equaled the total number of households registered in the list of households by location provided by the cartographer in the Excel spreadsheet for the selection of households.

Step 4:

Random numbers were generated in an Excel table where the interval of 1 to n was used, depending on the number of households in the locality.

Step 5:

The Excel spreadsheet for the selection of households included the total number of households in the locality (A) and the total number of households to select (B).

In the following column (C), the following relationship was generated:

The result represents the number of households that were skipped from the first value taken from the table of pre-established random numbers until the number of households to be addressed was completed, which is established in column B.

Step 6:

The selected households were indicated on the map by circling the corresponding number according to the skips that were given until they reached the next household.

Within eligible households, a module for adults was applied as well as the specifics to each child or adolescent comprised in the target group (ages 5–17). Aligned with the scope of work for the ELS, there was no internal selection of surveyed parties.

Pre-selection of replacement households: The supervisor carried out a process to verify the existence of eligible households to conduct the survey (households with members of 5–17 years of age), so that the interviewer could proceed directly to the households to be surveyed (column "Number of households to be surveyed" in Table 3). The field teams received a list of the originally selected households, in case there was rejection (including vacant households), and the central office provided additional households to be surveyed, from the list of selected households mentioned in Table 3. During the training sessions, the field team was instructed to contact the central office if there were any incomplete/rejected households in the field.

In the locality of San Antonio (Iturbe district), the number of stipulated households (44) could not be surveyed, due to the insufficient number of households with CA ages 5–17 years. This could be due to the high migration to urban areas, which is consistent with the large number of vacant and abandoned households found in the field operation. This also explains the high population concentration in the Villarrica district. With respect to the procedure used to address missing households (six), a locality adjacent to San Antonio was selected. The selected locality was San Juan, due to the number of households it had and also considering the fact that both locations have similar sociodemographic characteristics. This decision did not affect the sample, considering that the representativeness is at the district level.

Table 3. ELS 2019: Locality-wise distribution of PSUs in selected districts of the Department of Guairá.

Villarrica

District (code)	District (description)	Area	Neighborhood/Locality (description)	N° of selected households	N° of households to survey	N° of households surveyed
1	Villarrica	Urban	Asentamiento Sinaí 1, 2 y 3	18	6	6
2	Villarrica	Rural	Costa Espinillo	173	60	60
3	Villarrica	Rural	Doña Juana	36	13	13
4	Villarrica	Urban	Estación	85	26	26
5	Villarrica	Rural	Loma San Francisco	10	3	3
6	Villarrica	Rural	Punta Cupe	40	14	14
7	Villarrica	Rural	Santa Rosa	23	8	8
8	Villarrica	Urban	Tuyutimi	184	57	58
9	Villarrica	Rural	Tuyutimi	82	29	29
10	Villarrica	Urban	Ybaroty	357	111	111
11	Villarrica	Rural	Ybaroty	65	23	25
TOTAL VILLARRICA				**1,073**	**350**	**353**

Borja

District (code)	District (description)	Area	Neighborhood/Locality (description)	N° of selected households	N° of households to survey	N° of households surveyed
12	Borja	Rural	Agustín Molas	88	33	33
13	Borja	Rural	Colonia Tacuare´e	60	23	23
14	Borja	Rural	Costa Jhu	25	9	9
15	Borja	Rural	Cuatro Bocas	7	2	2
16	Borja	Rural	Isla Alta	47	18	18
17	Borja	Rural	Loma'i	71	27	27
18	Borja	Rural	Macarro	95	36	36
19	Borja	Rural	Malvina	19	7	7
20	Borja	Rural	Paso Cue	38	14	14
21	Borja	Rural	Rincón	210	80	80
22	Borja	Rural	Tte. Rojas Silva	82	31	31
23	Borja	Urban	Urbano	31	8	8
24	Borja	Rural	Yhaca Guazu	65	25	25
TOTAL BORJA				**838**	**313**	**313**

Mauricio José Troche

District (code)	District (description)	Area	Neighborhood/ Locality (description)	N° of selected households	N° of households to survey	N° of households surveyed
25	Troche	Rural	Asentamiento Nueva Esperanza	16	6	6
26	Troche	Urban	Centro	105	40	40
27	Troche	Rural	Cerro Punta	83	33	33
28	Troche	Rural	Chacore	103	42	42
29	Troche	Rural	Cora Guazu	41	17	17
30	Troche	Rural	Costa Caballero	11	5	5
31	Troche	Rural	Guayaki	9	3	3
32	Troche	Rural	Itacurubi	90	36	36
33	Troche	Urban	Loma Clavel	93	35	35
34	Troche	Rural	Ñumi	12	4	4
35	Troche	Urban	San Blas	108	40	40

District (code)	District (description)	Area	Neighborhood/ Locality (description)	Nº of selected households	Nº of households to survey	Nº of households surveyed
36	Troche	Rural	San Miguel	112	45	45
37	Troche	Rural	Santa Librada	16	7	7
38	Troche	Rural	Yhovy	6	2	2
TOTAL TROCHE				**805**	**315**	**315**

Iturbe

District (code)	District (description)	Area	Neighborhood/Locality (description)	Nº of selected households	Nº of households to survey	Nº of households surveyed
39	Iturbe	Rural	Capitán Brizuela	75	24	24
40	Iturbe	Rural	Concepción- mí	92	30	30
41	Iturbe	Rural	Costa Alegre	52	17	17
42	Iturbe	Rural	Itacurubi	30	10	10
43	Iturbe	Rural	Ka'aty- mí	63	21	21
44	Iturbe	Rural	Paso Yobai	40	13	13
45	Iturbe	Rural	Potrero	131	42	42
46	Iturbe	Urban	San Antonio*	136	44	38
47	Iturbe	Rural	San Ignacio	11	4	4
48	Iturbe	Urban	San Juan**	172	55	61
49	Iturbe	Urban	San Luis	58	19	19
50	Iturbe	Urban	San Roque	64	20	20
51	Iturbe	Rural	San Roque	32	10	10
TOTAL ITURBE				**956**	**309**	**309**

*In the town of San Antonio, the number of stipulated households (44) could not be covered; after reaching the saturation point (100% of the households), 38 were completed. The main reason that prevented reaching the stipulated number was large number of homes that did not meet criteria, mainly vacant and abandoned homes.

**Missing surveys (six) were conducted in a locality adjacent to San Antonio. The selected locality was San Juan, due to its proximity and a high number of households.

Paso Yobai

District (code)	District (description)	Area	Neighborhood/Locality (description)	Nº of selected households	Nº of households to survey	Nº of households surveyed
52	Paso Yobai	Rural	14 Línea	22	9	9
53	Paso Yobai	Rural	2da Línea 3 de Noviembre	42	18	18
54	Paso Yobai	Urban	8 de Diciembre	76	29	29
55	Paso Yobai	Rural	Arroyo Moroti	159	68	68
56	Paso Yobai	Rural	Asentamiento Costa Alegre	16	6	6
57	Paso Yobai	Urban	Centro	54	20	20
58	Paso Yobai	Rural	Ciervo Cua	73	31	31
59	Paso Yobai	Rural	Colonia Sudetia	79	34	34
60	Paso Yobai	Rural	Coronel Cubas	30	13	13
61	Paso Yobai	Rural	Ñu Vera	51	22	22
62	Paso Yobai	Rural	Planchada Sub Urbano	50	21	21
63	Paso Yobai	Urban	San Cosme	59	22	22
64	Paso Yobai	Rural	Zanja Pyta	110	47	47
TOTAL PASO YOBAI				**821**	**340**	**340**

Expansion factor design and weighting scheme

After completion of the fieldwork, coding, and data entry tasks, the final composition of the sample was analyzed. Depending on the selection probabilities in each of the sampling stages, the expansion factors were calculated. Upon obtaining them, tests of difference of means and proportions of key variables were applied, using reference values from official statistical sources of information.[41]

The expansion factor design process was developed in six phases. The first phase corresponds to the design of the initial expansion factor, which takes into account the number of households surveyed in the survey and the estimation of the universe of households with a population from 5 to 17 years old in the districts covered by the study.

Phases 2–5 contemplate adjustments, based on the initial expansion factor, where potential biases of the responding households are identified. Through this, the expansion factor variable is adjusted so that the relative distribution of households is homologated with key variables (profile of the head of the household and other household-scale variables), whose parameters are taken from a reference data source based on area (selection of cases from the Permanent Household Survey of the Department of Guairá, corresponding to households with members ages 5–17).

The last adjustment phase corresponds to a final calibration that respects the estimated N by sample domain, in order to correct calibration effects by area (urban/rural) of the previous phases.

The following phases were applied:

Phase 1:

Adjustment of number of households estimated for the BLS by population variation coefficient of 5–17 years according to population projections for the years 2016 and 2019 (N households with population aged 5-17 years estimated to 2016 * (Pop5-172019 / Pob5-172016); applied to each sample domain (ten domains according to district and area). This corresponds to the initial expansion factor.

Phase 2:

Calibration of the initial expansion factor according to the proportion of female heads of households by area, based on parameters from the Permanent Household Survey.

Phase 3:

Calibration according to the distribution of the level of instruction of heads of households by area, based on parameters of the Permanent Household Survey.

Phase 4:

Calibration according to possession of household goods selected by area, based on parameters of the Permanent Household Survey.

Phase 5:

Calibration according to the type of fuel used for cooking by area, based on parameters from the Permanent Household Survey.

Phase 6:

Calibration according to the final adjustment by estimation of households by sample domain (final expansion factor).

41 Particularly, with the head of household variable.

Technical specifications

Title: Survey on CL in selected districts of Guairá: ELS 2019

Coverage: Urban and rural areas of the districts: Paso Yobai, Borja, Iturbe, Villarrica, and Mauricio José Troche (all corresponding to the Department of Guairá)

Frequency: Punctual

Units of analysis: Population ages 5–17 residing in households located in the five selected districts of the Department of Guairá

Sample framework: List of urban districts and rural locations of the five selected districts of the Department of Guairá, classified by estimates of the resident population of 5–17-year-olds and census proxy indicators of CL (among 10–17-year-olds) and school absenteeism (among 13–17-year-olds)

Type of design: Stratified two-stage probabilistic design with optimal affixation

First stage:

- Defining strata according to five districts and area (urban/rural)—ten strata in total. A variable number of neighborhoods (urban strata) and localities (rural strata) were selected following systematic sampling guidelines.

Second stage:

- Selection of households with members ages 5–17, according to pre-established targets.
- Sampling units: neighborhoods (urban strata) and localities (rural strata; PSUs); households (SSUs)
- Sample size: 1,630 households
- Theoretical sampling error: For a 95% confidence level and P = Q, the error for the whole sample is ± 2.37%.

Table 4. ELS 2019: Calculation of territorial distribution of the sample considering selected districts of Guairá.

Stratum ID	District	Area	Nº of estimated homes (A)	Nº of estimated households with population ages 5–17 (B)	Nº of estimated population ages 5–17 (C)	Standard deviation (D)1	E: (C)*(D)	Optimal allocation of homes to be covered (F)2	n adjusted sample (G)3	n adjusted for the proportion of households with a population ages 0–17 (H) = (J)*(A/B)	n adjusted by safety margin (I) = (H)*1.54	Neighborhoods/ Locations (J)	Median number of homes by neighborhoods/locations (K)	Neighborhoods/Locations to select (L)5
0401 Villarrica		**Total**	**18,912**	**9,122**	**16,225**		**144.3**	**350**	**350**					
4011	VILLARRICA	Urban	14,470	6,765	11,777	0.006984	82.3	199.5	200	427.8	642	15	403	4
4016	VILLARRICA	Rural	4,442	2,356	4,448	0.013954	62.1	150.5	150	282.8	424	25	68	7
0402 Borja		**Total**	**2,386**	**1,349**	**2,712**		**41.7**	**313**	**313**					
4021	BORJA	Urban	79	31	47	0.021822	1.0	7.6	8	20.3	30	1	70	1
4026	BORJA	Rural	2,307	1,318	2,665	0.015277	40.7	305.4	305	533.9	801	23	72	12
0403	MAURICIO JOSÉ TROCHE	Total	2,409	1,434	2,772		57.4	315	315					
0403 Capitán Mauricio José Troche		**Total**	**2,409**	**1,434**	**2,772**		**57.4**	**315**	**315**					
4031	MAURICIO JOSÉ TROCHE	Urban	806	458	798	0.026089	20.8	114.1	115	202.6	304	7	117	3
4036	MAURICIO JOSÉ TROCHE	Rural	1,603	977	1,974	0.018549	36.6	200.9	200	328.2	492	13	46	11
0409 Iturbe		**Total**	**2,661**	**1,299**	**2,361**		**58.1**	**309**	**309**					
4091	ITURBE	Urban	1,434	695	1,184	0.021822	25.8	137.6	138	284.9	427	6	124	4
4096	ITURBE	Rural	1,226	604	1,177	0.027376	32.2	171.4	171	347.1	521	12	63	9
0417 Paso Yobai		**Total**	**4,613**	**2,938**	**6,646**		**87.5**	**340**	**340**					
4171	PASO YOBAI	Urban	492	280	536	0.033830	18.1	70.5	71	124.7	187	3	158	3
4176	PASO YOBAI	Rural	4,121	2,658	6,110	0.011344	69.3	269.5	269	417.1	626	53	64	10

Notes:

1: Product of the square root of the sum of variances of (1) proportion of the employed population ages 10–17 and (2) proportion of the population ages 13–17 who does not attend school.

2: In each district, the allocation is defined by area (urban/rural) according to the proportion of E multiplied by the sample size defined for the district. Example: F in Urban Villarrica = (82.3 / 144.3) * 350 = 199.5.

3: This is the final effective number of households to be surveyed by district and sample stratum.

4: Refers to the number of cases to be selected from the sample housing framework, in order to meet the targets set in the previous column. The proportion of households with CA ages 5–17 is taken into account, and an additional margin (50%) is added, providing for eventualities in the field.

5: Product of n number of households to select (I)/median number of households in neighborhoods/localities (L). Exceptionally, the values for urban Villarrica (adding two neighborhoods), Urban Borja (single neighborhood), and Paso Yobai urban (universalization of the PSU selection) were selected.

1.3. QUALITATIVE COMPONENT METHODOLOGY

The qualitative component aimed to analyze the perspective of key stakeholders in terms of knowledge, attitudes, and practices related to CL in the target districts, after the implementation of the POK project. The intention was to add depth, detail, and context; triangulate the quantitative information obtained through the surveys; and deepen the understanding of the situation, in order to be able to compare the perceptions of local stakeholders regarding CL at the beginning and at the end of the project.

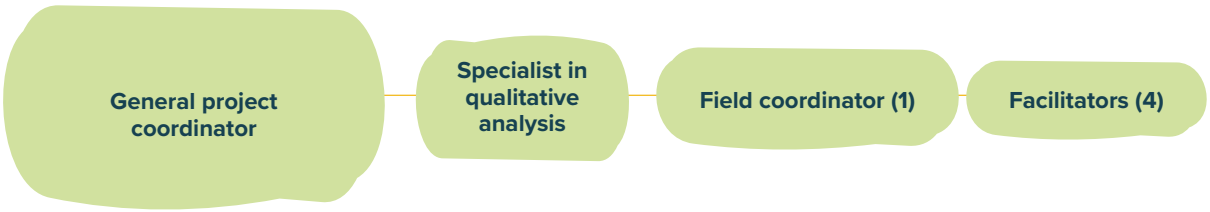
Qualitative methodologies allow to reconstruct the facts from the perspective of the actors involved, which becomes the center of the analysis (Flick, 2009), and to discern how people build senses from their experiences, which is not so easy to access in another way (Liamputtong & Ezzy, 2005).

For this purpose, two qualitative information collection instruments were used[42]: FGs and semi-structured interviews. They were applied to a non-probabilistic directed sampling, which coincides with the theoretical sampling used in the BLS.

The qualitative team was composed of six people (one qualitative specialist, one field coordinator, four facilitators), who carried out 39 semi-structured interviews and six FGs from November 14 to 21, 2019, in the districts of Villarrica, Troche, Iturbe, Paso Yobai, and Borja. Before the field work, they had received training on November 6, 2019.

The qualitative fieldwork lasted 2 weeks and was carried out on November 14 and 15 (week 1) and November 19, 20, and 21 (week 2) of 2019.

Figure 5. Qualitative field team structure.



1.3.1. FGs

To access this information, six FGs were held with parents and guardians, in addition to one FG with CA from the district of Villarrica. The invitation to participate in these FGs was open to members of the community and convened with the help of community representatives. It was sought for each of the groups to have an equitable representation in terms of gender in order to be able to listen to the voices of both men and women. However, this objective presented challenges since most of the participants were mothers. Here, it is important to note that six to twelve people participated in each FG.

1.3.2. Interviews

A total of 39 semi-structured interviews were conducted with representatives from the participating Municipalities. Those interviewed included a representative of the departmental government, a representative of the municipal government, a CODENI representative, representatives of the judiciary system, representatives of the Ministry of Education and Sciences, representatives of the health system, local health leaders, local leaders of the education system, representatives of neighborhood commissions, and representatives of foundations or institutions. It should be noted that all of those interviewed deal with issues related to the childhood sector in their respective professions. Although 40 interviews were planned, despite best efforts, it was not possible to interview a Judge from Villarrica, since the judiciary officials were on strike at the time (November 2019).

42 The qualitative instruments used are presented in Appendix 6.

Table 5. Local stakeholders interviewed.

Actors	Tools	Number	Details
Family heads CA	5 FGs 1 mixed group of CA	Six groups	- Two from Villarrica (one group of heads of household and one group of CA) - One from Paso Yobai - One from Borja - One from Iturbe - One from Mauricio José Troche
The departmental government of Guairá	Semi-structured interviews	Two people	- Municipal executive - Technical instance related to the topic
Municipal governments	Semi-structured interviews	Nine people	- Five municipal executives - Four municipal legislative actors
CODENI	Semi-structured interviews	Five people	- One representative per district for a total of five districts
Actors within the justice system: a labor judge (member of the court of appeals) and a public defender.	Semi-structured interviews	Two people	- One representative per profile: one judge and one public defender
Local leaders in health areas	Semi-structured interviews	Five people	- One representative per district
Local educational leaders	Semi-structured interviews	Five people	- One representative per district
Neighborhood Committees	Semi-structured interviews	Five people	- One representative per district
Foundations or Institutions that work in the childhood sector	Semi-structured interviews	Six people	- Two representatives per district for a total of three districts
TOTAL		**39 semi-structured interviews and 6 FGs**	

Table 6. Formation of FGs and interview profiles.

Location	Reference	Position
Paso Yobai	**FG**	**7 females, 1 male**
	Mayor	Assistant
	Municipal Board	Representative
	CODENI	CODENI Counselor
	Health Sector	Representative
	Education Sector	Administrative supervisor
	Neighborhood Commission	Neighborhood commission
Troche	**FG**	**6 females**
	Mayor	General Secretary of the Municipality
	Municipal Board	Absent on the agreed-upon day
	CRECER NGO	Community promoter/Coordination assistant
	CODENI	CODENI Counselor
	Health Sector	Representative
	Education Sector	Supervisor
	Neighborhood Commission	Chairwoman
Villarrica	**FG (adults)**	**6 females**
	FG (adolescents)	**6 females, 4 males**
	Mayor	Director of Human Resources
	Municipal Board	Secretary of the Municipal Board
	CODENI	CODENI Counselor
	CRECER NGO	Community promoter
	Plan Foundation	Manager in Villarrica
		Project Manager
	Mitã'i Vy'aha Foundation	Foundation Director
	Neighborhood Commission	President
	Health Sector	Representative
	Education Sector	Representative
	Governor´s Office	Departmental Secretary of Children and Adolescents
	Secretariat of the Governor´s Office	Human Resources Manager
	Representative of the Abrazo program	District Manager
	Public Defender	Public Defender
	Judge	Civil Defender (Judiciary system personnel on strike)

MAIN CHARACTERISTICS OF THE CA

MAIN CHARACTERISTICS OF THE CA

2.1. MAIN CHARACTERISTICS OF THE SURVEYED POPULATION

The results of the ELS facilitate an in-depth understanding of the conditions and characteristics of the population surveyed and their comparison with the results obtained in the BLS. In this sense, to meet the criteria of comparability between the BLS and the ELS, the ELS was developed under the same conditions as the BLS in terms of sample design.

A survey was carried out in 1,630 households with CA between 5 and 17 years of age in the districts of Paso Yobai, Mauricio José Troche, Iturbe, Borja, and Villarrica, where 1,630 adults were interviewed (one from each household) and 2,688 CA ages 5–17 were registered. Among these, adults and heads of household responded for 1,104 children ages 5–9 and CA ages 10–17 were directly interviewed.

Two questionnaires were used to collect the information: Questionnaire N°1—Adults and Questionnaire N°2—CA ages 10–17. In the case of children ages 5–9, the data were obtained from Questionnaire N° 1, in which adults or heads of household (1,630) responded on behalf of them (information was collected of 1,104 children). Conversely, for CA ages 10–17, the data came exclusively from Questionnaire N° 2, where direct interviews were conducted with the CA themselves (1,584 CA were interviewed).

This section shows the main characteristics of the CA surveyed as well as of their households. As previously mentioned, there were 1,630 households where 2,688 CA ages 5–17 were registered. It is important to mention that the data processing is done considering the population estimate[43] (sample size multiplied by the expansion factor), the result of which was 19,182 households and 31,332 CA ages 5–17.

Considering gender, among the CA ages 5–17, 50.8% are boys and 49.2% are girls. Likewise, 72.8% are below the minimum age to work and 27.2% correspond to the group of adolescents ages 14–17. The following table shows the percentage distribution of CA ages 5–17 by sex, according to age groups, most spoken language at home, socio-economic level according to tertiles, districts, and areas of residence, according to the results of the ELS.

43 An estimate is a calculation of the population size for the current year. A projection is a calculation of the population size at a future time.

Table 7. ELS 2019: Percentage distribution of CA ages 5–17 based on selected characteristics.

Selected characteristics	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	**31,332**	**15,901**	**15,431**	**100**	**100**	**100**
Age (Grouped)						
5–9 years	13,401	6,524	6,877	42.8	41.0	44.6
10–13 years	9,394	4,691	4,703	30.0	29.5	30.5
14–17 years	8,537	4,686	3,851	27.2	29.5	25.0
Language						
Guaraní	14,187	7,459	6,728	45.3	46.9	43.6
Guaraní and Spanish	9,605	4,849	4,756	30.7	30.5	30.8
Spanish	7,460	3,551	3,909	23.8	22.3	25.3
Another language	8	0	8	0	0	0.1
Does not speak	72	42	30	0.2	0.3	0.2
Socio-economic Level (tertiles)						
Low	9,148	4,695	4,453	29.2	29.5	28.9
Medium	11,220	5,787	5,433	35.8	36.4	35.2
High	10,964	5,419	5,545	35.0	34.1	35.9
District						
Borja	2,582	1,169	1,413	8.2	7.4	9.2
Iturbe	2,226	1,112	1,114	7.1	7.0	7.2
Paso Yobai	6,527	3,743	2,784	20.8	23.5	18.0
Troche	2,705	1,403	1,302	8.6	8.8	8.4
Villarrica	17,292	8,474	8,818	55.2	53.3	57.1
Area of residence						
Urban	15,009	7,693	7,316	47.9	48.4	47.4
Rural	16,323	8,208	8,115	52.1	51.6	52.6

Total number of CA ages 5–17 based on weighted number of those surveyed: N = 31,332

In Table 8, the distribution of CA by age group shows a distribution similar to that of the BLS. In the ELS, children ages 5-9 constitute the highest percentage (42.8%), followed by those ages 10-13 (30.0%) and ages 14-17 (27.2%). Compared to the BLS, the age group of 5–9 years demonstrates a statistically significant increase of 3.1 percentage points; the age group of 10–13 years shows a statistically significant decrease of 3.5 percentage points; and adolescents ages 14–17 indicate the smallest increase (0.5 percentage points).

The Villarrica district has the highest number of CA (17,292). However, the percentage of CA reduced by 2.9% in comparison to the BLS (17,801). In contrast, the district with the lowest percentage is Iturbe, with 2,226 CA, representing a decrease of 3.8 percentage points. When analyzing by area of residence, a similar proportion to that of the BLS is found: 47.9% of the CA reside in the urban area and 52.1% in the rural area.

Although the Guaraní language is still the most used language by CA to communicate (45.3%), it reduced by 7.5% with respect to the BLS. On the other hand, 30.7% of the CA declared that they speak Guaraní and Spanish, compared to 21.7%, which represents an increase of 9.0 percentage points.

Finally, comparing the BLS and the ELS, there was a statistically significant increase of 0.8 percentage points in the number of CA in the low socio-economic level and a statistically significant increase of 3.7 percentage points in the number of CA in the medium socio-economic level. On the other hand, there was a statistically significant decrease of 4.5 percentage points in the number of CA at the high socio-economic level.

Table 8. Comparison between BLS and ELS: Percentage distribution of CA ages 5–17 based on selected characteristics.

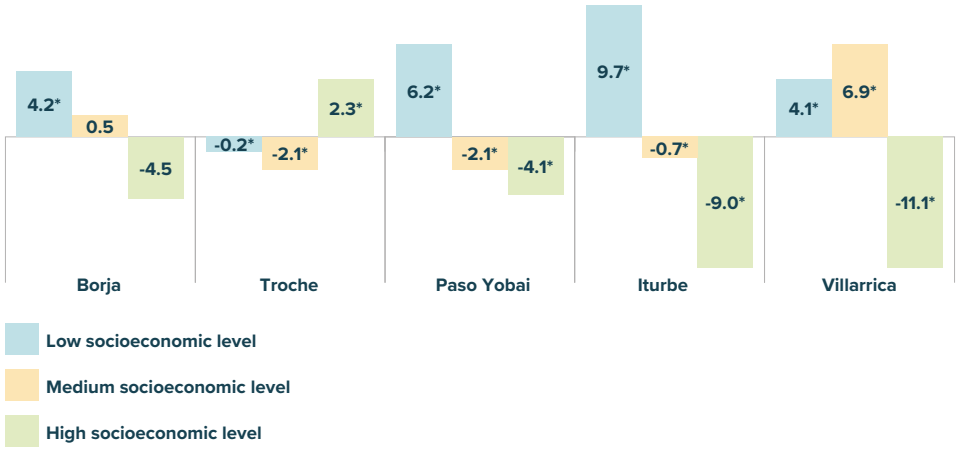
Selected characteristics	% in BLS	% in ELS	Difference (%)	
Age (Grouped)				
5–9 years	39.7	42.8	3.1	*
10–13 years	33.5	30.0	-3.5	*
14–17 years	26.7	27.2	0.5	
Language				
Guaraní	48.5	45.3	-3.2	*
Guaraní and Spanish	21.7	30.7	9,0	*
Spanish	29.3	23.8	-5.5	*
Another language	0.3	0.0	-0.3	*
Does not speak	0.1	0.2	0.1	*
Socio-economic Level (tertiles)				
Low	28.4	29.2	0.8	*
Medium	32.1	35.8	3.7	*
High	39.5	35.0	-4.5	*
District				
Borja	7.1	8.2	1.1	*
Iturbe	7.3	7.1	-0.2	
Paso Yobai	20.1	20.8	0.7	*
Troche	9.2	8.6	-0.6	
Villarrica	56.3	55.2	-1.1	*
Area of residence				
Urban	48.3	47.9	-0.4	*
Rural	51.7	52.1	0.4	

Total CA ages 5–17 based on weighted number of those surveyed:
N_{BLS} = 31,618
N_{ELS} = 31,332
*Statistically significant difference with a confidence level of 5%

2.2. SOCIO-ECONOMIC LEVEL OF HOUSEHOLDS

To obtain a more detailed analysis of the household characteristics, it was essential to build the index of the socio-economic level of the households surveyed. For this purpose, the same calculation method as used in the BLS was applied[44].

The following graph shows the difference in percentage points with respect to the distribution of the socio-economic level of the households when comparing the findings of the ELS and the BLS by district, based on the estimated tertiles of population. This indicates the degree of well-being or wealth.



Graph 1. Comparison between BLS and ELS: Percentage variation of the socio-economic level of households.

Weighted number of surveyed households:
N_{BLS} = 18,728
N_{ELS} = 19,182
*Statistically significant difference with a confidence level of 5%

In all the districts, there was an increase in the low socio-economic level, with the exception of Troche (-0.18). Moreover, four of the five surveyed districts showed a decrease in the high socio-economic level, Villarrica being the one with the greatest reduction (-11.15).

The foregoing is consistent with the results obtained in the qualitative component, where the parents in the localities stated that socio-economic crisis still exists, that is, income levels are not sufficient to meet minimum needs. This situation could have been aggravated by the closure of the sugar factory in Iturbe (filed for bankruptcy), which affected not only this district but also the entire territory of Guairá, generating unemployment for adults and leading to migration of families in search of job opportunities in other districts or towards departmental capital.

In this context, the following was mentioned in the interview:

> *"We had a sugar factory that was our source of work, even for farmers, who were small producers of sugarcane. They had their salary, so there was not so much need. But after the factory was closed, here there is no source of work anymore" (Representative of the Municipal Council of Iturbe).*

In specific terms, the Villarrica district constitutes a migration receiving district. This could be an explanatory factor of the decrease of households with high socio-economic status in Villarrica, given that the migratory phenomenon has important consequences both in population dynamics and in the economic performance of society.

44 Principal component analysis is detailed in Appendix 4.

2.3. PARTICIPATION IN HOUSEHOLD CHORES AT HOME

This section describes the participation of CA ages 5–17 in other non-economic productive activities, such as non-paid work within their own household, also known as "domestic chores." According to the Rural EANA[45] , unpaid household works are not considered hazardous since they are not within the production frontier and are, therefore, not considered to estimate the magnitude of CL.

Nevertheless, it is important to present the conditions and characteristics of CA ages 5–17 who perform chores in their households. By comparing the percentage of CA dedicated to performing household chores, a statistically significant decrease is observed, from 85.3% to 73.6%. Of the total number of boys, 75.5% perform household chores, a lower percentage in comparison to 86.1% of the BLS. A similar result can be seen with respect to girls, where 71.8% perform household chores compared to 84.4% registered in the BLS.

Table 9. Comparison between BLS and ELS: Gender-wise percentage comparison of CA ages 5–17 who perform household chores at home.

Gender	% in BLS	% in ELS	Difference (%)	
Total	**85.3**	**73.6**	**-11.7**	*
Male	84.4	71.8	-12.6	*
Female	86.1	75.5	-10.6	*

Total number of CA ages 5–17 based on weighted number of those surveyed:
N_{BLS} = 31,618
N_{ELS} = 31,332
*Statistically significant difference with a confidence level of 5%

In relation to household chores, in most locations, parents consider that there are tasks that their CA should practice since early ages. They express that in this way they reproduce their own experiences that were useful for them and, therefore, expect the same for their children. This coincides with the statements made by the adolescents, who indicated that they collaborate in various activities inside the house and that this turns out to be part of their daily lives.

Therefore, continuing with what has already been identified in the BLS, in all groups there is a positive assessment of work done at home, since it is the space where attitudes and values can be instilled through these tasks.

45 Child and adolescent labor in the rural agriculture, livestock, forestry, and fishing and fish farming sectors in Paraguay—survey of activities of children and adolescents—EANA RURAL 2015/ ILO; principles service and fundamental rights at work (FUNDAMENTALS); DGEEC, Geneva: ILO, 2016.

2.4. NUMBER OF ADOLESCENTS ENGAGED IN PAW

This section presents a comparison of the information about adolescents ages 14–17 who are employed in PAW, that is, those who are not engaged in CL because their respective jobs adhere to the safeguards established in national legislation and international agreements.

Considering the CA ages 14–17 who are economically employed, the ELS indicates that 23.6% of them are engaged in PAW, which constitutes a statistically significant increase of 15.0 percentage points in comparison to the BLS (8.6%)[46]. The rest of the employed in this age range are in HCL (76.4%), presenting a statistically significant decrease of 15 percentage points.

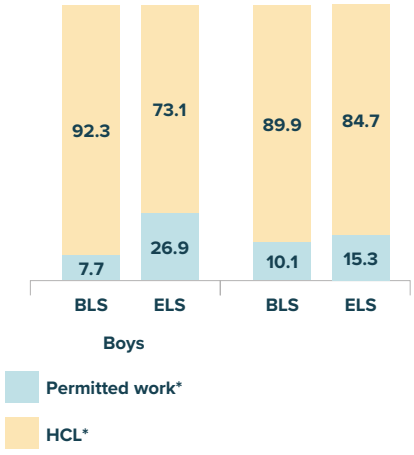
Table 10. Comparison between BLS and ELS: Percentage distribution of adolescents ages 14–17 in PAW.

	% in BLS 2016	% in ELS 2019	Difference (%)	
PAW	8.6	23.6	15.0	*
HCL	91.4	76.4	-15.0	*

Total number of working adolescents ages 14–17 based on weighted number of those surveyed:
N_{BLS} = 2,419
N_{ELS} = 2,154
*Statistically significant difference with a confidence level of 5%

Regarding gender-wise distribution, Graph 2 shows a greater increase in the percentage of male adolescents than in the percentage of female adolescents engaged in PAW. There was a statistically significant increase of 19.2 percentage points for male adolescents (7.7% in the BLS and 26.9% in the ELS) compared to 5.2% increase for female adolescents (10.1 in the BLS and 15.3 in the ELS).

Graph 2. Comparison between BLS and ELS: Gender-wise percentage distribution of adolescents ages 14–17 occupied in PAW.



Total number of working adolescents ages 14–17 based on weighted number of those surveyed:
N_{BLS} = 2,419
N_{ELS} = 2,154
*Statistically significant difference with a confidence level of 5%

46 The total number of adolescents ages 14 to 17 occupied in the BLS was 2,419 and in the ELS was 2,154.

Additionally, adolescents between 14 and 17 years of age were consulted directly to find out if they were registered in RAT[47], administered by the MTESS[48]. Registration is mandatory and is implemented by CODENI at the district level.

In that sense, of the total cases found of adolescents ages 14–17 in PAW, 100% of them responded that they were not registered in the RAT[49].

Among the interviews carried out, the RAT was mentioned, leading to a positive assessment of the training carried out by the MTESS through the POK project. This has enabled this registry to be known, in addition to acquiring knowledge related to the topic of CL and the list of hazardous work.

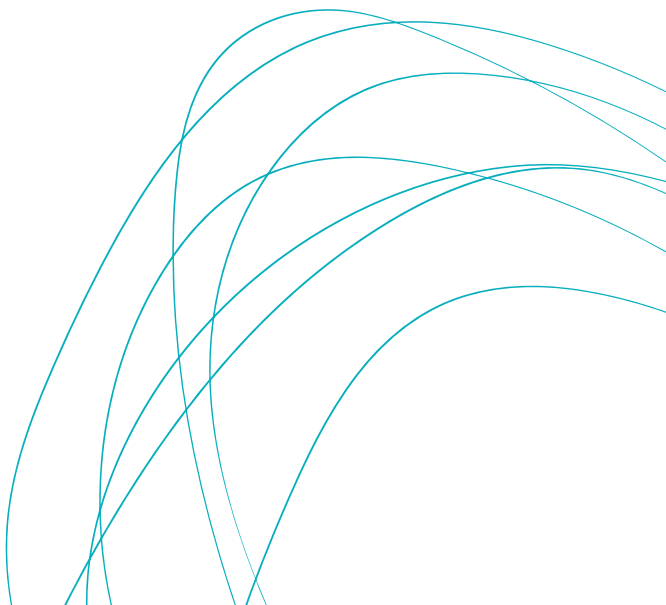
Although the RAT is a tool that was built as a means to promote formal and protected work, the application of the registry has had difficulties due to the high labor informality that exists in the area. In this sense, interviewees mentioned that the shops have adolescents working, but generally they do not do it in a formal way, since sometimes the company itself is not formally constituted. Therefore, when MTESS supervises them, companies choose to dismiss the adolescent from that work.

Moreover, when an adolescent is performing an occupation, it is important that the family becomes aware that he/she must be registered in the RAT, to ensure compliance with labor regulations.

47 It is a special record of adolescent workers, which contains the information of an adolescent and his/her employer as well as the authorization of the parents or legal guardians of the adolescent who wishes to work. The RAT is applicable to all adolescents ages 14 to 17.

48 It is established by the Code of Childhood and Adolescence and regulated by a resolution of the Ministry of Justice and Work, Articles 60 and 61.

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



3

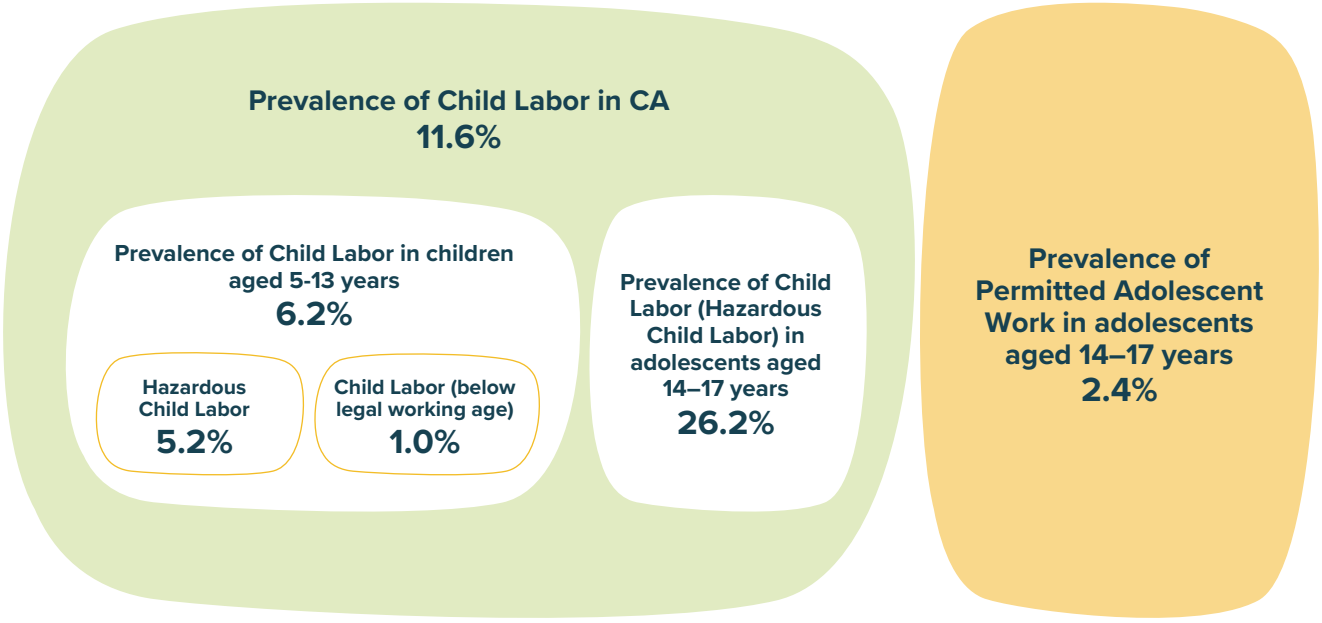
CL SURVEY RESULTS

CL SURVEY RESULTS

3.1. PREVALENCE OF CL AMONG CA AGES 5–17

According to the data collected, the prevalence of CL among CA ages 5–17 in the five districts is 8.6%, lower than in the BLS (11.6%), representing a statistically significant difference of 3.0 percentage points. The total number of CA engaged in CL can be divided into two age groups, from 5 to 13 years (below the minimum legal working age and/or engaged in HCL) and from 14 to 17 years (engaged in HCL).

The prevalence of CL for the age range from 5 to 13 years is 4.7%. In this particular case, the number of economically employed children is equal to the number of children engaged in CL. When comparing the prevalence of CL among this age group with the respective findings of the BLS, a statistically significant decrease of 1.5 percentage points is observed. Considering a higher level of disaggregation, the prevalence of CL among children ages 5–13 is divided into HCL[50] and CL below the minimum age. In this sense, the prevalence of the HCL is 3.9% and the CL below the minimum age is 0.8%.



When analyzing the age group of 14–17 years, the prevalence of HCL is 19.3%. Since the legal age to work begins at age 14, only those adolescents who perform work that according to their condition or nature are characterized as hazardous work are considered to be engaged in CL.

In comparative terms, the result constitutes a statistically significant decrease of 6.9 percentage points in relation to the BLS (26.2%).

50 Established by the Code of Childhood and Adolescence and regulated by a resolution of the Ministry of Justice and Work, Articles 60 and 61.

Table 11. Comparison between BLS and ELS: Incidence of CL among CA ages 5–17 per district.

Domain		% in BLS	% in ELS	Difference (%) *	
District	Total	11.6	8.6	-3.0	
	Villarrica	8.6	9.7	1.1	
	Borja	14.1	12.4	-1.7	
	Troche	18.3	3.8	-14.5	
	Iturbe	12.6	7.1	-5.5	
	Paso Yobai	15.4	6.8	-8.6	
Sex	Men	16.4	11.2	-5.2	
	Women	7.0	5.9	-1.1	
Age group	5–13 years	6.2	4.7	-1.5	
	14–17 years	26.2	19.3	-6.9	
Area	Urban	8.9	7.9	-1.0	
	Rural	14.0	9.3	-4.7	
*Statistically significant difference with a confidence level of 5%					

Table 12. Comparison between BLS and ELS: Incidence of HCL among CA ages 5–17 per district.

Domain		% in BLS	% in ELS	Difference (%)	
District	Total	10.9	8.1	-2.8	*
	Villarrica	8.2	9.1	0.9	*
	Borja	13.3	11.6	-1.7	*
	Troche	17.5	3.8	-13.7	*
	Iturbe	11.5	6.8	-4.7	*
	Paso Yobai	14.0	6.2	-7.8	*
Sex	Male	15.4	10.5	-4.9	*
	Female	6.6	5.6	-1.0	*
Age group	5–13 years	5.3	3.9	-1.4	*
	14–17 years	26.2	19.3	-6.9	*
Area	Urban	8.4	7.4	-1.0	*
	Rural	13.2	8.7	-4.5	*
*Statistically significant difference with a confidence level of 5%					

Analyzing the percentage of CA ages 5–17 engaged in CL, Borja is the district with the highest prevalence of CA engaged in CL (12.4%), followed by Villarrica with a prevalence of 9.7% and Iturbe with a prevalence of 7.1%. It should be noted that Paso Yobai (6.8%) and Troche (3.8%) recorded the lowest levels of CL prevalence in the ELS, while in the BLS, Troche (18.3%) and Paso Yobai (15,4%) recorded the highest levels.

These changes could be attributed to the expansion of social programs such as Tekoporã, a conditional cash transfer initiative for families living in extreme poverty. Moreover, data collected from the qualitative study highlights the role the project has had in target communities:

"The POK helped through its activities; this project worked through the Municipality, that promoted training courses as alternatives. At the same time, they left capacities installed in schools." (Assistant to the Mayor, Paso Yobai)

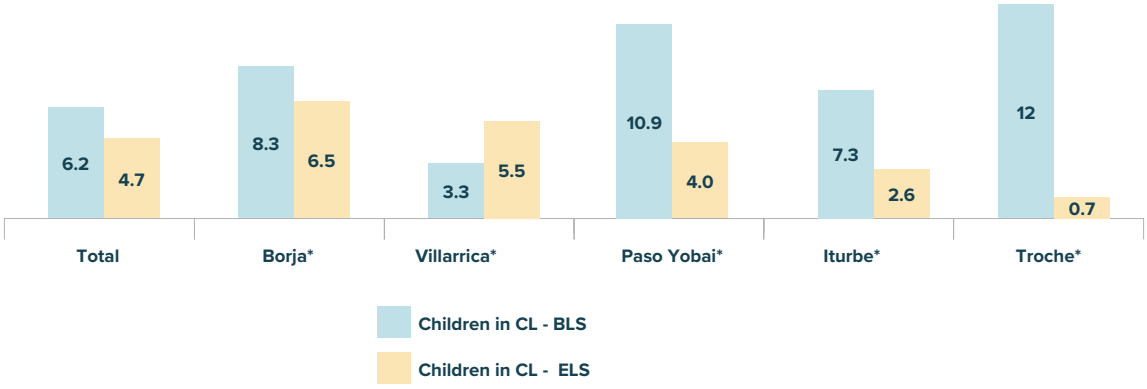
The most significant gap between the BLS and the ELS occurred in Troche, with a 14.5 percentage point decrease in the prevalence of CL among CA ages 5–17, followed by Paso Yobai with a reduction of 8.6 percentage points and Iturbe with a decrease of 5.5 percentage points. Further, in all the target districts, the difference between the BLS and the ELS is statistically significant (Table 11).

The two most notable cases are those of Villarrica[51], which after registering the lowest prevalence in the BLS (8.6%) occupied the second place of prevalence (9.7%) in the ELS, and Troche, which after being the district with the highest prevalence in the BLS (18.3%) showed the lowest prevalence (3.8%) in the ELS (Table 11).

Interviewees mentioned that since Villarrica is the departmental capital and has a preponderance as a urban area, it is the district that receives the greatest amount of internal migration from other districts, which could explain the fact that it is the only district where the prevalence of CL did not decrease.

Considering the age group of 5–13 years (Graph 3), it is observed that Borja is the district with the highest prevalence (6.5%), followed by Villarrica with prevalence of 5.5%. Likewise, Troche is below the other districts in terms of the percentage of children engaged in CL (0.7%).

Graph 3. Comparison between BLS and ELS: District-wise percentage distribution of the prevalence of CL among children ages 5–13.

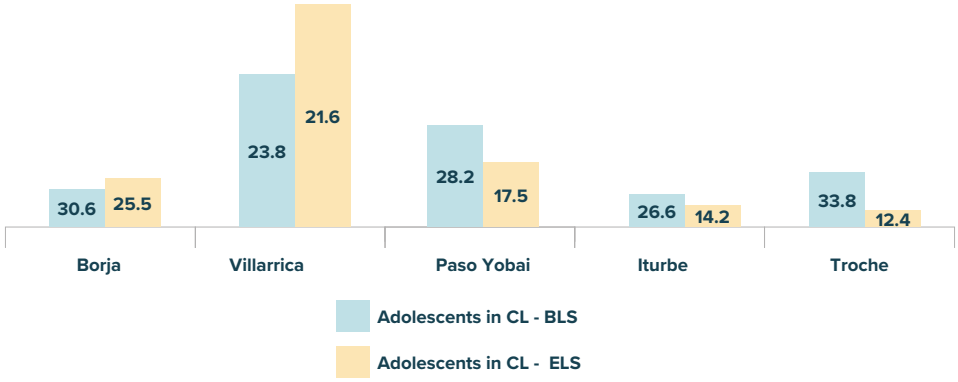


Total number of children ages 5–13 based on weighted number of those surveyed:
N_{BLS} = 23,164
N_{ELS} = 22,795
*Statistically significant difference with a confidence level of 5%

For the age group of 14–17 years (Graph 4), a homogeneous pattern is observed in comparison to the other age groups. In this sense, Borja has the highest percentage of CL (25.0%), followed by Villarrica (21.6%) and Iturbe (17.5%).

51 The number of CA ages 5 to 17 decreased from 17,801 in the BLS to 17,292 fin the ELS.

Graph 4. Comparison between BLS and ELS: District-wise percentage distribution of the prevalence of CL among adolescents ages 14–17.



Total number of adolescents ages 14–17 based on weighted number of those surveyed:
N_{BLS} = 8,454
N_{ELS} = 8,537
*Statistically significant difference with a confidence level of 5%

As expressed during the FGs with parents, the perceptions regarding CL are diverse; there are parents who, due to the lack of work in the area, poverty, and the multiple needs they have, justify the fact that CA do paid work. They do not have knowledge about the consequences of HCL and instead argue that CL is a way to develop skills through different trades, in addition to acquiring new knowledge that in the future will allow their children to have greater job opportunities.

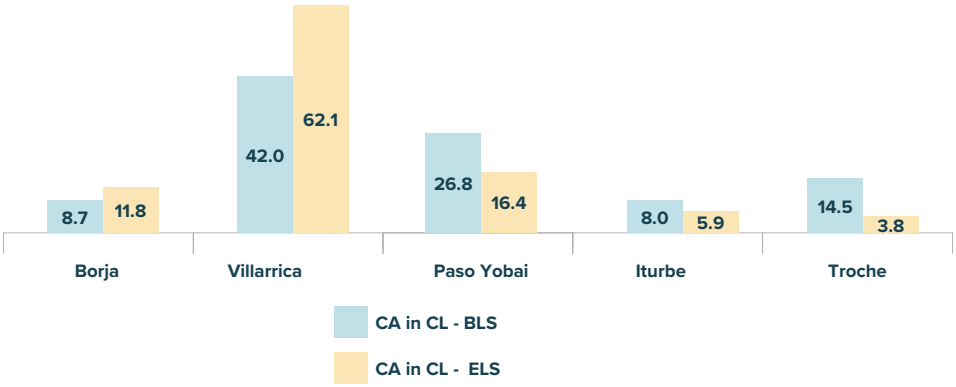
On the other hand, the adults manifested to know about the situations that constituted danger to children and in turn those activities that are allowed and are according to the ages of children. This reflects a change in the position of adults in relation to CL, where parents and interviewees mentioned that the intervention of the POK project contributed to that knowledge, through the promotion of information and the creation of spaces for adults so they can have their own microenterprises.

3.2. CHARACTERISTICS OF CL AMONG CA AGES 5–17

The objective of this section is to describe the CL characteristics of CA ages 5–17 considering the branches of economic activity, types of occupation to which they belong, and the number of hours worked.

It is important to have in mind that of the total number of CA ages 5–17 that make up the sample, 8.6% are engaged in CL. Graph 5 shows the percentage distribution of CA engaged in CL in both surveys. Based on the 2,706 CA engaged in CL, most of them are in Villarrica (62.1%), followed by Paso Yobai (16.4%) and Borja (11.8%); meanwhile, in the BLS, of the total number of CA engaged in CL, 42.0% belonged to Villarrica, 26.8% to Paso Yobai, and 14.5% to Troche.

Graph 5. Comparison between BLS and ELS: District-wise percentage distribution of CA ages 5–17 engaged in CL.



Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 3,652
N_{ELS} = 2,706

3.2.1. Activity groups and occupations of CA ages 5–17 engaged in CL

In the household prevalence survey, open questions about activity group and occupation were raised. The results were systematized and coded for further processing and analysis.

As in the BLS, the following definitions were used:

Activity group: It is the classification that allows to locate a company, an establishment, or a business within a sector of the economy, according to the class of goods and services it produces. It determines the branch of activity of the establishment in which a person is engaged. The CNAEP was used for the coding of the activity group.

Occupation: It is the classification that allows a person to be located according to the type of work he/she performs or has performed, understood as the set of tasks carried out. The CPO was used for the codification of the occupations.

Activity groups

The CNAEP was used to codify the open questions on the branch of activity. Its purpose is to consider the production of all goods and services that characterize the productive activity of Paraguay and that give it uniqueness and importance in the generation of the gross domestic product (DGEEC, 2009). The CNAEP is structured hierarchically in five levels: Level 1—section (21), level 2—division (87), level 3—group (224), level 4—class (410), and level 5—subclass (606).

The data on groups of economic activity were organized first in sections (level 1) and then in classes (level 4)[52]. In addition, the results of the relationship between level 1 (section) and level 4 (class) are presented in more detail in Appendix 3.[53]

52 The same levels of disaggregation as used in the BLS were used to provide comparability.

53 In this study, level 4 (class) is used as the highest level of disaggregation. level 5 (subclass), although more disaggregated, can generate a large number of categories with insufficient cases (less than 30 cases).

Considering the total number of CA ages 5–17 engaged in CL, according to level 1 of disaggregation, the three groups of occupations showing higher CL activity remain the same as in the BLS. Overall, 75.7% of CA ages 5–17 engaged in CL are occupied in these three activities, which implies a statistically significant increase of 3.9 percentage points (Table 13).

Table 13. Comparison between ELS and BLS: Activity group-wise (level 1 of CNAEP) percentage distribution of CA ages 5–17 engaged in CL.

Activity groups (level 1 of CNAEP)	% in BLS	% in ELS	Difference (%)	
Agriculture, livestock, hunting, and support activities	36.5	28.6	-7.9	*
Wholesale and retail trade, repair of motor vehicles and motorcycles	19.9	26.3	6.4	*
Households as employers of domestic staff	15.4	20.8	5.4	*
Manufacturing industries	9.7	10.7	1.0	*
Building	7.3	8.5	1.2	*
Others	11.2	5.2	-6.0	*

Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:

N_{BLS} = 3,652

N_{ELS} =2,706

*Statistically significant difference with a confidence level of 5%

Here, "others" category corresponds to other service activities; transportation and storage; professional, scientific, and technical activities; educational activity; mining and quarrying; art, entertainment, and recreation.

Table 13 shows that although the activities remain in the same order as in the BLS, the percentage varies (increases or decreases). The table indicates an increase in the percentage of CL in the branches of commerce (6.4 percentage points) and that of households as employers of domestic staff (5.4 percentage points) and a decrease in the branch of agriculture, livestock, hunting, and support activities (-7.9 percentage points).

This could indicate a change in the dynamics of employment, a reduction in the agriculture sector, and an increase in the trade and services sectors. The data on the groups of activities that show the decrease in the percentage of jobs linked to agriculture reinforce what was mentioned both in interviews and FGs, where from the point of view of adults, there has been an increase in the branch "wholesale and retail trade, repair of motor vehicles and motorcycles," especially in urban areas. As for the decrease in jobs in rural areas, adults attribute this change to the migration of young people and adults to places where there are greater offers, both in education and in labor.

As shown in Table 13, most of CL is concentrated in the agriculture sector. In the ELS, 28.6% belong to the group of agriculture, livestock, hunting, and support activities, with a decrease of 7.9 percentage points with respect to the BLS. Second, there is the "wholesale and retail trade, repair of motor vehicles and motorcycles" group that experienced an increase of 6.4 percentage points with respect to the BLS (from 19.9 to 26.3%). The next branch of economic activity with the highest concentration of CA ages 5–17 engaged in CL is households as employers of domestic staff[54], which experienced an increase of 5.4 percentage points in comparison to the BLS (from 15.4 to 20.8%).

Regarding the gender-wise distribution, there are significant differences between both studies. The results of the ELS show that 39.4% of the boys are working in agriculture, livestock, hunting, and support activities compared with 7.5% of the girls working in that branch. Considering the BLS, the proportion of girls working in agriculture, livestock, hunting, and support activities decreased by 6.7 percentage points (Graph 6).

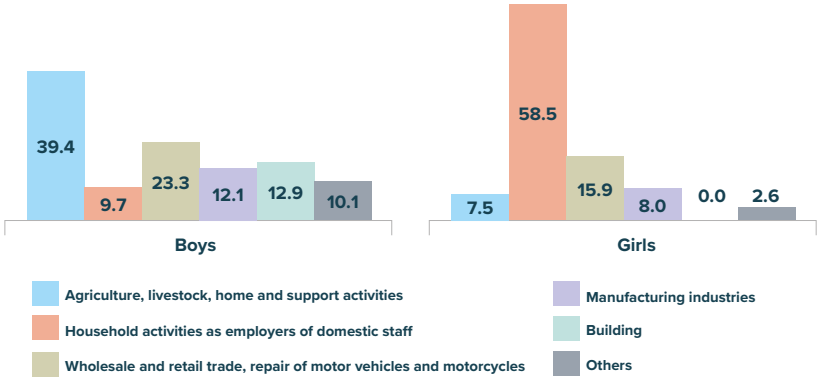
The analysis of households as employers of domestic staff reveals that 58.5% of girls are engaged in this category, compared to 9.7% of boys. The ELS shows that girls increased their participation by 11.2 percentage points in this category.

Finally, it is observed that, like in the BLS, girls are primarily dedicated to households as employers of domestic staff and boys to agriculture, livestock, hunting, and support activities.

54 The category "households as employers of domestic staff" indicates domestic service outside home; in that case, households become employers of paid domestic staff. The category does not take into account household chores that CA ages 5–17 perform in their own homes.

Interviews conducted with adults reflect the differentiation that exists with respect to the activities and/or works that are carried out by boys and girls: In activities such as masonry, carpentry, and repair in mechanical workshops mostly male CA are engaged, while in food production, child and/or adult care, and domestic work female CA dominate. This situation shows that roles attributed to sexes are maintained.

Graph 6. ELS 2019: Activity group-wise (level 1 of CNAEP) percentage distribution of CA ages 5–17 engaged in CL.

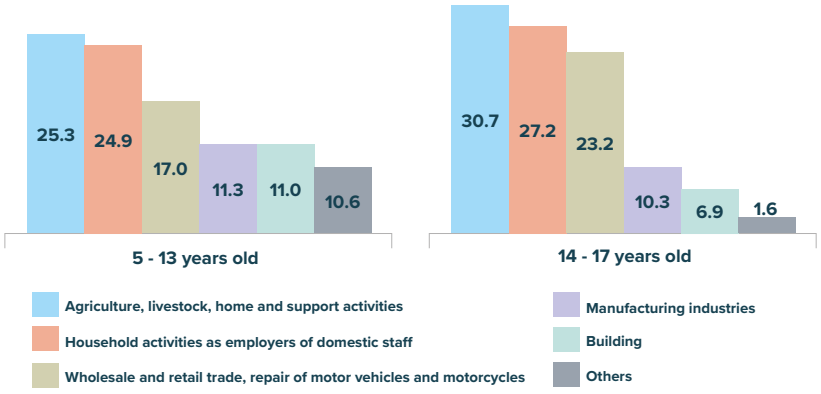


Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 3,652
N_{ELS} = 2,706

Others: other service activities; transportation and storage; professional, scientific, and technical activities; educational activity; mining and quarrying; art, entertainment, and recreation.

As shown in Graph 7, there are also differences according to age group, since there is a higher percentage of adolescents ages 14–17 engaged in agricultural, livestock, hunting, and support activities (30.7%) than those ages 5–13 (25.3%). On the other hand, children ages 5-13 years have a higher percentage of representation than adolescents ages 14–17 in manufacturing industries (11.3% and 10.3%, respectively).

Graph 7. ELS 2019: Activity group- and age group-wise (level 1 of CNAEP) percentage distribution of CA ages 5–17 engaged in CL.



Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 3,652
N_{ELS} = 2,706
Others: other service activities; transportation and storage; professional, scientific, and technical activities; educational activity; mining and quarrying; art, entertainment, and recreation.

It should be noted that in the BLS, there is a new branch of activity — "accommodation and food services" (2.0%)—that was not displayed in the BLS. For its part, the branch "administrative activities and support services" is no longer quantified in the ELS.

Next, the economic activity branches disaggregated to level 4 (class) are presented, starting from the large branches mentioned above (Table B10, Appendix 2).

This disaggregation was organized up to level 4 according to CNAEP. A well-noticeable fact is that in the BLS, the item with the highest weight percentage was "production of sugarcane" (20.3%), while in the ELS, this item occupies the second place (8.6%), thus representing a decrease of 11.7 percentage points. It is worth mentioning that in the ELS, the item with the highest percentage weight is "households as employers of domestic staff" (21.9%), which experienced an increase of 10.9 percentage points.[55]

A significant fact related to agriculture has to do with the cultivation of sugarcane, where the opinion of the interviewees reinforces the data presented in this section. The collected perception shows that there was a change in the dynamics (decrease in work related to the cultivation of sugarcane) with more preponderant jobs being carried out by CA ages 5–17, after the intervention of what they knew as the "POK project."

In one of the semi-structured interviews, the following was mentioned:

> *"In recent times, there has been an improvement in CL. In the past, children worked mainly in sugarcane cultivation, but this has now been reduced by the closure of the sugarcane factory six years ago. Also, through programs like POK, the parents know a little more about the responsibilities and CL has been reduced. I do not say that there is no more CL; of course, there is, but there have been improvements in that aspect." (Mayor, Iturbe)*

This not only made it possible for parents and guardians to know the implication of CA working in the sugarcane sector but also allowed mothers to participate in activities for the economic empowerment of families so that CA do not have to work in the cultivation of sugarcane or other types of work.

Main occupations

The CPO was used for the codification of occupations. It presents a system of classification and aggregation of information on occupations from the Population Censuses and Household Surveys (DGEEC, 2012). The CPO has a hierarchical pyramidal structure; it is made up of ten large occupational groups (level 1) with their corresponding subdivisions at the following levels: main subgroup (level 2), subgroup (level 3), and primary group (level 4).

The occupational data organized first in level 1 (ten large groups) and then in level 4 (primary groups) are presented. In addition, the results of the relationship between large groups and primary groups are presented in greater detail.

As in the BLS, when processing the data on occupations of CA ages 5–17 engaged in CL considering level 1, "unskilled workers" and "skilled farmers and agricultural and fisheries workers" constitute the most dominant categories in the ELS. The third place is occupied by service workers and sellers of shops and markets, who ranked fourth in the BLS.

55 When analyzing exclusively the children who work in agriculture, livestock, hunting, and support sector, it is observed that 8.7% CA grow sugarcane, constituting the highest percentage in the reference branches. See Appendix 3, where the large CNAEP groups relate to the fourth level of disaggregation (class) within that classifier.

Table 14. Comparison between BLS and ELS: Occupation-wise (level 1 of CPO) percentage distribution of CA ages 5–17 engaged in CL.

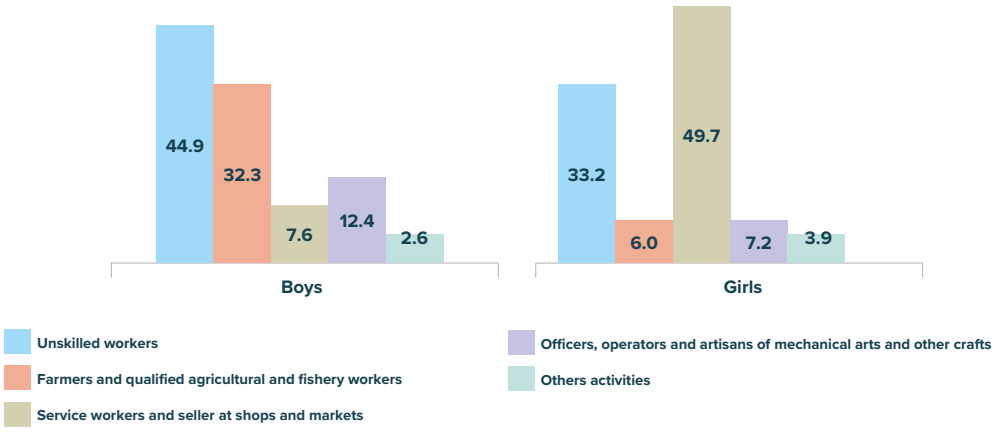
Main occupational category (level 1 of CPO)	% in BLS	% in ELS	Difference (%)	
Unskilled workers	56.8	40.9	-15.9	*
Farmers and qualified agricultural and fishery workers	18.0	23.4	5.4	*
Service workers and sellers at shops and markets	11.1	22.0	10.9	*
Officers, operators, and artisans of mechanical arts and other crafts	12.4	10.6	-1.8	*
Others	1.7	3.1	1.3	*

Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 3,652
N_{ELS} = 2,706
*Statistically significant difference with a confidence level of 5%
"Others" in the ELS: plant and machine operators and assemblers; middle-level technicians and professionals; scientific and intellectual professionals.

As noted in Table 14, unskilled workers showed a statistically significant decrease of 15.9 percentage points between the BLS and ELS. Conversely, farmers increased by 5.4 percentage points and service workers and sellers of shops and markets increased by 10.9 percentage points.

Distinguishing by sex (Graph 8), it is observed that "Service workers and sellers of shops and markets" constitutes the occupational category with the highest proportion in girls (49.7%). On the other hand, the category "unskilled workers" constitutes the highest proportion in boys (44.9%).

Graph 8. ELS 2019: Occupation-wise (level 1 of CPO) percentage of CA ages 5–17 engaged in CL.

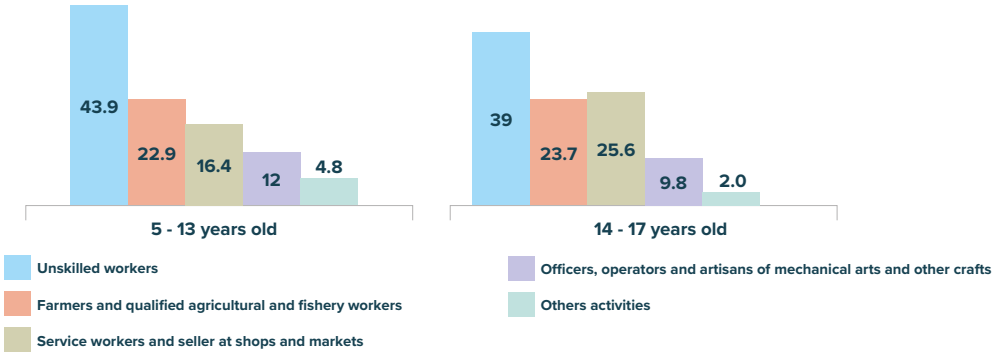


Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N = 2,706

Considering the age groups (Graph 9), the percentage of children ages 5–13 who are employed as unskilled workers is slightly higher than the proportion of adolescents ages 14–17 in that same occupation.

This situation corresponds to what has been described by the interviewees about the increase of young children who are currently on the street, either asking for money or dedicating themselves to street sales at traffic lights, at terminals, or in municipal markets.

Graph 9. ELS 2019: Occupation-wise variation (level 1 of CPO) of percentage of CA ages 5–13 and 14–17 engaged in CL.



Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N = 2,706

On analyzing the types of occupation with a higher level of disaggregation (level 4), it is observed that the occupation that stood first in the BLS appears at sixth position in the ELS. This means, there is a change in the type of activities that CA are currently engaged in: 41.1% of CA ages 5-17 years work under following three main occupational categories: farmers and skilled crop workers (16.9%), domestic staff (12.9%), and store demonstrators and sellers (11.3%). On the other hand, in the BLS, the farmers and agricultural laborers occupied the first place with 19.8%, an occupational category that decreased 12.4 percentage points in the ELS (7.4%; Table B12, Appendix 2).

In comparison with the BLS, there are marked differences according to sex, since while the percentage of girls employed as domestic staff[56] reaches 28.8%, in boys, it reaches only 4.7%. However, in the ELS, there was a decrease of 7.1 percentage points for girls employed in domestic jobs. Thus, at the time of BLS, girls were primarily dedicated to being babysitters and child caretakers[57] (29.2%) and work as domestic staff in second place.

In contrast, boys are predominantly employed as farmers and skilled crop workers (23.0%), constituting 17.9 percentage points above girls (5.1%). In the BLS, 24.3% were mainly employed as farmers and agricultural laborers, which fell to 7.4% in the ELS.

Work in agriculture

Of the total CA ages 5–17 engaged in CL, 13.9% were dedicated to agriculture during the reference week (last week), thus constituting a statistically significant decrease of 14.0 percentage points with respect to the BLS (27.9%).

This same trend is observed when analyzing based on sex. Although the gap during the BLS showing a greater number of boys than girls is maintained, in the ELS the difference is of 14.7 percentage points, while in the BLS a larger difference was registered (27.3 percentage points).

Similar to the BLS, it is important to clarify that the questions referring exclusively to the work in agriculture were separated from the questions oriented to inquire about the main work carried out in the reference week (last week). Thus, the questions were aimed at providing information on the dedication of CA to agricultural work, regardless of whether or not they considered it as their main job during the past week. For the same reason, there are significant variations in the percentage distribution of CA engaged in cultivating different types of crops during the reference week and of those who were engaged in what was declared as their occupation and main activity during the past week.[58]

56 According to the CPO, domestic staff is composed of maid, housekeeper, cleaning woman, servant (kitchen), servant (living room/domestic), and other unspecified domestic staff.

57 According to the CPO, babysitters and child caretakers take care of their employer's CA and monitor them during their daily activities or help school/kindergarten teachers to care of schoolchildren.

58 In this case, the percentage of CA dedicated to sugarcane plantation is higher than the percentage of those engaged in main activities. This is because in the case of the branches of activity, the percentages are calculated on the total of CA engaged in CL during the past week while in this case the percentages are calculated on the total of adolescents dedicated to agriculture during the past week.

Table 15. Comparison between BLS and ELS: Percentage distribution of CA ages 5–17 engaged in agriculture-related CL.

Worked in agriculture	% in BLS	% in ELS	Difference (%)	
Total	**27.9**	**13.9**	**-14.0**	*
Boys	36.4	18.8	-17.6	*
Girls	9.1	4.1	-5.0	*

Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 3,652
N_{ELS} =2,706
*Statistically significant difference with a confidence level of 5%

With regard to the type of crops to which CA ages 5–17 are dedicated, the main item was cassava (35.5%), followed by corn (29.5%) and beans (24%). Comparing with the BLS, although cassava and corn are still the most cultivated items, bean replaces sugarcane, which was third (14.6%) in the BLS. There is also an increase in the percentage of the three most cultivated items: cassava (35% in the ELS vs. 32.4% in the BLS), corn (29% in the ELS vs. 23.8% in the BLS), and beans (24% in the ELS vs. 13.3% in the BLS).

Table 16. Comparison between BLS and ELS: Percentage distribution of CA ages 5–17 engaged in CL related to cultivation of different types of crops.

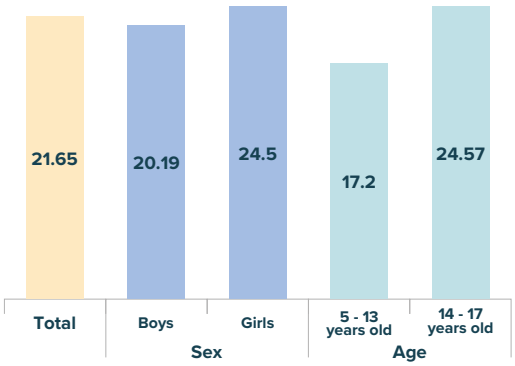
Type of crop	% in BLS	% in ELS	Difference (%)	
Mandioc/yucca (branch)	32.4	35.5	3.1	
Corn	23.8	29.5	5.7	*
Bean	13.3	24.0	10.7	*
Sugarcane	14.6	3.2	-11.4	*
Peanut	2.8	1.5	-1.3	
Others	13.1	6.4	-6.7	*

Total number of crop mentions (multiple responses) by CA who are engaged in agricultural work based on weighted number of those surveyed:
N_{BLS} =1,020
N_{ELS} = 375
*Statistically significant difference with a confidence level of 5%

Hours of work for CA engaged in CL

The average number of hours worked is 21.65 per week, representing a decrease of 0.7 percentage points in relation to the BLS. There is also a difference according to sex: In the ELS, it is found that girls work 24.5 hours and boys work 20.19 hours on average. On the other hand, in the BLS, it was observed that boys worked for more hours (22.9 hours) than girls (20.7 hours).

Graph 10. ELS 2019: Gender- and age group-wise average weekly hours worked by CA ages 5–17 engaged in CL.



Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N = 2,706

A significant difference exists among age groups. On average, children ages 5–13 work 17.12 hours and adolescents ages 14–17 work 24.57 hours. Moreover, on average, adolescents ages 14–17 work 7.5 hours more than the younger group (5–13), as observed in the graph above. On the other hand, in the BLS, it was found that on average adolescents ages 14–17 worked 12.5 hours more than children ages 5–13.

Further, 6.2% of CA ages 5–17 worked at least once from 7 pm to 7 am (prohibited for CA, by the Code of Childhood and Adolescence, Chapter III, Article 58) during the last 12 months, which represents a small decrease with respect to 6.5% of the ELS.

Further, a difference exists between the two surveys with respect to percentage of boys and girls: The percentage of boys decreased (from 8.5% to 3.7%) and that of girls increased (from 1.8% to 11.5%).

Table 17. Comparison between BLS and ELS: Gender-wise percentage distribution of CA ages 5–17 engaged in CL who worked at least once from 7 pm to 7 am during the last 12 months.

	% in BLS	% in ELS	Difference (%)	
Total	**6.5**	**6.2**	**-0.3**	
Boys	8.5	3.7	-4.8	*
Girls	1.8	11.5	9.7	*

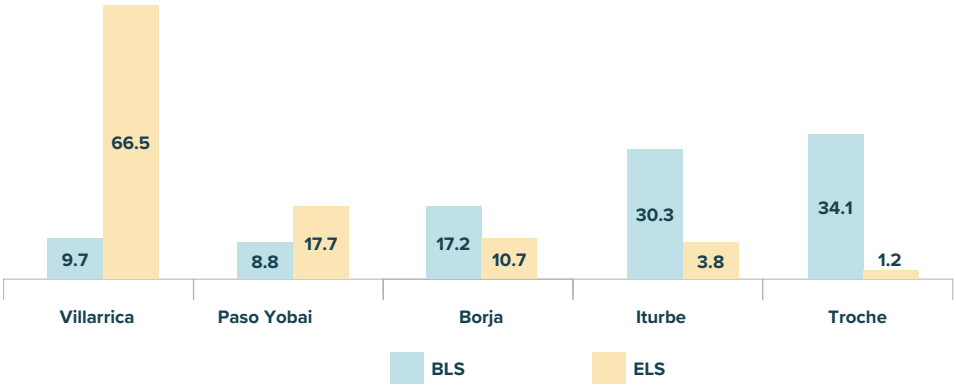
Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 3,652
N_{ELS} = 2,706
*Statistically significant difference with a confidence level of 5%

3.3. CL CHARACTERISTICS IN CHILDREN AGES 5–13

Marked differences are observed on analyzing the two surveys regarding the distribution of CL by district. In this regard, of the total number of children ages 5–13 engaged in CL, 66.5% are in Villarrica, 17.7% in Paso Yobai, and 10.7% in Borja.

The lowest proportions correspond to Iturbe, with 3.8%, and Troche, with 1.2%. This trend is maintained when analyzing the range of 14 to 17 years, where these three districts remain the most important and even maintain the same order.

Graph 11. Comparison between BLS and ELS: District-wise percent comparison of children ages 5–13 engaged in CL.



Total number of children ages 5–13 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 1,440
N_{ELS} = 1,061
As stated in the FGs, the lack of jobs has led to a change in family dynamics, as some of the members had to migrate to other cities or to the departmental capital (Villarrica). This could be one of the factors that explain the increase in the number of children ages 5–13 engaged in CL in this district.

3.3.1. Activity groups and occupations of children ages 5–13 engaged in CL

Activity groups

Like the BLS, according to level 1 of disaggregation, most children ages 5–13 engaged in CL are involved in agriculture, livestock, hunting, and support activities (25.3%). Moreover, 24.9% are engaged in households as employers of domestic staff, constituting an increase of 12.4 percentage points with respect to the BLS. Finally, 17.0% are dedicated to wholesale and retail trade and repair of motor vehicles and motorcycles, which moved from second place in the BLS to third place in the ELS.

In the FGs and interviews, interviewees mentioned that adolescents work in mechanical workshops and supermarkets, which explains why it is among the three main branches.

Table 18. Comparison between BLS and ELS: Activity group-wise (level 1 of CNAEP) percentage distribution of children ages 5–13 engaged in CL.

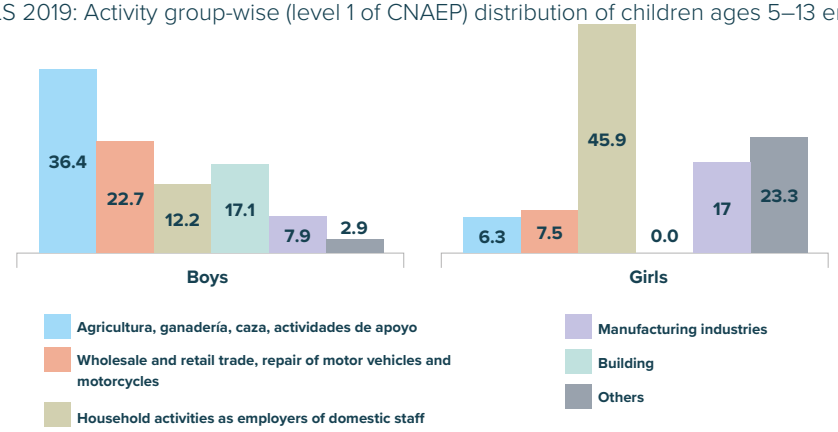
Activity group (level 1 of CNAEP)	% in BLS	% in ELS	Difference (%)	
Agriculture, livestock, hunting, and support activities	45.2	25.3	-19.9	*
Wholesale and retail trade, repair of motor vehicles and motorcycles	15.3	17.0	1.7	
Households as employers of domestic staff	12.5	24.9	12.4	*
Construction of buildings	10.3	11.0	0.7	
Manufacturing industries	3.3	11.3	8.0	*
Others	13.4	10.6	-2.8	

Total number of children ages 5–13 engaged in CL based on weighted number of those surveyed:
N_{BLS} =1,440
N_{ELS} = 1,061
*Statistically significant difference with a confidence level of 5%
"Others" in the BLS: other service activities; accommodation and food services; mining and quarrying; professional, scientific, and technical activities; teaching; art, entertainment, and recreation

A noticeable difference is observed depending on sex, since 36.7% of boys are working in agriculture, livestock, hunting, and support activities and only 6.3% of the girls work in this branch. On the other hand, 45.9% of the girls are performing households as employers of domestic staff compared to 12.2% of boys.

According to the BLS, 53.8% of the boys and 19.4% of the girls worked in agriculture, livestock, hunting, and support activities. On the other hand, 47.8% of girls worked in the branch called "households as employers of domestic staff" compared to 0.7% of boys.

Graph 12. ELS 2019: Activity group-wise (level 1 of CNAEP) distribution of children ages 5–13 engaged in CL.



Total number of children ages 5–13 engaged in CL based on weighted number of those surveyed:
N = 1,061

Other branches of activity: other service activities; accommodation and food services; mining and quarrying; professional, scientific, and technical activities; teaching; art, entertainment, and recreation.

As mentioned earlier, large groups of activity can be disaggregated up to five levels. This section analyses the activity groups disaggregated up to level 4 according to the CNAEP classification. In this sense, it can be observed that "households as employers of domestic staff" constitutes the most important group of activity, representing 24.9%, followed by building construction (11.0%) and retail sale of food, beverages and tobacco in stalls and markets (7.0%). It should be mentioned that during the BLS, the crop with more preponderance was sugarcane (24.5%), while as per the ELS, it occupies the fifth place by decreasing to 5.7% (Table B19, Appendix 2).

Main occupations

As in the BLS, considering level 1 of disaggregation, following are the three main work profiles of children ages 5–13: unskilled workers (43.9%), farmers and skilled agricultural and fishing workers (22.9%), and workers of the services and sellers of shops and markets (16.4%), thus covering 83.2% population of children engaged in CL.

Table 19. Comparison between BLS and ELS: Occupation-wise (level 1 of CPO) percentage distribution of children ages 5–13 engaged in CL.

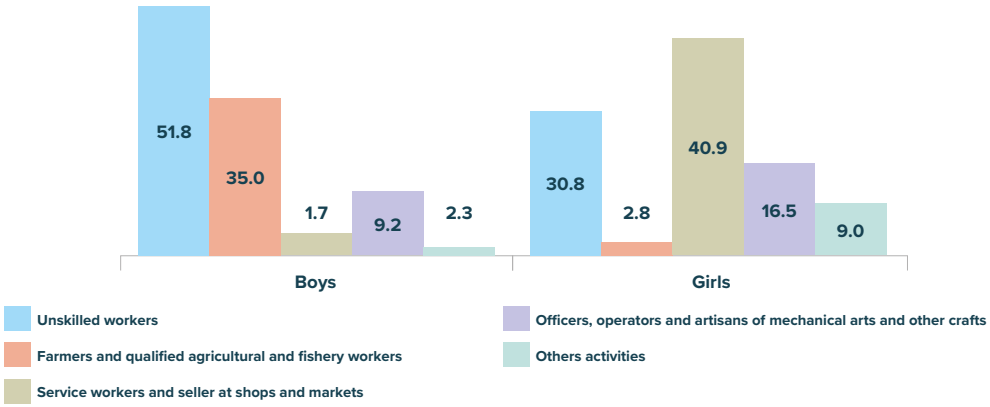
Main occupational category (level 1 of CPO)	% in BLS	% in ELS	Difference (%)
Unskilled workers	60.1	43.9	-16.2*
Farmers and qualified agricultural and fishery workers	21.7	22.9	12*
Service workers and sellers at shops and markets	11.0	16.4	54*
Officers, operators, and artisans of mechanical arts and other crafts	6.2	12.0	58*
Others	1.0	4.8	3.8*

Total number of children ages 5–13 engaged in CL based on weighted number of those surveyed:
N_{BLS} =1,440
N_{ELS} = 1,061
*Statistically significant difference with a confidence level of 5%

When analyzing the data on occupation in large groups (first level according to CPO), it can be observed that the majority of children ages 5–13 engaged in CL can be considered unskilled workers (43.9%), as in the BLS. However, this value was reduced by 16.2 percentage points (60.1%) with respect to the ELS.

Regarding differences by sex (Graph 13), girls are the ones with the greatest weight in the category "service workers and sellers of shops and markets" (40.9%) compared to boys (1.7%). In contrast, the representation of boys in the category "farmers and skilled agricultural and fishing workers" (35.0%) is higher than that of girls (2.8%).

Graph 13. Occupation-wise (level 1 of CPO) distribution of children ages 5–13 engaged in CL.



Total number of children ages 5–13 engaged in CL based on weighted number of those surveyed:
N = 1,061

Considering the type of occupations under a more detailed level of disaggregation (level 4), it is observed that 33.4% of children ages 5–13 have three main occupational categories: "farmers and agricultural laborers" (11.5%), "building construction laborers" (11.0%), and "farmers and skilled workers of extensive crops" (10.8%; Table B21, Appendix 2).

On the other hand, as per the BLS, the main occupational categories were "farmers and agricultural laborers" (22.8%), "farmers and skilled workers of extensive crops" (17.8%) and "manual packers and other laborers of the manufacturing industry" (14%).

Work in agriculture

Of the total number of children ages 5–13 engaged in CL, 9.9% dedicated themselves to agriculture in the reference week (last week), compared to 32.4% as per the BLS, thus representing a statistically significant decrease of 22.5 percentage points. As in the BLS, there is a marked difference according to sex, since 14.7% of the boys dedicated themselves to this work compared to 2.0% of the girls.

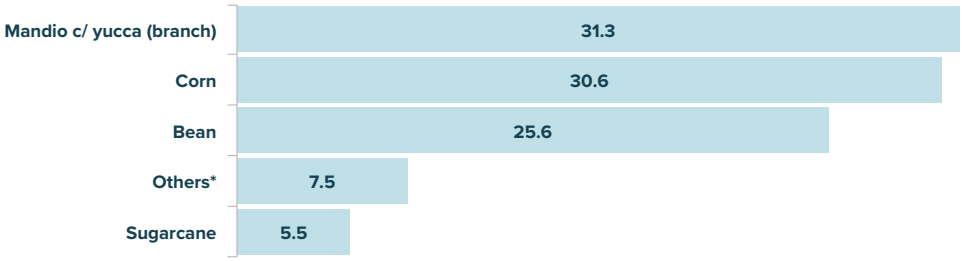
Analyzing with respect to the types of crop cultivated, the main item surveyed was cassava (31.3%), followed by corn (30.6%) and beans (25.6%). This implies that sugarcane, which was in third place in the BLS, was replaced by beans.

Table 20. Comparison between BLS and ELS: Gender-wise percentage distribution of children ages 5–13 engaged in CL related to agriculture.

	% in BLS	% in ELS	Difference (%)	
Total	**32.4**	**9.9**	**-22.5**	*
Boys	40.2	14.7	-25.5	*
Girls	9.2	2.0	-7.2	*

Total number of children ages 5–13 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 1,440
N_{ELS} = 1,061
*Statistically significant difference with a confidence level of 5%

Graph 14. ELS 2019: Percentage distribution of crops that were cultivated using CL by children ages 5–13.



Total number of crop mentions (multiple responses) in relation to CL by children ages 5–13, based on weighted number of those surveyed:
N = 105

Working hours of children ages 5–13

The average number of hours worked by children ages 5–13 engaged in CL is 17.1 hours (against 14.7 hours as per the BLS), with an important difference based on sex: boys work on average 15.4 hours and girls 20 hours a week.

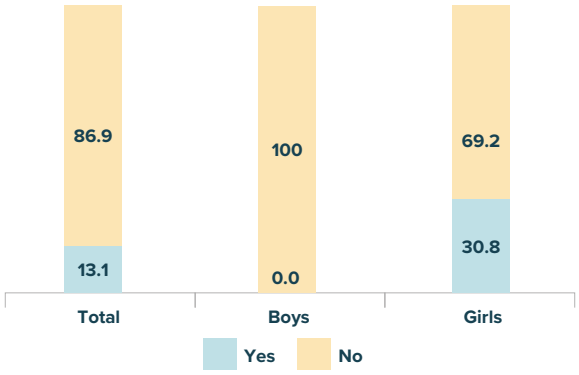
As for night work, there is an increase in the percentage of children ages 5–13 who worked from 7 pm to 7 am with respect to the BLS (0.5% and 13.1%, respectively). This increase corresponds entirely to the babysitting activity carried out by girls. No boy between the ages of 5 and 13 declared to be working at night.

Table 21. Comparison between BLS and ELS: Gender-wise percentage distribution of average weekly hours worked by children ages 5–13 engaged in CL.

	BLS	ELS	Difference
Total hours	**14.7**	**17.1**	**2.4**
Boys	15.2	15.4	0.2
Girls	13	20.0	7.0

Total number of children ages 5–13 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 1,440
N_{ELS} = 1,061
The calculation of statistically significant difference is not carried out because the value is in hours and as per the "proportion comparison method" this is not possible.

Graph 15. ELS 2019: Gender-wise percentage distribution of children ages 5–13 engaged in CL who worked at least once from 7 pm to 7 am during the last 12 months.



Total number of children ages 5–13 engaged in CL based on weighted number of those surveyed:
N = 1,061
Observation: The number of cases is not sufficient to guarantee good statistical representativeness

3.4. CHARACTERISTICS OF ADOLESCENTS AGES 14–17 ENGAGED IN CL

ILO Convention Nº 138, ratified by Paraguay, determines that, with certain restrictions, the legal age to work in Paraguay is 14 years. First, there are restrictions on the work hours: adolescents ages 14–15 cannot work for more than four hours per day and 24 hours a week, and those in the range of 16–17 cannot work for more than six hours a day and 36 hours a week. Moreover, they are also not permitted to work during night from 7 pm to 7 am.

Likewise, the Code of Childhood and Adolescence of Paraguay (Law Nº 1680/2001) names the prohibited jobs[59] and, in turn, details the types and conditions of work that adolescents from 14–17 years of age can perform. On this point, it should be highlighted that Paraguay has ratified ILO Convention Nº 138 on minimum age as well as ILO Convention Nº 182 and adopted Recommendation Nº 190 on the WFCL. In response to these international commitments, Paraguay has prepared a list of 26 hazardous activities.

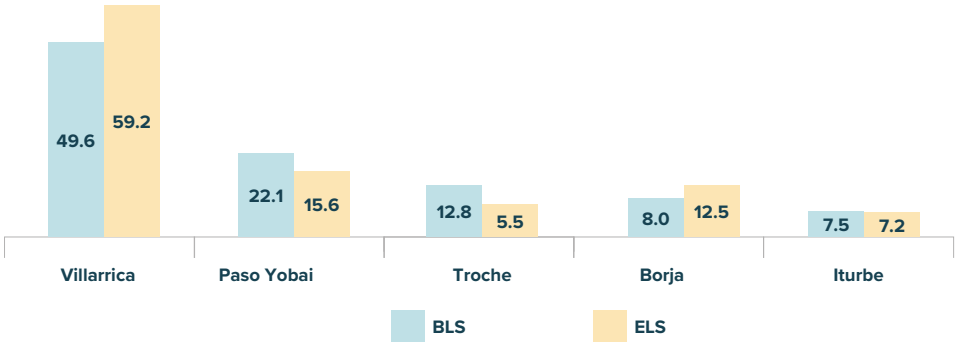
The qualitative results for this survey indicate that there is still a great lack of knowledge regarding the Code of Childhood and Adolescence of Paraguay. However, people surveyed knew the objectives and responsibilities of CODENI and several of them expressed their support for the activities carried out under its purview.

This section describes the characteristics of adolescents ages 14–17 engaged in CL; the other category of adolescents are those who perform PAW. It is important to mention that of the total number of adolescents employed, 23.6% are in PAW work according to the estimates of the ELS, which implies an increase of 15.0 percentage points.

Looking at the district-wise percentage distribution of adolescents engaged in CL, the highest percentage (59.2%) is in Villarrica, due to its population size. Next is Paso Yobai with 15.6%, and in third place Borja with 12.5%.

Similarly, in the BLS, on carrying out the district-wise percentage distribution of adolescents engaged in CL, it is observed that the highest percentage (49.6%) was from Villarrica, followed by Paso Yobai with 22.1% and then Troche with 12.8%.

Graph 16. Comparison between BLS and ELS: District-wise percentage comparison of adolescents ages 14–17 engaged in CL.



Total number of adolescents ages 14–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} =2,212
N_{ELS} =1,645

59 In its Article 54, it mentions prohibited works a) in any underground or underwater place and b) in other activities that are hazardous or harmful to one's physical, mental, or moral health.

3.4.1. Activity groups and occupations of adolescents ages 14–17 engaged in CL

Activity groups

Considering the total number of adolescents ages 14–17 engaged in CL, according to disaggregation level 1, the three branches of activity with higher prevalence of CL remain the same as in the BLS. Therefore, in these three activities, 81.1% of adolescents ages 14–17 are involved in CL, which implies an increase of 10.1 percentage points.

Table 22. Comparison between BLS and ELS: Activity group-wise (level 1 of CNAEP) percentage distribution of adolescents ages 14–17 engaged in CL.

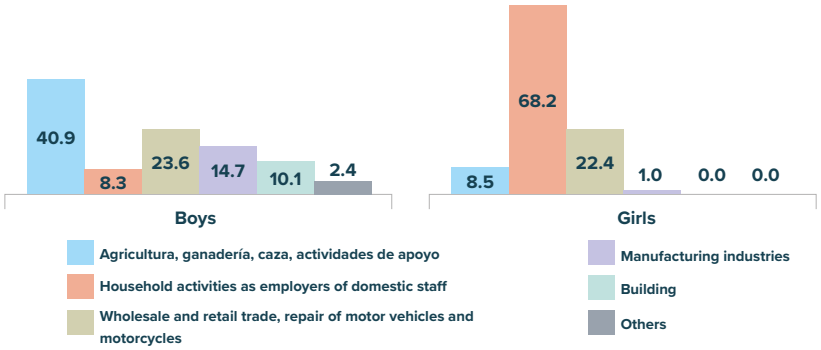
Activity group (level 1 of CNAEP)	% in BLS	% in ELS	Difference (%)	
Agriculture, livestock, hunting, and support activities	30.8	30.7	-0.1	
Households as employers of domestic staff	17.4	27.2	9.8	*
Wholesale and retail trade, repair of motor vehicles and motorcycles	22.8	23.2	0.4	
Manufacturing industries	13.8	10.3	-3.5	*
Construction of buildings	5.4	6.9	1.5	
Others	9.8	1.6	-8.2	*

Total number of adolescents ages 14–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 2,212
N_{ELS} = 1,645
*Statistically significant difference with a confidence level of 5%

The following graph shows that 30.7% of adolescents ages 14–17 engaged in CL have worked in the "agriculture, livestock, hunting, and support activities" branch, followed by "households as employers of domestic staff (27.2%) and "wholesale and retail trade; repair of motor vehicles and motorcycles" (23.2%).

Regarding differences based on sex, while 40.9% of male adolescents are working in agriculture, livestock, hunting, and support activities, only 8.5% of the female adolescents are working in that branch. Conversely, 68.2% of girls are working in the branch called "households as employers of domestic staff" compared to 8.3% of male adolescents.

Graph 17. ELS 2019: Activity group-wise (level 1 of CNAEP) distribution of adolescents ages 14–17 engaged in CL.



Total number of adolescents ages 14–17 engaged in CL based on weighted number of those surveyed:
N = 1,645

Analyzing the activity branches disaggregated up to level 4 according to the CNAEP classification, it can be seen that households as employers of domestic staff are the most prevalent (27.2%), followed by production of sugarcane (11.9%; Table B28, Appendix 2).

In the BLS, the production of sugarcane was the item with the highest percentage (17.6%); however, in the ELS, it has moved to second place (decrease of 5.7 percentage points). Conversely, households as employers of domestic staff (17.4%) rose to the first place, with an increase of 9.8 percentage points. The reason for this variation is explained in page 60 under "Activity groups of CA ages 5–17 engaged in CL."

Main occupations

Considering the data on occupation in large categories (first level according to CPO), it is evident that 38.8% of the adolescents surveyed in the ELS fall under the category of unskilled workers compared to 54.6% in the BLS.

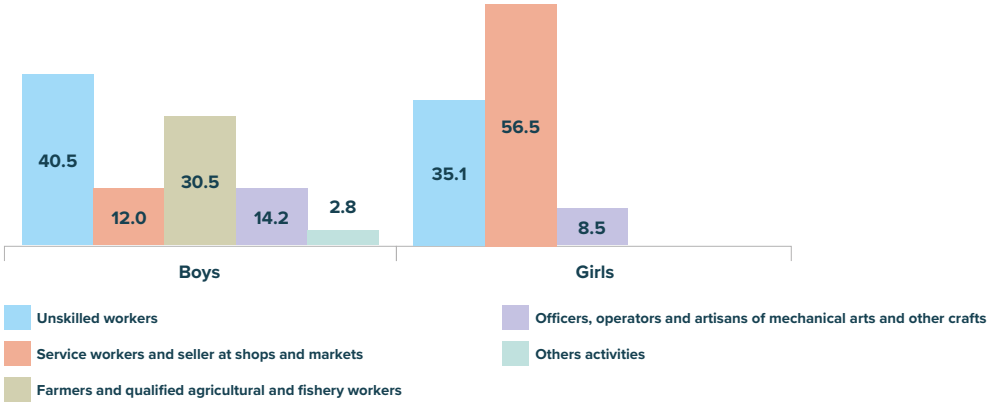
Table 23. Comparison between BLS and ELS: Occupation-wise (level 1 of CPO) percentage distribution of adolescents ages 14–17 engaged in CL.

Main occupational category (level 1 of CPO)	% in BLS	% in ELS	Difference (%)	
Unskilled workers	54.6	38.8	-15.8	*
Service workers and sellers at shops and markets	11.1	26.0	14.9	*
Farmers and qualified agricultural and fishery workers	15.6	23.5	7.9	*
Officers, operators, and artisans of mechanical arts and other crafts	16.5	9.7	-6.8	*
Others	2.2	1.9	-0.3	*

Total number of adolescents ages 14–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 2,212
N_{ELS} = 1,645
*Statistically significant difference with a confidence level of 5%

Another important aspect is that female adolescents have a greater presence than male adolescents in the category "service workers and sellers of shops and markets" (56.5% vs. 12.0%). In contrast, the representation of male adolescents in the category "farmers and skilled agricultural and fishing workers" (40.5%) is higher than that of female adolescents (35.1%); however, the difference is small compared to the BLS.

Graph 18. Occupation-wise (level 1 of CPO) percentage variation of female and male adolescents ages 14–17 engaged in CL.



Total number of adolescents ages 14–17 engaged in CL based on weighted number of those surveyed:
N = 1,645

When analyzing the type of occupations by higher level of disaggregation, it is observed that 49.7% of adolescents ages 14–17 are engaged in CL in three main occupational categories: "farmers and skilled crop workers" (20.9%), "domestic staff" (15.6%), and "sellers and demonstrators of stores and warehouses" (13.3%; Table B30, Appendix 2).

Work in agriculture by adolescents ages 14–17 engaged in CL

Of the total number of adolescents ages 14–17 engaged in CL, 16.4% were dedicated to agriculture in the reference week (last week), thus representing a statistically significant decrease of 8.6 percentage points in relation to the BLS (25.0%).

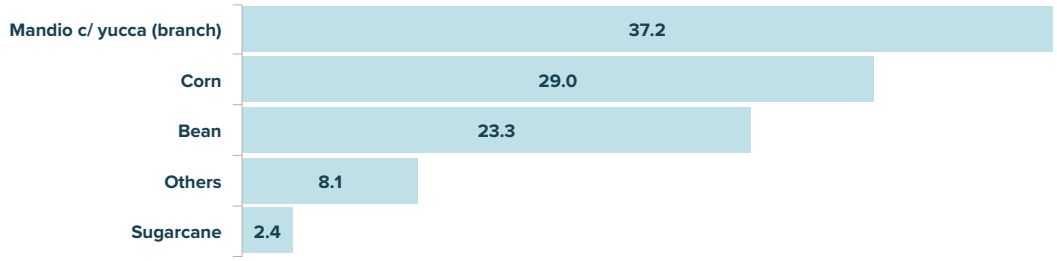
A marked difference according to sex is visualized, since 21.3% of male adolescents dedicated themselves to this work, compared to 5.8% of female adolescents. Regarding the type of crops, the main item surveyed was cassava (37.2%), followed by corn (29.0%) and beans (23.3%).

Table 24. Comparison between BLS and ELS: Gender-wise percentage distribution of adolescents ages 14–17 engaged in CL related to agriculture.

	% in BLS	% in ELS	Difference (%)	
Total	**25.0**	**16.4**	**-8.6**	*
Boys	33.6	21.3	-12.3	*
Girls	9.1	5.8	-3.3	*

Total number of adolescents ages 14–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 2,212
N_{ELS} = 1,645
*Statistically significant difference with a confidence level of 5%

Graph 19. ELS 2019: Percentage distribution of crops that were cultivated by adolescents ages 14–17 engaged in CL.



Total number of crop mentions (multiple responses) by adolescents who are engaged in agriculture based on weighted number of those surveyed:
N = 270

Work hours of adolescents ages 14–17 engaged in CL

When analyzing the data within the group of adolescents ages 14–17, it can be seen that the highest average number of hours worked reaches 24.6 hours during the week of reference, compared to 27.2 hours in the BLS.

Moreover, there are differences based on sex (23 hours for male adolescents and 28 hours for female adolescents).

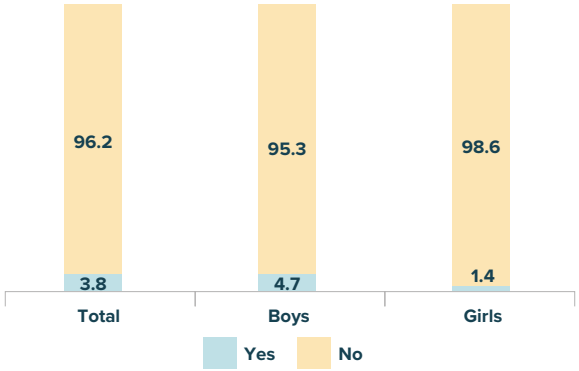
Table 25. Comparison between BLS and ELS: Gender-wise percentage distribution of average weekly hours worked by adolescents ages 14–17 engaged in CL.

	BLS	ELS	Difference
Total hours	**27.2**	**24.6**	**-2.6**
Male adolescents	28.8	23.02	-5.8
Female adolescents	24.3	27.9	3.6

Total number of adolescents ages 14–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 2,212
N_{ELS} = 1,645

As for night work, there was a decrease in the percentage of adolescents ages 14–17 who worked from 7 pm to 7 am with respect to the BLS (10.4% to 3.8%).

Graph 20. ELS 2019: Gender-wise percentage distribution of adolescents ages 14–17 engaged in CL who worked at least once from 7 pm to 7 am during the last 12 months.



Total number of adolescents ages 14–17 engaged in CL based on weighted number of those surveyed: N = 1,645

3.5. EDUCATION AND ITS RELATIONSHIP WITH CL

This section analyzes the relationship between education and CL, considering that education is a decisive indicator in any effective activity aimed at eradicating CL, since CL can have an impact on school attendance and performance.

As mentioned in the BLS, although the Paraguayan legislation allows adolescents between 14 and 17 years to work, it offers certain guarantees by imposing limits on the number of weekly hours of work and by prohibiting involvement in certain types of hazardous activities, among others. These points were established to protect the rights of adolescents, within which lies the right to education.

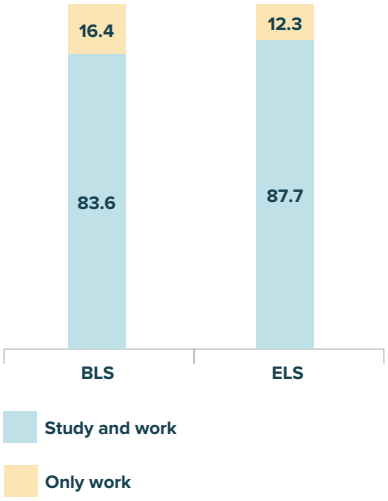
School attendance of CA engaged in CL

Considering CA ages 5–17 engaged in CL, it is observed that 87.7% attend school, representing an increase of 4.1 percentage points with respect to the BLS (83.6%).

When labor participation is contrasted with school attendance and both studies are considered, it can be seen that there is a statistically significant increase in the percentage of CA who study and work (83.6% to 87.7%) and a statistically significant decrease in CA dedicated exclusively to work (16.4% to 12.3%). Therefore, since the percentage of CA attending school is increasing and the number of CA involved exclusively in work activities is decreasing, these results could indicate a decreasing trend in the prevalence of CL.

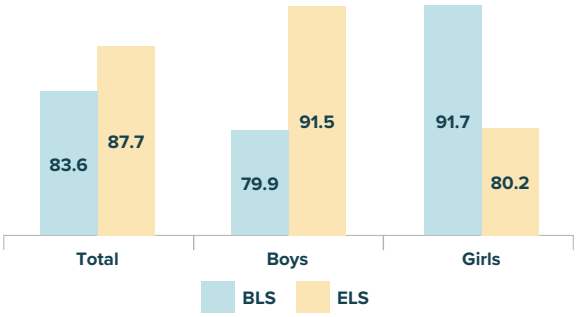
The following graph shows the gender-based differences between the BLS and the ELS, where the percentage of boys attending an educational institution has increased (91.5%) and the proportion of girls attending school has decreased (80.2%). This is because girls have a cultural obligation of staying at home to carry out housework and perhaps study is not so important; conversely, boys are more likely to go to school (according to the findings of the qualitative study).

Graph 21. Comparison between BLS and ELS: Percentage variation of CA ages 5–17 engaged in CL, based on work and study.



Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 3,652
N_{ELS} = 2,706

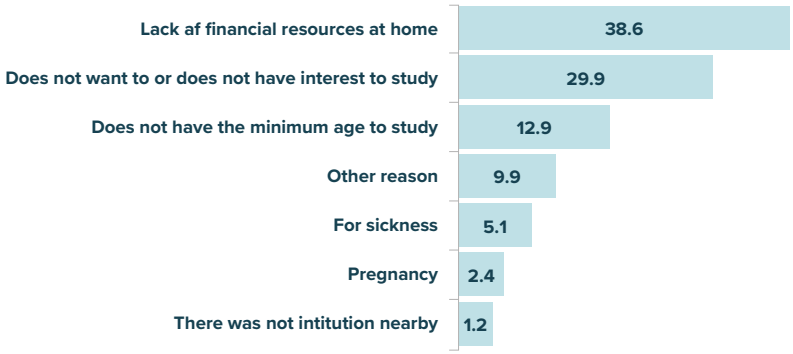
Graph 22. Comparison between BLS and ELS: Gender-wise percentage variation of CA ages 5–17 engaged in CL who attend school.



Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 3,652
N_{ELS} = 2,706

The lack of financial resources (38.6%) and the lack of interest in studying (29.9%) are the main reasons that the CA ages 5–17 engaged in CL argue for dropping out of school, which is consistent with the BLS results.

Graph 23. ELS 2019: Percentage variation of CA ages 5–17 engaged in CL who stopped attending school, according to the reasons for dropping out.



Total number of CA ages 5–17 engaged in CL who do not attend school, based on weighted number of those surveyed:
N = 334
Observation: The number of cases is not sufficient to guarantee good statistical representativeness.

With respect to non-formal education, 8.1% of the total number of CA engaged in CL attend a teaching institution other than school, which represents a decrease of 3.5 percentage points in relation to the BLS.

The increase in the percentage of CA who attend school could be associated with the assessment of the education that adults expressed in interviews and FGs. Parents pointed out that education is important for the future of their children. Additionally, interviewees also valued education as an important aspect for the development of CA.

Furthermore, interviewees highlighted the importance of actions promoted by different organizations to promote the entry and permanence of CA at school, highlighting the Espacios para Crecer (EpCs)[60], where, as stated by parents, many children could find spaces and activities to continue learning through recreational and pedagogical activities. In this sense, in the interviews with key stakeholders, the following was mentioned:

> *"POK had some programs designed specifically for CA to prevent CL. The EpCs worked with games that taught children values and manners." (CODENI Representative, Iturbe)*

It should be noted that situations that continue to affect CA and that explain the persistence of school absences, such as migration and temporary jobs, were also mentioned by participants of qualitative study. The following was mentioned in the semi-structured interviews:

> *"Sometimes we don't achieve one hundred percent school assistance, because we have residents who come from other cities searching for work, because here we have the PETROPAR facility and when harvest time comes everyone has a job, but after a while these people migrate again." (Representative of the Education Sector, Troche)*

60 "Espacios para Crecer": non-formal education centers for children engaged in or at risk of CL, implemented by POK in collaboration with ALDA Foundation, where they attend at times opposed to school. Learning is promoted through the Quantum Learning methodology.

3.6. HEALTH CONSEQUENCES OF CL

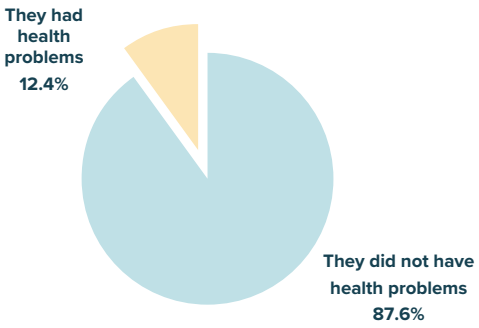
Work can also have negative consequences for the health of CA, especially when they are involved in work that is not allowed or are exposed to hazardous working conditions. In response to this, this section presents information about the consequences that CL has on the health of CA ages 5–17 who worked in the reference week (last week).

3.6.1. Diseases and injuries caused by CL

Of the total number of CA engaged in CL, 12.4% reported having had an injury or illness as a result of the work performed. On the other hand, in the BLS, this percentage was 51.2%, representing a statistically significant difference.

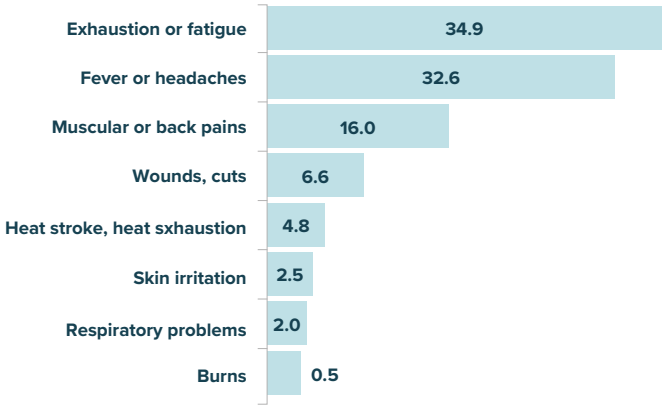
Regarding the gender gap, of the total number of CA engaged in CL who had a health problem, 79.4% are boys and 20.6% are girls. Analyzing the percentage distribution of total mentions of injuries and problems, the main impact is exhaustion or fatigue (34.9%), followed by fever or headache (32.6%) and muscular or back pain (16, 0%).

Graph 24. ELS 2019: Percentage distribution of CA ages 5–17 engaged in CL who suffered from health problems due to work.



Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N = 2,706

Graph 25. ELS 2019: Percentage distribution of CA ages 5–17 engaged in CL based on the type of health problem due to work.



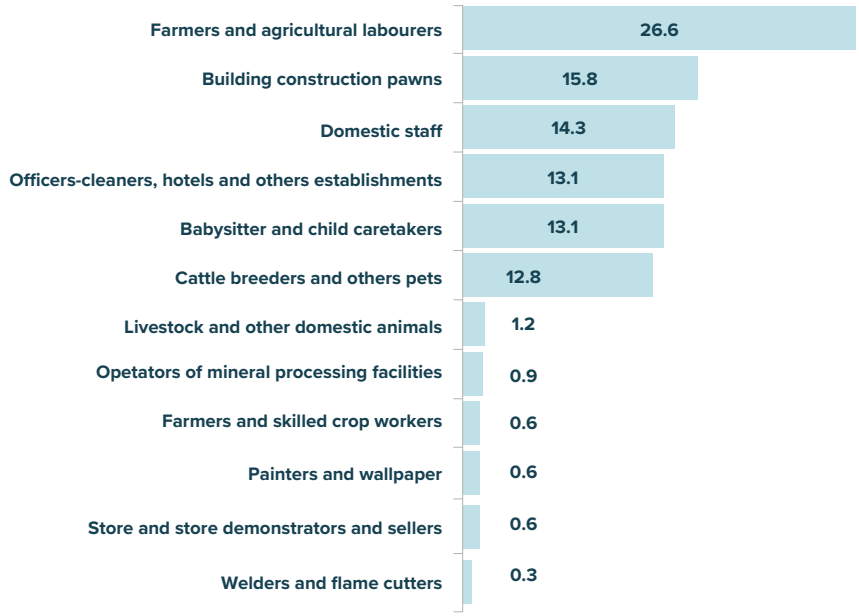
Total number of CA ages 5–17 engaged in CL who mentioned of health problems (multiple responses), based on weighted number of those surveyed:
N = 2,706

3.6.2. Main occupation of CA engaged in CL at the time of injury or illness

Considering the total number of children engaged in CL who reported a health problem as a result of the work they did, 26.6% are farmers and agricultural laborers, 15.8% are building construction workers, and 14.3% work as domestic staff, representing 56.7% in total. On the other hand, in the BLS, 42.2% were farm workers and agricultural laborers, 19.9% were manual packers and other laborers in the manufacturing industry, and 17.3% were office, hotel, and other establishment cleaners.

Farmers and agricultural laborers and domestic staff correspond directly to the occupations in which most of the CA work exists. Therefore, it can be inferred that these activities affect the health of CA.

Graph 26. ELS 2019: Percentage distribution of CA ages 5–17 engaged in CL based on the type of work they were performing when they suffered a work-related health problem (level 4 of CPO).



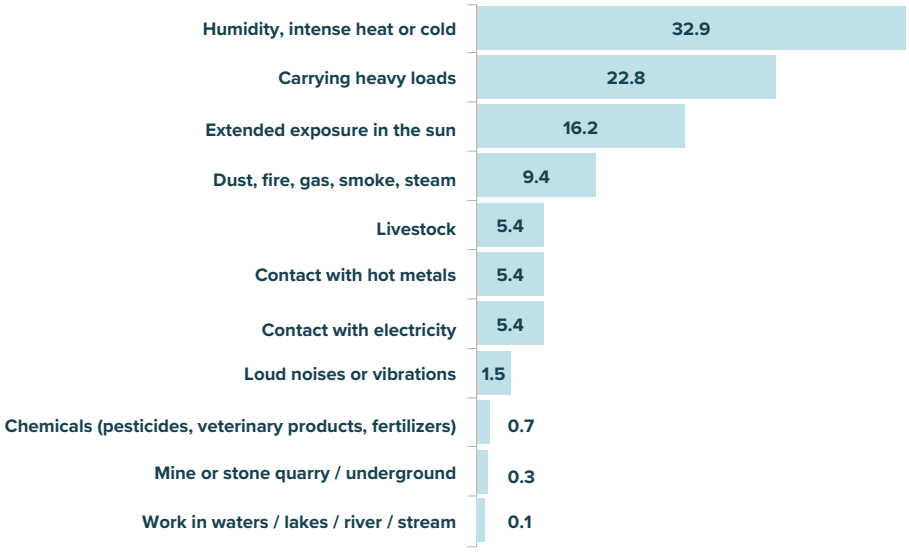
Total number of CA ages 5–17 engaged in CL who suffered from a work-related health problem based on weighted number of those surveyed: N = 2,706

3.6.3. CA exposed to harmful elements in their workplace

Regarding the percentage distribution of CA ages 5–17 who are engaged in CL and exposed to harmful elements in their workplace, 32.9% said they were exposed to “humidity, intense heat, or cold,” 22.8% were exposed to “carrying heavy loads,” and 16.2% to “extended exposure in the sun.”

In contrast, in the BLS, “humidity, intense heat, or cold” was mentioned by 18.5% of CA, followed by “dust, fire, gas, smoke, steam” and “carrying heavy loads,” which were mentioned by 28.6%.

Graph 27. ELS 2019: Percentage distribution of hazardous working conditions to which CA ages 5–17 engaged in CL were exposed.



Total number of CA ages 5–17 engaged in CL who mentioned of harmful elements (multiple answers), based on weighted number of those surveyed:
N = 2,706

In relation to this point in the qualitative survey, some adults and family members mentioned street work as an important concern.

They pointed out that this activity has been increasing and that it exposes CA to different types of situations such as exposure to heat, risk of being victims of traffic accidents, and situations of abuse, which all risk their health and even their life.

3.6.4. Handling of heavy-load machinery and heavy and hazardous equipment

Another factor to consider is the handling of heavy loads, machinery and heavy and hazardous equipment. In this context, 10.1% of CA engaged in CL handle some of these hazardous loads or materials, with a statistically significant decrease of 30 percentage points compared to BLS. Comparing by sex, 14.8% boys are engaged in such work, while the percentage of girls is as low as 1.1%, evidencing an important difference based on gender.

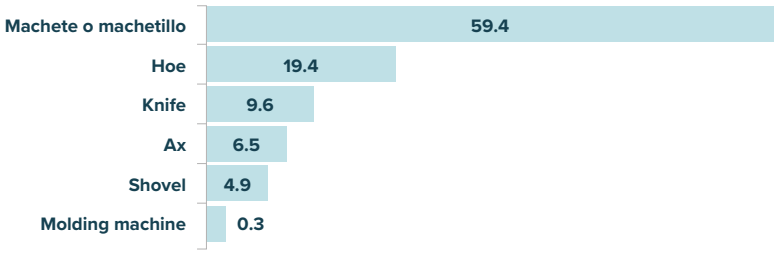
The type of equipment used in greater percentage is the machete or machetillo, constituting 59.4% of the mentions of hazardous equipment; it was also the most mentioned equipment in the BLS. Other equipment mentioned are hoe (azada; 19.4%) and knife (9.6%).

Table 26. Comparison between BLS and ELS: Gender-wise percentage distribution of CA ages 5-17 engaged in CL who handled hazardous equipment in their work activity.

	% in BLS	% in ELS	Difference (%)	
Total	**40.4**	**10.1**	**-30.3**	*
Boys	51.7	14.8	-36.9	*
Girls	15.6	1.1	-14.5	*

Total number of CA ages 5–17 engaged in CL based on weighted number of those surveyed:
N_{BLS} = 3,652
N_{ELS} = 2,706
*Statistically significant difference with a confidence level of 5%

Graph 28. ELS 2019: Percentage distribution of hazardous tools that were used by children ages 5–17 engaged in CL during their work.



Total number of CA ages 5–17 engaged in CL who mentioned of hazardous equipment (multiple answers), based on weighted number of surveyed: N = 2,706

Additionally, in the qualitative study, the adults interviewed expressed their concern about the consequences that the handling and/or work with heavy machinery have on CA, especially in rural areas, since this could generate significant injuries.

CA AT RISCK OF CL

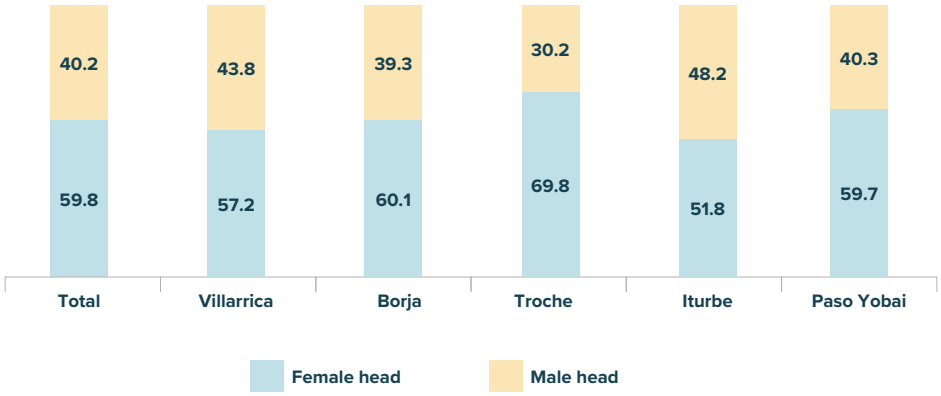
CA AT RISK OF CL

This section describes the criteria used in the survey to identify situations of risk with regard to CL, which include the following:

- CA of households with only one adult as head of household;
- CA living in households that benefit from state social programs that relate to conditions of extreme poverty;
- Heads of household (fathers, mothers) with disabilities (visual, motor, physical, intellectual, psychosocial);
- CA who are not enrolled in school;
- CA with school lag (whose age does not agree with the grade level they are in);
- CA who have 5–17-year-old siblings engaged in CL;
- CA of families in which both parents work and have no one to leave their CA with;
- CA who do not live with their parents.

Considering the previous aspects, this section sets out the main indicators of CA at risk of CL. Initially, considering the total number of households surveyed (1,630), 40.2% of them are female headed and 59,8% male headed. This percentage represents a decrease of 22.2 percentage points in prevalence of female heads (62.4% in the BLS) and increase of 22.2 percentage points in prevalence of male heads (37.6% in the BLS) with respect to the BLS. Analyzing by district, the following graph shows that Troche presents a marked difference in relation to the total average, as 30.2% of households have a female head, which is striking given that in the BLS, 63.7% households were female headed.

Graph 29. ELS 2019: Gender-wise percentage distribution of heads of household by district.



Weighted number of surveyed households:
N = 19,182

Having heads of household (father or mother) with a disability constitutes a risk factor for CA to engage in CL, considering that the presence of a non-inclusive work environment makes it difficult for people with disabilities to access work, which affects household income, living conditions, and protection of the rights of CA.

Considering the above-mentioned argument, the following table shows a reduction (from the initial 4.0% to 0.6% in the ELS) in the percentage of households with heads who declared to have a disability.

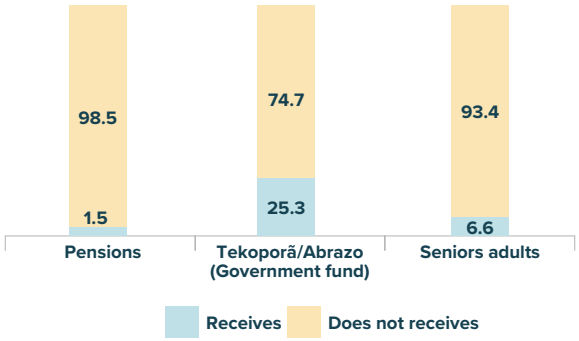
Table 27. ELS 2019: Percentage of CA ages 5–17 living in households with heads of household with a disability.

	Frequency	Percentage
CA living in households with heads with a disability	173	0.6
CA not living in households with heads with a disability	31,159	99.4

Another indicator is their participation in state social programs, such as the Food Pension program for Older Adults, administered by the Ministry of Finance and the Tekoporã Conditional Cash Transfer program, administered by the Ministry of Social Action, which serves families in situation of poverty and vulnerability.

The following graph shows the results obtained in the ELS, where 25.3% of the households surveyed declared receiving assistance from the Tekoporã program (16.7% in the BLS) and 6.6% from the Food Pension program for Older Adults (2.5% in the BLS). The increase in enrollment is due to government efforts in the period elapsed between the BLS and the ELS.

Graph 30. ELS 2019: Percentage distribution of households by type of support received from state social programs.



Weighted number of surveyed households:
N = 19,182

Following the list of criteria mentioned, the fact that a CA does not attend school is considered a situation of risk of CL. In this sense, the following table shows that, as in the BLS, of the total number of CA not employed, 4.9% were not attending basic or secondary school at the time of data collection. Analyzing by sex, there is a slight preponderance among non-working boys to not attend school.

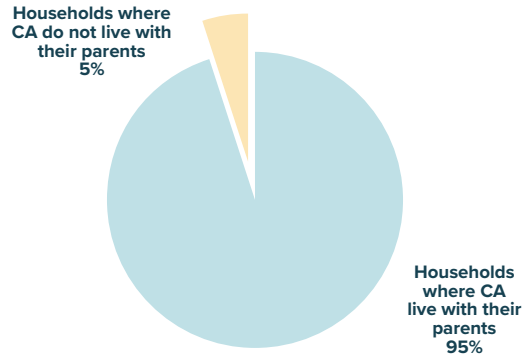
Table 28. Comparison between BLS and ELS: Gender-wise percentage distribution of CA ages 5–17 who are neither working nor attending school.

	% in BLS	% in ELS	Difference (%)	
Total	**4.9**	**4.9**	**0.0**	
Boys	5.5	6.8	1.3	*
Girls	4.4	3.2	-1.2	*

Total number of CA ages 5–17 who are not working, based on weighted number of surveyed:
N_{BLS} =27,759
N_{ELS} =26,961
*Statistically significant difference with a confidence level of 5%

CA who do not live with their parents are also at risk of CL: In the ELS, they represent 5.1% of CA, thus constituting a decrease of 0.7 percentage points with respect to the BLS (5.8%).

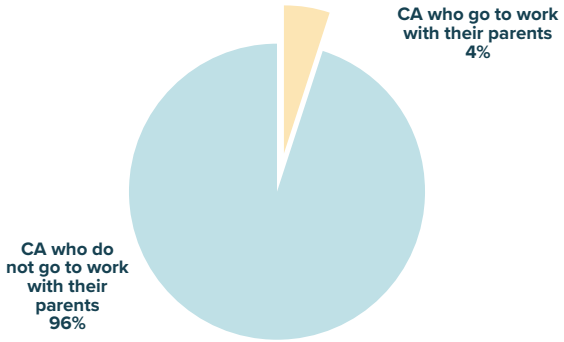
Graph 31. ELS 2019: Percentage of households where CA do not live with their parents.



Weighted number of surveyed households:
N = 19,182

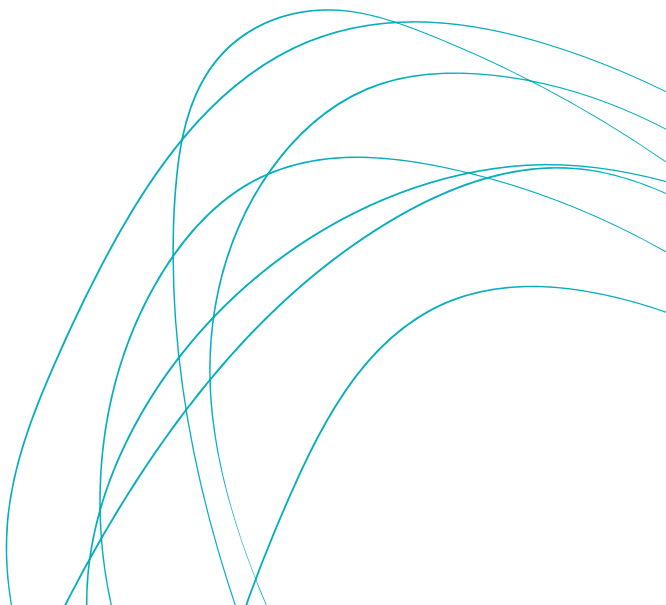
The need to work coupled with the lack of public child care and non-formal education spaces, community centers, among others, where parents can leave their CA, causes many parents take them to their jobs, which becomes a risk situation for CA. In this regard, it is important to mention that according to the opinion of adults interviewed, cases of absence and temporary abandonment of schools are due to the fact that CA accompany their parents at work, mainly during the harvest season. The ELS reveals that in 3.6% (against 4.3% in the BLS) of the surveyed households that do not have the presence of any of the parents during the day, CA accompany their parents to work[61].

Graph 32. ELS 2019: Percentage of households with CA who go to work with their parents.



Weighted number of surveyed households where parents do not stay with their children:
N = 5,161

61 The percentage does not discriminate if these CA only accompany the parents to work or if they effectively work with the parents.



RESULTS OF FGs AND INTERVIEWS

RESULTS OF FGs AND INTERVIEWS

5.1. FGS[62]

5.1.1. General perceptions of the contexts and roles of parents and CA

The persistence of a socio-economic crisis was mentioned during FGs in the different target districts. According to the parents interviewed, this might have been aggravated by the closure of the sugar factory in Iturbe, which affected not only the district but also the entire territory of Guairá. Now, the income is not enough to cover basic needs, so they must perform different tasks to raise some money. In rural areas, work is mostly referred to farming, domestic works, or sales in small enterprises, while in the urban areas most people work in their professions or in the public sector.

> *"The situation here in our community is a bit complex; there are no jobs, young people migrate to the city to work, people work in their farm." (FG, Paso Yobai)*

> *"In the rural area, people believe that because you have your farm, you don't need to do another work, but here if you don't do an additional work, you would not have enough to eat." (FG, Iturbe)*

> *"Those in the urban area rather work in families' homes and those in the rural areas in the farm. Others have pantries, but I usually see in other communities that there are people who sell herbs, empanadas, chipa." (FG, Borja)*

> *"Depending on the area, for example, in the neighborhood and the surrounding area, the majority dedicate themselves to what they know how to do (mainly farming). Around or near the downtown there are professionals, people who are dedicated to their profession, either a doctor or a teacher, or other different professions." (FG, Villarrica)*

> *"These times are the worst, because previously there was work, farm production had value, for the poorest there were changas (temporary, informal jobs). We had our land; my husband cultivated several crops, like four or five hectares. He gave job opportunities to other people, allowing all to live better ... before the mechanization of cultivation and harvesting, there was more work for the CA. Now it is no longer like that and they do not even have money to buy their shoes. I am one of the first inhabitants at this place and we started working in the farm, and we were fine; many people earned their living with us, but now it is not possible anymore. It is not possible because the [farming] work is not enough; it does not give the profit to save anything, and that is why I find that there is greater level of poverty, because we grew up working on the farm and now the situation is worse." (FG, Troche)*

The lack of sources of jobs has generated a change in family dynamics, as some of the members had to migrate to other cities or to the departmental capital. Sometimes, in this migration process, children accompany their parents; however, others are left in the care of their grandparents or other relatives, a situation mentioned by the adult participants of FGs. In the cases of children who migrate with their parents, the educational process of the CA is affected, due to the abandonment of their studies.

62 Quotes from the interviews may not be entirely clear because care was taken to retain the originality of the textual statements of the people interviewed, to the extent possible; most of them were expressed in Guaraní.

"Those who turn 18 years migrate with their parents, most of them ... If at 20 years old they are graduated (from secondary school), here from those who leave school, only three go to university and more than ten migrate to Argentina ... why? Because there are no work opportunities and they cannot study because they have to pay for transportation to the university, which is far away, and in addition they have to pay for many additional things [food, supplies]. If you do not have an income, how are you going to pay?" (FG, Troche)

"There are also some children who are living with their grandparents, either because their parents went to work in Argentina or Spain, especially women, in search of better economic resources, leaving their children in the care of other relatives." (FG, Villarrica)

As a result of the closure of the sugar factory, residents of the area and surrounding districts remain affected by unemployment and the limited supply of other sources of work. As mentioned by a parent in an FG:

"What is needed here is that the Iturbe factory be reactivated, because now if we send our sugarcane to Villarrica, they pay us in a month, and within a month we already owe that money again. The Iturbe factory paid us every eight days. That is why there are more old people living in Borja, because young people are going to work or to study in other cities, and few young people stay here." (FG, Borja)

When referring to the activities that parents did when they were CA, most said that in those times they had to go out to work and help with domestic or farm works, sometimes abandoning their studies. For this reason, and despite the socio-economic situation that families are currently going through, parents said they yearn for their CA a better future, where they can have the opportunities they did not have when they were children.

"When we were children, we worked in the starch factory ... for weeks we worked, but on Saturdays we received our payments." (FG, Troche)

"I would love for my children to be professionals ... as long as they are children, one as a father can still guide them, but when they grow up or come of age, they choose their path to study or work, because in my case, for example, I studied a professional career for a year, but I left it because it was hard for me after my other children were born" (FG, Paso Yobai).

"I want my son to study, but there are times that it is not possible." (FG, Iturbe)

"I want to give my children the best. I want them to be professionals. We give our children more opportunities to study and then to work, and not go through what we went through, like working since early ages in the farm. My eldest son is 13 years old." (FG, Borja)

"My mother went on a trip to Caacupé, and we didn't hear from her anymore. We thought that if she was alive, she would come looking for us. We even lost contact with her parents in Caacupé. We stayed with our aunt and we had to work." (FG, Villarrica)

Finally, another aspect related to migration is that one of the main sources of income for families is remittance, that is, in cases where there was an international migration by a family member, which makes it possible for families to cover some basic needs. In this context, parents made following comments in the FGs:

"Thanks to remittances, we receive support to cover other basic needs or to buy the things we need. They [relatives] send us [from abroad] things or directly money." (FG, Iturbe)

E2: "Do you know families that receive money from other relatives who are working, for example, abroad, in Argentina or elsewhere?" [63]

(Some nod)

E2: "Yes?"

N7: "Yes, my classmates."

63 The letter "E" followed by a number identifies the interviewer/s (E1, E2). The letter "N" followed by a number identifies the respondents (N1, N2, N3...).

E1: "Do you have classmates who mention that their mom or dad went to work in another country?"

N7: "Their father works in Buenos Aires (Argentina), and so he sends them an amount of money per month."

E1: "And many classmates, many acquaintances are there in that situation?"

(Some nod)

E1: "Are there many?"

Group response: "Yes." (FG, Adolescents, Villarrica)

"It is the commitment of every person who is going to work abroad to work to be able to help their relatives, but with the passing of time this is forgotten, because the migrant has already formed a new family, and forgotten those who [are] left here. Then, there are grandmothers who have 12 grandchildren, supporting their attendance in school and taking care of practically everything they need." (FG, Paso Yobai)

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

From the point of view of parents, in the different districts, there are CA who work mainly on the family farm (chacra), and some help with domestic works. There are other cases where CA must engage in paid works outside the home. The street sales by CA was also mentioned.

Moreover, the work in carpentry, car tires shops, and blacksmithing were identified as jobs carried out by boys and adolescent males, while work in other people's homes, whether cleaning or taking caring of other people, were mainly attributed to be done by girls and female adolescents.

In this way, the differences in the types of work are maintained with respect to the results of the BLS, where aspects related to care and home were more linked to females, while tasks requiring more strength were linked to males.

E1: "Are there some jobs that are more for a boy than for a girl? Is there a difference in that? What things, for example?"

N5: "Bakery for girls, and smithy for boys."

E1: "And boys cannot work in a bakery?"

N2: "Yes, they can."

E1: "The girls cannot work in the smithy?"

N7: "Girls as babysitters, so that they do not perform works requiring the use of force."

E1: "And things that girls can do or that boys can do not, or vice versa? what do you think it is? what kind of work?"

N1: "Babysitter for women."

E1: "Only babysitter can be performed by women? And you think that it is dangerous, for example, that CA go to work, street selling medicinal and aromatic herbs, or that working in the smithy, in the carpentry shop is dangerous?"

Some: "Yes."

N7: "My classmate risks her life a lot when selling candy, because she has a little sister; she is around 13 years old. Suddenly a man comes and tells her, 'I'm going to pay you 20,000 (guaraníes) and sleep with me.' Those are things that must not happen." (FG, Adolescents-Villarrica)

Regarding household chores, in most places, parents consider that they are tasks that their CA should practice since young age. As indicated by parents, in this way, they reproduce their own experiences that were useful for them and therefore expect the same for their CA. This coincides with what was indicated by interviewed adolescents, who mentioned that they collaborate in various household activities and they turn out to be part of their everyday life.

"At home, my adolescent help me. My 17-year-old daughter is old enough to replace me with household chores. My opinion is that a mother should educate her child so that one day when I am no longer there, she (her daughter) will be able to be on her own." (FG, Villarrica)

E2: "And what do you usually do at home?"

N7: "I clean."

N2: "Clean."

N6: "I wash the cutlery, cook, and clean."

E1: "And you?"

N3: "I wash the cutlery."

E1: "Also."

N9: "Clean the floor."

N5: "Help my mom make the food."

E1: "And you?"

N1: "I help my mom or review the multiplication table." (FG, Adolescents, Villarrica)

E1: "Ah you also study in the afternoon".

In the urban area of Villarrica, the perception of adults is that there is an increase in the presence of CA in the streets, asking for money at traffic lights or selling things. The adolescents consulted also referred to this situation and expressed concern about the dangers to which other CA are exposed.

M1: "Yes, there are CA who sell medicinal herbs and working in recycling also."

M2: "There are CA who work in car tires shops, carpentry, blacksmithing" (FG, Villarrica)

E1: "And why do you think there are children in the street?"

N3: "They have no home."

E1: "And where do they sleep; like, in the squares?"

N3: "On the street."

N4: "In the square."

N8: "At downtown."

E1: "And where else do you see these children?"

N5: "In the squares."

E1: "In the squares. But here in the neighborhood or more towards downtown?"

N7: "More towards downtown [Villarrica]."

N4: "Because they ask for money; in the downtown they ask for money."

N4: "While he is collecting money, his dad is drinking beer."

E1: "And you see that?"

N4: "Yes." (FG, Adolescents, Villarrica)

CL also impacts on schooling, as CA remain absent from school for periods or simply drop out since they cannot combine work and study. This situation exposes the vulnerability of CA with respect to education, preventing them from realizing better personal and professional possibilities. Adolescents in the FGs made following remarks:

E1: "Are there children who do not come to school?"

N6: "Yes, there are."

N4: "Yes, there are a lot."

N8: "Yes."

E1: "If there are, do you know them?"

(Several interviewees nod)

E2: "And what do those children do?"

N3: "They work in the street."

N5: "They wander on the street."

N7: "I had a classmate, who came to school once a week or once a month, but when I was on my way home, I saw her selling candies to young people, the drunks." (FG, Adolescents, Villarrica)

E1: "Your sister is attending second grade, in the morning ... Does she work and study, or only study?"

N8: "She studies in the morning and works in the afternoon."

E1: "And where does she work?"

N8: "With my neighbor, to take care of her child." (FG, Adolescents, Villarrica)

E2: "And what do you think are the disadvantages and the negative aspects of the CA working?"

N7: "They cannot study well because they have to spend time working instead of studying."

N9: "They have little time to study."

N2: "They cannot study to be someone in life or develop well in education."

N4: "My classmate who works in the carpentry goes to school and studies, goes to work in the morning and in the afternoon to study."

N7: "My classmate, although he works, goes to study at night and he is better than my other classmates." (FG, Adolescents, Villarrica)

Adolescents with the possibility of continuing their studies have the expectation of moving forward. This enables them to have better future, not only for themselves but also for their family and for the community in which they live. In this context, adolescents made following remarks:

E1: "Everyone here is very studious, right? Why do you think study is important? Why do we have to study?"

N4: "In order to finish school."

N3: "To have a future."

N9: "To look for work as well as be an electrician, and we study hard to understand the parts of the car."

N5: "To be someone in life, to have work."

N2: "To have a good future and be someone in life."

N7: "To be someone in life and to have a better future." (FG, Adolescents, Villarrica)

In the BLS, parents in the city of Iturbe pointed out that they previously did not perceive the existence of CL, and that this was more noticeable after the closure of the sugar factory. As there were no sources of work, CA found themselves in need of helping family by doing work outside their homes.

"He goes to another family house to clean; he also takes care of a motorcycle." (FG, Iturbe)

"And working in the mechanical workshop, in the car tires shop is something they have to do to be able to help their parents." (FG, Iturbe)

Parents are also aware that many CA must combine work with study since the income they receive is not enough to meet basic needs. There are situations where CA work to sustain personal expenses and/or acquire their own things.

"There are cases in which some CA work in the morning, and in the afternoon they go to middle or high school, but others work full time because they want to buy motorcycle, [want] to have a cell phone, or [want] to buy new clothes." (FG, Iturbe)

"My son, for example, works in the bakery, but he works harder to buy 'cell phone minutes´." (FG, Iturbe)

"Because they have to work, they don't go to school, and by working they help financially at home." (FG, Iturbe)

"In the cases in which they go to work in the morning, then in the afternoon they study." (FG, Iturbe)

In Troche, families are mostly dedicated to farming and masonry work. Similar cases occur in all target districts, in which CA collaborate in household activities.

Regarding education, in this district especially, the snack or lunch provided by government does not arrive or arrives too late; therefore, it is not enough to cover the whole school year. This lack affects the presence of CA in schools.

"And the boys who already work and then go to school or go to school and then work, what do they do?"

"In the farm, most do temporary work. But there is very little [work]."

"But only in the farm around here among the neighbors?"

"Yes, here. Only in the area; they do not go outside the area. Some do help in masonry, because there is a lot of masonry here in the area, and they go for a while. One day or two days." (FG, Troche)

"While I am at home, my grandchildren clean the cutlery. There are people who come to perform tasks, but if they can't, the children perform the tasks, they wash their clothes, put in the washing machine." (FG, Troche)

"There are a lot of needs for the children, a lot of precariousness. For example, many children benefited from the school lunch, but it arrived in the middle of the year and it was not enough to cover the entire school year. And in that we see the need; there is an urgent need, and we must ensure that the school lunch is offered from the beginning of classes, like milk, which is also delivered, but it arrives in the middle of the year and then it ends." (FG, Troche)

In Borja, the biggest problem is related to the migration of young population, who migrate to other territories after completing their studies and go looking for better possibilities of university studies. In this context, parents mentioned following points:

A: "Where are the young people?"

B: "We belong to different generations; we are few who stay in Borja, but most young people go to study and then find a job; then they stay there. They don't come back anymore."

A: "At what age do they leave?"

B: "When they finish school, and go everywhere; it depends where their relatives are living." (FG, Borja)

A: "So, it's not that they don't come because their parents send them to work?"

B: "No, no, it isn't that."

B: "Most children, here at least, in the urban area, do not work outside their homes." (FG, Borja)

A: "We just wanted to investigate a little more ... Are there children who are working in the community?"

B: "There are some adolescents, from 12–13 years old, who arrive tired at school and say that it is because they worked, and sometimes they do some work to buy 'cell phone minutes', to dress as they want. On those occasions, they prefer more to work than to go to school, because by working they get money, and in school they are not paid to study." (FG, Borja)

In Paso Yobai, adults said that work on the farm predominates. Absence in school could be more related to a lack of interest on the part of parents and not so much related to issues with work.

"My girl helps me without me having to order her to do things; she herself helps me take care of the chickens, she likes to feed them, also she makes her bed and her wardrobe." (FG, Paso Yobai)

E: "Why do you think they don't go to school?"

N: "Because children do what they want. The parents or grandparents who are in care do not have authority over the children, so it is they (the children) who decide whether they go to school or not." (FG, Paso Yobai)

E: "Those CA who don't go to school, do some of them don't go because they work?"

"They do not work, nor do their parents work, some sit in the yard of their house. There is no CL here." (FG, Paso Yobai)

Criadazgo is a practice that involves the delivery of CA to wealthy families who provide them with food and education, but where, at the end, there are situations of abuse and CL. This practice continues in some communities, although there is now greater fear and distrust of leaving CA in the care of other people. From what the adolescents have said, the following points should be highlighted:

> *E2: "Do you know cases of girls who are working in another family's house, for example, cleaning, taking care of children, living with that family?"*
>
> *Some: "Yes."*
>
> *N7: "Yes, I know! A friend who lives in another city and comes on weekends. She has a very hard job; she takes care of her nephews, but sometimes you go through the house where she is working, and you see that she is cutting the grass and taking care of a baby. It is a very hard job for her; sometimes she must cook too."*
>
> *E2: "She lives in her uncle's house?"*
>
> *N7: "She does't live there, but she had a bad moment when she knew that her mother married again and she has to stay with her aunt." (FG, Adolescents, Villarrica)*
>
> *N4: "My neighbor is 16 years old and has children."*
>
> *E1: "Is she with her son's dad?"*
>
> *N4: "Yes, the dad works, sells watermelons."*
>
> *E1: "Her son's dad?"*
>
> *N4: "Yes."*
>
> *E1: "Is he older than her or is he young too?"*
>
> *N4: "Older, almost 25 years old."*
>
> *E1: "She keeps studying or left school?"*
>
> *N4: "She left school." (FG, Adolescents, Villarrica)*
>
> *"I have a friend who works in her neighbor's house. The man goes to work, and she stays to clean the whole house and stays to take care of a 3-year-old little girl, and in the afternoon, she comes to study."*
>
> *E1: "Doesn't she come every day to school?"*
>
> *N6: "Sometimes she does come every day, sometimes she doesn't."*
>
> *E1: "She stays because she has to work more, or why?"*
>
> *N6: "I don't know." (FG, Adolescents, Villarrica)*

5.1.3. CL attitudes and valuation

Various forms of CL are still carried out by CA. In relation to the tasks performed at home, parents consider it beneficial and something that allows their children to learn values and attitudes such as responsibility, valuation of things, respect, among others. Moreover, according to parents, work in trade-related sector allows them to acquire diverse skills, which would help them to have better job offers.

When CA work, they assume adult roles and thus burn stages in which they should be learning and enjoying.

Continuing with what has already been identified in the BLS, all the groups assessed positively the work CA perform at home, because it is the space where, through these tasks, attitudes and values can be instilled. In general, it is perceived that since the age of 15, adolescents should work to pay for their own expenses.

> *"My grandson is in the fourth grade ... his dad asks for help in household activities to learn about responsibility, because if you do not instill these values at home, they are not responsible and get into trouble." (FG, Villarrica)*
>
> *"In the past, they worked from very early age; now they start working after age 15." (FG, Iturbe)*

"It is good that they help at home, because if you get used to having everything, later when you grow up, you will not know how to do anything. My boy is barely three years old, but I am already thinking that when he becomes older, he could work with his dad in the carpentry, making chairs, and when he grows up to eight or ten years, he can also help his dad, who is a bricklayer by profession. I agree that he helps in these things, so that as a child he learns, and when he grows, he will be able to be on his own." (FG, Troche)

Parents consider work as an opportunity for their CA to learn different skills, which will allow them to acquire greater knowledge and, in the future, have greater possibilities for work.

"Let them learn job; if one can give them [CA] everything they need, they have to wait at the age they have to work and go out to work." (FG, Villarrica)

"We ... his parents tell him that they should not know only one thing, but they should know how to do several things; all my children are like that. When I go to do a temporary job, I take them with me so they can learn. If they know, they will not be enslaved; many things happen in life. You must know how to do everything, because we are poor and soon I will not be able to do it anymore, and they will have to fend for themselves. And if they don't like living like that, they should study. But most of our children are not interested in studying, only the two that are present; some comply, others do not, and then they can no longer study, and then they go abroad." (FG, Troche)

Young people consulted perceive that CL generates changes in the behavior of adolescents, often because at work, they must fend for themselves, that is, be strong and defend themselves in some way. Adolescents, when working, do not have the possibility to develop according to their age and to socialize with their peers.

N7: "When they come to school, they are not like they used to be, because they become more violent, with another mentality."

E1: "Those who are working?"

N7: "Yes."

E1: "Why more violent?"

N7: "Because they have to take care of themselves on the street, they have to handle their things, they can't tell their dad or their mom, that's why."

E1: "Then, it depends on the type of work they do?"

N7: "I have a classmate who sells candies, and nowadays you cannot say even hello to him; he looks at you with a bad face, that more or less says that he will hit you; then he gets more violent. He is not very sociable anymore."

E1: "And the one who works in the masonry, you told me?"

N7: "He is very rude".

E1: "And the rest? Your classmate who worked at the smithy shop, how is he? Is he also violent, or not?"

N4: "Just a 'big mouth.'"

N1: "My classmate is violent ... for example, you say something to him and he already gets angry and wants to hit you."

E1: "The one who goes out to sell the stockings?"

N1: "Yes."

N2:" And there is another one too."

E1: "Other? And that other, how is he?"

N2: "The other time they fought for a bracelet, and the teacher wanted to help him, and he wanted to hit the teacher." (FG, Adolescents, Villarrica)

Work provides a monetary remuneration, which sometimes goes to parents. This helps family economy, and they are able to pay certain expenses; however, on other occasions, this money is used to buy "things" that adolescents want or consider necessary.

E1: "Do you see any advantage of them [CA] working?"

N5: "To earn money."

N4: "They earn money."

E2: "That money they earn is for them or is given to their parents?"

N4: "They give it to their parents."

N9: "They give it to their parents, or else sometimes they keep it."

N8: "To buy the things they need."

N7: "Also, that they know the commitment that is to work, so, when they grow, they will be able to handle their own money." (FG, Adolescents, Villarrica)

"So, to be honest, when they run out of 'cell phone minutes', they will work wherever and however." (FG, Troche)

"At first, I didn't want my daughter to go to work with her friend; then I remembered that I grew up working, and I gave her permission. She's happy, and I think there's nothing wrong with that. I have received threats that they are going to sue me for making a child work, and I told that person that they [the children] asked me [for permission to work]. In addition, for them [the children], it serves because I know the reality of their family. The poor mother, she washes other people's clothes, sweeps ... she does everything. But by working, they earn their own money, they pay for their 'Olympiad' (school games) shirt, they know how to make a living since small age. On the one hand, it may be wrong, and they can go to sue me. If I have to go to jail, I will go, but they are learning with me; I don't force them." (FG, Troche)

The need to work and not having options of people to leave their CA with, make many families take their CA to their jobs, which could violate rights and put them at risk. As mentioned by parents in the FG,

A: "Are there cases where when they go to work, they also take their children to work?"

B: "In my case, if I'm going to work, I'm not going to leave my son alone at home. Then I take him with me to my workplace, so that I can see him, and sometimes he helps me with small things. But it's not because he is forced to work ... it's because he cannot stay alone at home. Before there was the ALDA Foundation (EpCs). The children went there and stayed during the morning at school and in the afternoon with the project, and that allowed parents to go to work with peace of mind, because there are some parents [who], not because they want to, [have to] leave their children at home and go to work, and then the children keep wandering in the streets" (FG, Borja).

5.1.4. Perceptions associated with CL risks[64]

Parents in rural areas consider that hazardous work for CA is related to the manipulation of hazardous tools used in the farm and in the harvest season as well as to the contact with and/or handling heavy machinery. Conversely, in urban areas, they identify risky situations in jobs related to the service sector. Examples of this may be activities that involve food production.

> *"In the sugarcane field ... it is very dangerous." (FG, Troche)*
>
> *"I do not know if health problems, but accidents do exist. They cut their arm, they hurt their finger. Some time ago, a girl cut herself ... She is in 6th grade and worked to help her mother." (FG, Villarrica)*
>
> *"I have seen it, they give the children to drive the tractor, apparently it is nothing, they just drive, but nevertheless the danger of the load they carry is great..."*
>
> *"How old were they?"*
>
> *"I saw that they were probably between eight and ten years old. Another was 11 years old and the tractor run over him. In addition, they work exposed to the sun." (FG, Troche)*
>
> *"In the car tires shops, in the bakery, there are also many dangers." (FG, Iturbe)*

There are aspects that seem to show continuity with respect to the BLS. These aspects are essentially linked to the perception of risk associated with works that involve street sales, handling of hazardous tools, and/or heavy machinery.

For their part, adolescents also point out that street sales work is hazardous. This fact constitutes a double risk, since, on the one hand, they must overcome situations that harm health at an early age and expose themselves to the sun, to traffic accidents, to long hours of work, to poor diet, among others. On the other hand, a non-minor fact is that they are exposed, it could be said, to situations of psychological, physical, and emotional abuse.

5.1.5. Perceptions of the rights of CA and expectations

Parents in general recognize basic rights to education and health. For their part, they believe that the fulfilment of these rights will allow a better future for their CA. Healthy CA perform better in the learning process, and better education and access to university training will allow them to aspire for getting better jobs and therefore for achieving better living conditions.

> *"If you look at the community, it is as if there is nothing. You see it desolated, but as the neighbor says, available resources are not enough to send your daughter to college. My son is in the first year of middle school now. I have to prepare myself now (financially), for what will be in coming 3 years. I am even considering the possibility of going abroad, to give to my children that opportunity, because with what I do and what I earn I have no chance. It is not enough for me to be able to give him that education, I still don't know what he likes, but to access the university is costly." (FG, Troche)*
>
> *B: "Right to health, right to education, right to dress are the rights we the responsible parents know."*
>
> *B: "What we constantly turn to, are the Tekoporã agents (monetary transfers with responsibilities from the Ministry of Social Development), since they are the ones who constantly visit our houses."*
>
> *B: "Thanks to that at least the children get their medical check." (FG, Borja)*

64 The notions CL and risks of CL correspond to the perceptions, knowledge, and attitudes of the interviewees, where perhaps many are far from the legislative definitions. It was considered important to collect information to know about the gap between them.

> *"Here if the poor get sick, in the hospital there is no pediatrician, there is no dentist... you have to pay by your own means to get to Villarrica, there they have everything, but how do we get there ... They say that we should take our children to carry out their control every month, but how can we take them, they get growing by chance, by luck. And if they get sick ... and it happens to more than one person, like me, that my son got sick and I took him to the local service, because he did not improve I took him to Villarrica, and they told me they had given him a bad treatment (mismanaged medicine for a baby). That happens to many people and continues to happen at this time in life here." (FG, Troche)*

The parents or the responsible adults are the ones who should ensure the fulfillment of the rights of the CA, but as it has been manifested, they are in a situation of vulnerability, perhaps reflecting the socio-economic crisis that communities and families are going through.

Likewise, the lack of opportunities that disabled people have was also mentioned: CA that require some intervention, attention, and/or accompaniment that can contribute significantly to their social development in a more developed and independent way.

An interesting fact is that in the case of mothers who have traveled abroad to work, the conception of rights goes beyond education and health, as mentioned earlier. These mothers expressed about disabilities and about forms of relationship and issues such as sexuality, which should be addressed with CA.

> *"Here, for example, disabled people do not have a space where they can study. (Even when) They have the same rights." (FG, Iturbe)*

> *"The obligation of the parents is to take care and protect them, and the obligation of the children is to listen to their parents, understand their parents... and that is what people do not understand, it is very simple like this... it is not respect what they feel for their parents, it's fear ... that's what happens, they have no respect for parents because they don't have the image of parents, they don't talk to the children, they don't teach them, because many don't want to talk about sex for example, because it's a topic they say is a very serious issue. But sex is only one more issue we must talk about, we must clarify what it is and how it has to be, how it has to be taken care of, because that is not prohibited ... that is a serious issue and it is a topic that must be discussed between parents .... all that, I have learned abroad, working with other people." (FG, Troche)*

In sum, these data, although brief, are related to what is reported in the BLS. Education and health are still the best-known rights among parents, but they are also the topics on which they report greater needs. Thus, the basic rights of CA are still violated.

Education is expected to be the engine of human and community development, but sometimes parents themselves do not get involved in school, in meetings, and in their children's educational processes.

> *"I just wanted to say ... it is very difficult to get parents involved, and now with the WhatsApp, they prefer to be informed by message of what has been decided, it is easier for them." (FG, Villarrica)*

> *"Parents say that they work, but they stay at home all day. They start talking about school, but they do not attend parent meetings. In the past, I did not attend school meetings, now I attend all of them." (FG, Paso Yobai)*

Adolescents talked about their future, where they will be studying other disciplines. Some of them mentioned not only about professions or jobs that they may be learning now (electrician, barber) but also about studying to become veterinarians, scientists, etc.

E1: "How do you imagine life in 10 years? What are you going to be doing? How are you going to be in the coming 10 or 15 years? How do you see yourselves?"

N7: "In the university, studying."

E1: "What do you want to study?"

N7: "I want to study biochemistry, a degree in accounting, a degree in business administration. I also want to be president of the republic and veterinarian."

N9: "I want to be an electrician."

N2: "I want to be a veterinarian."

E1: "Do you like animals?"

N2: "Yes."

E1: "And you?"

N5: "I want to be a hairdresser."

N3: "I want to be a bachelor".

E1: "Bachelor of what?"

E2: "And what do you like?"

N6: "I want to be a hairdresser and manicurist."

N8: "I want to be an artist."

E1: "Artist? Painter?"

N8: "Yes."

E1: "And you?"

N10: "I, scientist."

E1: "Scientist. And you?"

N4: "Player."

E2: "Soccer?"

N4: "Yes." (FG, Adolescents, Villarrica)

5.1.6. Perceptions of institutional actions

The local public institution that received the most contrasting positive and negative references about the work it does in favor of CA is the CODENI. In the same way as reflected in the BLS, the idea that CODENI should defend CA persists. However, in several group interviews, parents commented that the person in charge of the CODENI does not have the necessary competencies or that, as part of the community, when they are presented with complex situations where the rights of a CA are violated and some adult in the area is involved, the process that guarantees the protection of CA is not well fulfilled, because fear becomes a fundamental factor that obstructs the process.

> *"I participated in a meeting in the departmental government where several representatives of CODENIs claimed that they cannot proceed because of political cronyism, because of the authoritarianism of the people and because of the threat of the vicious, because now there is a lot of drugs, as in all places, in Asunción also. There is a lot of drugs and alcohol among adolescents. They were saying that the CODENI is not given much power to act in protecting the CA." (FG, Villarrica)*

> *"In that aspect, I see a little ... there are still those who have parents who fight or drink and so on, but the neighbors don't do anything either. And if you get involved, they say, 'you are a nosy person,', or 'why do you get into someone else's problem.' And it seems that society is still afraid. The CODENI certainly exists, but as they say, what will they do, they report the situation, but what can they do with that innocent. And yes, there are a lot of needs in that regard." (FG, Troche)*

> *"He does not stay in the house; he goes out to mischief ... I feel sorry and I talk to him ... I tell him how he should behave, then he goes to his mother's house and sees something else. The problem starts there; his mother does not respect his young children and they see their intimacies and then the children see their mother's bad behavior; the children get confused." (FG, Villarrica)*

> *A: "How do you know about the CODENI?"*

B: "We listen more on TV, and people are afraid of it."

A: "Do you know any other institution?"

B: "We only know about the CODENI."

B: "The CODENI never came to my community, but we know it exists." (FG, Borja)

"We went for a case when a boy wrote a little letter saying that he was going to commit suicide. So, we communicated that, and what happened is that you communicate that to the CODENI, but they never assist you. Maybe because they have a lot of work, but they don't have real presence." (FG, Paso Yobai)

Adolescents, on the other hand, heard about the CODENI and other instances where they could resort to a situation of violation of rights. In particular, they mentioned the police as an authority to file complaints. This leads to the inference that adolescents only know the CODENI and the police as the authorities to which can make complaints about their rights' violations.

E1: "And in those cases, for example, she mentioned a case in which an adult male wanted to take her classmate. He was going to give her 20,000 guaraníes (around 3.5 US$) to sleep with him, what should be done in those cases?"

N7: "Call the CODENI."

E1: "Another place where you can go?"

N6: "To the police."

N3: "The police."

E1: "If the CODENI is closed, who can you go to for help?"

E1: "The police. Where else can you turn to?"

N6: "To human rights."

E1: "But a place where we can go to report that, is there another place?"

N3: "In the military barracks."

E1: "We can turn to the police stations or to the 147 hotline, of the Ministry of Children and Adolescents, which also addresses cases of abuse or mistreatments, which we can report. Call by phone to 147, and there they listen to your complaint and come. I don't know if there is anything else you want to tell us about your experience with your classmates, friends who are working, or something else that you want to add, to tell". (FG, Adolescents, Villarrica)

In relation to other programs available in the community, the CODENI is perceived as the main reference. The mention of an adolescent who is a participant in a program on commitments towards CA stands out.

E1: "Where did you hear about the CODENI? Did they go to talk at your school?"

N7: "I am involved in the 'Commitment for Children and Adolescents' [65]. In fact, I am a departmental girl councilor, and I listened many times that there are many cases of rape and abuse."

E1: "How did you get into that organization?"

N7: "With the NGO CRECER."

E1: "Is she the only one who is working with CRECER or is there someone else?"

N7: "Yes, those of the school council. Those who want to participate. It is very good."

E1: "Why do you think it's good?"

N7: "Because we can also defend our rights and not only remain silent because we already have a voice, and we are the present and the future." (FG, Adolescents, Villarrica)

"Is there any other institution where you went?"

65 It refers to an initiative promoted by the National Network of Children and Adolescents, which aims to ensure the fulfillment of "commitments" in favor of CA. The initiative is linked to the "Convention on the Rights of the Child," promoted by the United Nations Children´s Fund.

"No, because they are the ones in charge; it is the institution in charge. I talked with the lawyer and they are the people in charge of the children. It is they who have to make the case ... unless the mother wants to make a formal complaint and call directly to 147, they are the ones who have to force the municipality official so that he or she does his or her job, but the mother does not want to, because she is innocent and afraid." (FG, Troche)

Tekoporã was identified as a program that encourages the school attendance of CA. In addition, schools carry out different types of initiatives in collaboration with other organizations to improve the quality of education. As mentioned by parents in the FG:

"Tekoporã helped them so much, because with that you bought for the CA's uniforms, but there goes all the money. There are some responsible families that accompany their CA in their studies, in how they dress, with their personal hygiene ... but there are also families that are not fully responsible for such care." (FG, Paso Yobai)

"The good and positive within the institution: They are working with children from pre kinder, kinder, and preschool. And at school, I also think there is a psychologist ... she is with an NGO. I took the course of good parenting with them for two years. My daughter started with two years in pre kinder. She was super hyperactive, I didn't know what that meant either, that's the medical term given to her, but she is very healthy, lots of energy and with them I learned how to behave with my daughter." (FG, Troche)

Regarding other training institutions, the most frequently mentioned was the National Professional Promotion Service (SNPP). As mentioned by parents in the FG:

"The school principal talked to me and asked if I had an interest, because I had the capacity and they were going to help me finish the school, which I did as an on-line course. I took advantage of my daughter being a little girl, taking her in a baby car, taking advantage of the courses that SNPP offered. I did bakery, confectionery, cooking courses... for the past two years I dedicate myself to prepare cakes, buns, sweet cookies, salty cookies, everything that is missing (in the local market)." (FG, Troche)

A: "And do you know of any institution that teaches people any business here?"

B: "SNPP. Recently two local guys finished a course on cell phone repair." (FG, Borja)

Also, it is worth mentioning that POK was mentioned as a very valuable experience in Paso Yobai, as a project that raises awareness about CL. As mentioned by parents in the FG:

A: "What was the project based on?"

"Paraguay Okakuaa is based on two main areas: One of those areas was the educational part, in which I worked; the purpose was to provide child support so that they could stop working, but here in this community there was no CL. The other area of work was with young people and adolescents in soft and entrepreneurial skills. Then an evaluation was made that came to bring those from the United States, to see if there was CL, but here in the area it was not observed, and rather was identified in the area of Troche, Villarrica, and Borja. There was CL, and 'criadazgo,' which is when you give a family your children so they can study, but the receiving family treating them as a maid." (FG, Paso Yobai)

5.2. COMMUNITY AND INSTITUTIONAL ACTORS (SEMI-STRUCTURED INTERVIEWS)[66]

In addition to conducting the FGs, interviews were carried out with community as well as institutional actors from the five target districts[67].

The systematization of these interviews, as well as the FG, was carried out through the MAXQDA software via qualitative analysis. Considering the dimensions to be analyzed, this allowed placing the findings in a way that enabled understanding the participants' feelings from this perspective and thus establishing conclusions and recommendations.

The results are presented below, organized by fields of analysis and disaggregated by actors who were consulted.

5.2.1. Perception of the general situation of CA

The interviews carried out enable describing the context in which CA from different locations live. These approaches have to do with different scenarios. One of the characteristics of this context is poverty. They point out that there are poor and needy families and that this lack of resources is what leads adults and CA to work.

Considering the results of the BLS and the data collected in the ELS, it is evident that CL is naturalized. Some respondents consider it as "natural" or "normal".

> *"Yes, here it is common for CA to work. Suddenly, parents take them to the farm in the sugarcane harvest season. CA help their parents to cut and to accommodate the cane. Parents go fishing, bring fish, and give the catch to the CA to go out to sell. Moms prepare meals as "empanadas" and the CA sell them. It is common." (Neighborhood Commission, Iturbe)*

> *"Childhood problems are a consequence of poverty, the lack of work. We see that as the main common factor in the family, and CL is something cyclical. In the family, if the mother is working in the street, there is a great possibility that her children return to work in the street, and again, that her grandchildren repeat the same thing." (Representative of the Abrazo program, Villarrica)*

The closure of the sugar factory in Iturbe was a topic mentioned in both, the BLS and ELS. It affected the neighboring districts, generated unemployment for adults, and was pointed as a reason behind family migration in search of job opportunities in other locations.

> *"In Iturbe, we were very affected by the closure of the factory. Many families had to go far to work. There are parents who had to leave their CA in care other people to go to work. In the past, before the closing, there was a lot of work here because of the factory and there was no need for the CA to go to work." (Representative of the Health Sector, Iturbe)*

> *"Most of Iturbe's inhabitants are people who always worked from the beginning. We had a sugar factory that was our source of work, even for farmers who were small producers of sugarcane. At that time, people had their cassava plantation (one of the main everyday table food) and worked in the factory. They had their salary, so there was not so much need. But after the factory was closed, here there is no source of work anymore." (Representative of the Municipal Council, Iturbe)*

66 Maybe the quotes from the interviews are not entirely clear, that is, because care was taken to keep the textual statements of the people interviewed as much as possible.

67 Some of the interviews initially raised in the sample had to be replaced by other local agents due to refusal or the proposal that they be carried out on a date untimely to the fieldwork schedule.

5.2.2. Characteristics of CL in the area and risk perception

Regarding CL characteristics, activities are often disaggregated according to urban and rural areas. Among the former, interviewees mentioned work done in mechanical workshops and sawmills in the case of male CA, and household activities and work in family homes in the case of female CA.

> *"Here in the community, we have very precarious families, where CA from a very early age already go to work. We also have students in the community, within the institution, with students who are not living with their parents, but they are under the tutelage of the grandparents, of uncles, while others live in other people's homes." (Representative of the Education Sector, Iturbe)*

> *"What I know are situations of CL in rural areas of our district. CA who go to the farm, peel sugarcane, or work with a sharp object, plowing. Many times, there are young people working in the car tires shops, there are some young people who work as masons, masonry aides or car reparation shops. But people don't come to report, because nobody wants to take responsibility for the complaint." (CODENI, Iturbe)*

> *"And here, for example, the most predominant jobs are in supermarkets, hardware stores, in the case of adolescents." (Representative of CRECER NGO, Villarrica)*

On the other hand, in rural areas, interviewees expressed activities that revolve around work in the farm or during harvest seasons. For this specific type, it is possible to distinguish three different situations that were indicated. These are as follows: first, CA who are mainly engaged in some type of work and receive remuneration; second, CA who help their parents with tasks during the harvest season, that is, whole families who go to the farm and in which all the members participate in the work; and third, CA who, from the opinion of the interviewees, only accompany their parents since they do not have any other way of delegating the care of their CA during the harvest season. The cases of CA who carry food from home to the place where their parents are working can also be added here.

> *"Here in the district, they usually bring lunch for their father and then come back to their homes." (Representative of the Mayor, Borja)*

> *"The family goes to the farm every morning to work, or else one of the daughters or the mother is left to cook. The oldest son goes to the farm with his father and the youngest stays with the mother. And so, generally, the boys go to school in the afternoon." (Representative of the Health Sector, Borja)*

> *"No, here CA do not work. So as not to leave them at home, the parents take them to the farm, but they do not work." (Representative of the Municipal Council, Borja)*

> *"We see that there are CA who are going to help their father (in the farm) or their mother, who sell vegetables in the market or things like that." (Representative of CRECER NGO, Villarrica)*

What characterizes HCL and involves risks for CA is related to those who work as street vendors and those living in situation of "criadazgo". There are CA who work with their parents while they carry out sales activities, and, in other cases, work on the street on their own.

> *"I see CA who help their parents to sell ice cream or medicinal and aromatic herbs. Those are the CA that I usually see working." (Mayor, Troche)*

> *"In Villarrica, what we have more are CA who sell sweets, food or soda in the Bus Terminal area, or sell fruits accompanied by their parents, who sell those products. Also, shoe shiners. There are also indigenous CA, who ask for money at traffic lights. The Abrazo program can intervene in those cases, but it is more complicated, because they are under the protection of the program three, four days or a week at the most, and then leave. In other areas, outside of Villarrica, we have works related to the production of sugarcane." (Representative of the Abrazo program, Villarrica)*

Regarding "criadazgo", some respondents indicated that there are cases of girls who accompany their mothers in domestic activities in family homes. From the perspective of interviewees, they can be considered to be involved unpaid work situations. Another situation that expresses the reality of CA in the area is begging that, as reported in the quantitative analysis, seems to be increasing. It is possible that the increase in the number of street CA is due to the dynamics of internal migration in the district.

> *"Nowadays it is difficult and families can no longer meet their needs only with the incomes of mom and dad. CA are going to work either as a mason or doing cleaning services. Girls always help by cleaning the kitchen, the cutlery, and doing other similar domestic works. These tasks are already considered a work, even if they are not remunerated." (Representative of a Neighborhood Commission, Villarrica)*

> *"There is a case, maybe two, of criadazgo. They try to cover the situation, but they don't let it look good either." (CODENI Representative, Iturbe)*

> *"There are girls who work as maids, enter school and, in parallel, take care of sick persons or elders. Usually, girls are more sought for this type of work because it is a more difficult issue for male adolescents. The CA are taken by their parents to work in the farm, those of about 14 years old. They produce corn, beans, cassava, for family consumption." (Representative of a Neighborhood Commission, Borja)*

There are localities that still have a lack of knowledge or clarity about what the law considers as a type of CL and HCL in its different modalities, and cases of representatives and key stakeholders who do not have enough knowledge about the types of work that, according to the law, are considered hazardous. However, the aforementioned facts contrast with other circumstances where respondents mentioned that the intervention of the POK contributed to the promotion of knowledge and information, and even the reduction of CL.

> *"As for CL, we have many CA who are, for example, sellers of medicinal and aromatic herbs, or fruits, but so far, let's say that cases of abuses we don't have registered." (Representative of the Health Sector, Troche)*

> *"And the truth is that, in Villarrica, there are CA working. There are even people who come offering their products, but I also don't see that the situation is too critical compared to other cities. The truth is that what I see more are street vendors, shoe shiners and things like that." (Representative of the Municipal General Secretariat, Villarrica)*

> *"POK brought some programs specifically for CA to prevent CL. We found, for example, the EpC service in which children at risk of CL were identified. The program itself was very nice because they worked with values; they worked with games teaching children manners and values that often are not taught by parents at home." (CODENI Representative, Iturbe)*

> *"Thanks to POK, the work of adolescents decreased." (CODENI Representative, Paso Yobai)*

In comparison with the BLS, there are situations that persist, including CA who sell medicinal and aromatic herbs, shine shoes, accompany their parents in the harvesting season, as well as those in a situation of "criadazgo".

With regards to the possible changes identified, the BLS mentioned about the absence of censuses, data or plans on the topic of CL. Instead, among the interviews carried out recently, the RAT was mentioned. Although this tool was built to promote formal and protected work, the application of the registry has proved ineffective due to the high level of informality in the labor market in the area.

Furthermore, POK has contributed to promote protected work and raise awareness on CL in the target districts.

"With regard to CL, I just want to add that there are failures in the management of the record of the adolescent worker. There are people who are not encouraged to report, including parents and guardians and merchants who do not have a record of their business. Their businesses are not documented, and when someone comes to supervise, they prefer to cut the problem, that is the CA who are working in these businesses. If people from the Ministry of Labor come, for example, they will just look for the means to take that child or adolescent away from him and to avoid a problem. So, it is a chain reaction that is going bad again in the end. The problem is that there are not sufficient sources of work for parents that can allow them to generate enough income so they can have stable domestic economies." (CODENI Representative, Iturbe)

"I tried to register an adolescent at the RAT. I could not register the adolescent worker because I did not have the support from his relatives, and in the end, we got him to continue going to school every day. Previously, it was like he was failing a lot because he wanted to stay to work and earn more money, and in the end, we convinced him to work a few hours with us while his schedule at school was fulfilled." (CODENI Representative, Paso Yobai)

"The person in charge of CODENI is the one in charge here from the Municipality, but also this POK project that works to reduce the risk of CL. For example, they brought a lot of workshops, lots of awareness, posters that we were given and that I used in the institutions where I was going to talk about prevention, so that young people know mainly how to work while being registered, and that it is a protected job. A lot of work was done with that and the work continues." (CODENI Representative, Iturbe)

"In recent times, the situation of CL improved. In the past, people worked more mainly because of the type of work that was performed, which was the cultivation of sugarcane. And now with these programs, in addition to the fact that the sugarcane company has been closed for six years, today that type of work has less prevalence. Also, through these programs like Okakuaa parents know a little more about the responsibilities and CL has been reduced. I do not say that there is no more CL, of course there is, but there have been improvements in that aspect." (Mayor, Iturbe)

Regarding the risks associated with CL and HCL, respondents generally stated that many adolescents are employed in jobs without any guarantee. As in the BLS, adolescents engaged in activities related to masonry, carpentry and mechanical workshops are identified as those exposed to risk. One aspect that should be noted is that activities in urban areas are rated as posing a greater risk, while typical jobs for rural areas, from the point of view of interviewed actors, do not constitute risks for adolescents.

"Mining jobs are one of the jobs prohibited by law. They should not perform these types of jobs. Apart from that, they are doing a job without even a minimum safety measure, not even a helmet. I have often seen in artisanal mining that people have a harness and for that harness, a kind of rope to protect them if something happens or to lift them. Here, there is nothing like that." (General Secretary, Municipal Council of Villarrica)

"I believe that many adolescents of 14, 15, 16, 17 years of age are working as assistants." (CODENI Representative, Troche)

"Not so much, because most work in agriculture, and there is no possibility of risk in there." (Representative of the Municipal Council, Paso Yobai)

"Here, for example, most children are not exploited as in rural areas. We see adolescents who are in an age in which they want to work." (Representative of CRECER NGO, Villarrica)

A problem that had not been raised in the BLS and is related to HCL is drug addiction in terms of both consumption and micro-trafficking. The adults interviewed also identified the situation of extreme vulnerability in which CA are found as a result of sexual exploitation, and cases of prostitution that have spread in the area.

> *"They became drug micro-dealers and were extending a network, including prostitution, with students who, in order to obtain money and be able to solve the addiction, began to engage in clandestine prostitution." (Representative of the Departmental Secretariat of Children and Adolescents of the Governor´s Office of Guairá, Villarrica)*

> *"They come from indigenous communities that are in a situation of begging. Many of them are victims of sexual exploitation. CL is a more pressing problem, especially in Paso Yobai, in the area of clandestine mining (Representative of Plan International NGO, Villarrica)*

> *"In girls, I see that there is a lot of risk in terms of prostitution, because girls leave their homes at the age of 10, 12 years old. In terms of boys, they rather perform street works. Although the activity is not hazardous by itself, CA are exposed to accidents." (Representative of a Neighborhood Commission, Iturbe)*

5.2.3. Assessment of work activity

Regarding the assessment of CL, levels are distinguished about what is better or worse in the work CA do about what they consider to be useful in the future and the activities that are obstacles and constitute a danger for CA today.

According to what was expressed by different actors and community representatives, there is a possible change in the position that some adults take on the subject. Adults recognize that they must protect these CA on the one hand. According to interviewees, this is reflected in the request for guardianship of minors living in their homes. On the other hand, there is some justification for the fact that CA work because this will help for their future.

> *"When people are encouraged to say: I want the guardianship of this CA, it is because he wants to have an endorsement that supports him or her because he is having that boy or girl in his house, not being his/her father, not being his/her mother, not being his/her grandmother or a close relative. When they turn to ask for the guard, it is precisely because they treat the CA as a son or as a daughter, not because they have them as domestic staff or as an assistant or whatever, so one realizes that the mentality of the people is changing. The issue of "criadazgo", thanks to God, is diminishing." (Representative of the Departmental Secretariat for Children and Adolescents of the Governor´s Office of Guairá)*

> *"Here in Villarrica, it is something that worries us a lot. It is something that is naturalized here; they see it as an obligation. So that is the permanent struggle. Unfortunately, many of the rights are violated, supposedly for the child to learn to work." (Representative of Plan International NGO, Villarrica)*

> *"Parents tell their CA that they must work and know what sacrifice is from an early age. Other parents say that school is expensive and that is why they must work. We always tell them (the parents) that they are responsible for the CA, that whatever happens to them they will be the main responsible." (Representative of CRECER NGO, Villarrica)*

Many of the adults interviewed expressed that adolescents work specifically with the intention of satisfying personal needs. In other cases, they estimate that there are families where the pressure exerted by parents makes the CA go out to work.

> *"There are, for example, cases in which they leave to cover workforce that is missing, right? And then the CA go for their own money so that they can have their things. That's what they tell us. We do not know." (Representative of CRECER NGO, Villarrica)*

> *"And it would be from 14 and 15 years that they really work. Mostly, they leave and do their changa (informal jobs) in sawmills or in laundries; there are many who work to meet their expenses. When the parents are really poor indeed and we have many, many poor families." (Representative of the Education Sector, Troche)*

> *"And that depends, but the instruction to work mainly comes from the family. Because the parents are not educated, they demand their son to work. From my point of view, because we have appointments in houses, we visit the house of our students, and we see their reality; we see that a mother sends her children to work while she is drinking tereré, and they are like that.... And their father? Lost or in jail." (Representative of Mitai Vy'aha NGO, Villarrica)*

The information collected for this point is similar to what was stated in the BLS. Perceptions regarding work are diverse, some justify it and value it positively, while others consider it hazardous for the integral development of CA.

5.2.4. Relationship between CL and education

In the field of education, it should be noted that CL affects the educational process and the performance of CA. A problem identified was the poor attendance in school due to the fact that many CA accompany their parents to work and others work during the harvest season.

Also, there are cases of school drop-out. In many cases, CA must move from schools or communities due to the increasing internal migration in recent years. Another factor that hinders permanence in school is the difficulty in accessing the institutions due to the remoteness that exists in certain localities.

> *"One of the main problems is the lack of school attendance. For example, CA are registered, but then there are times that they attend well, and times when they go to the farm, losing their classes. In those cases, it would be difficult to recover the lost classes. Those are the negative consequences of CL." (Mayor, Iturbe)*

> *"The majority of those who work in the yerba mate plantations no longer attend school." (Representative of a Neighborhood Commission, Paso Yobai)*

> *"We have a good percentage of attending. The issue is that we had problems with the Iturbe sugar mill. When the factory worked, if there were missing students it was because they were going to work with their parents. When the factory was closed, the schools functioned normally again. According to the school principals, they had an increase in the number of students attending school every day." (CODENI Representative, Borja)*

> *"In early childhood, school attendance is high. After that, the attendance begins to fall in 7th, 8th and 9th grades, and registers high levels of dropping out from 10th to 12th grades. But because of the family's need and the adolescents' desire to generate incomes, there is desertion at the high school level." (Representative of the Departmental Secretariat of Childhood and Adolescence, Governor´s Office of Guairá)*

5.2.5. Relationship between CL and health

One of the major health conditions mentioned is related to respiratory problems in CA aided by the lack of supplies and medicines in local medical centers. Although poor diet, malnutrition, and cases of diarrhea are not a direct consequence of CL, they were cited as usual problems in different locations.

> *"Respiratory problems, from what I see." (Representative of CRECER NGO, Villarrica)*

> *"Of course, in terms of health we do not have medications in the health center. We feel sorry, but there are no medications." (Councilwoman, Borja)*

> *"Usually, it's the flu or what doctors call it when they have vomiting and diarrhea. When CA are infected, it doesn't come to mind...but normally that is what they have most because of the change of weather now. I don't know if it's just here that weather changes very fast from cold in the early morning to hot. Weather breaks us down, and usually what they have is that¾flu and diarrhea." (CODENI, Iturbe)*

> *"And as I mentioned the issue of food or poor food, we work with CA who are in the Bus Terminal selling their candy or shoe-shining. For example, they eat junk food. We had the case of some CA who were taught how to eat vegetables they had never eaten before. The lack of consumption of vegetables may affect their good development." (Representative of the Abrazo program, Villarrica)*

Another issue mentioned in this section refers to drug addiction, a problem that exists in different districts. The adults interviewed are concerned about the young age at which CA start consumption, especially the manner in which the drug affects their health and overall development.

> *"And in reality, we have problems in certain places. Drug addiction is something we have. We are fighting against that." (Representative of the Education Sector, Villarrica)*

> *"There is a neighborhood, for example, where the consumption of drugs by CA begins since early ages. They do not attend school, teachers tell us, because their parents are alcoholics. That is the problem of a community" (Representative of the Health Sector, Paso Yobai)*

On the other hand, different programs and/or activities that aim to generate better health conditions and the integral growth of the CA of the Department of Guairá were pointed out in the interviews. However, if the BLS is taken into account and compared with the ELS in terms of health, no significant changes are reflected, since similar problems arise in both studies. These are the CA who use drugs, which increases the situation of vulnerability in which they live. Also, there are still cases of malnutrition and respiratory diseases in CA in the area.

> *"In the standard Family Health Unit there is a doctor, a graduate or nurse technician, and some units already have health agents. We focus on the programs that are sent to us from the Ministry of Health (for instance, Tuberculosis) which is the immunization of vaccinations, also of HIV, National Program for Infants Nutrition, which is the feeding program, so we care more about the programs, to reach the goals." (Representative of the Health Sector, Villarrica)*

> *"We received one dose of antiparasitic per child. At school, we receive them for free from the State. We are accompanied by the health post in terms of vaccinations, because we always do talks before using the antiparasitic. We need more." (Representative of the Education Sector, Borja)*

5.2.6. Knowledge of protection standards

Regarding the knowledge of the protection norms, the responses of the interviewed actors are divided.

On the one hand, those who do not know, although they are aware of is a Code of Childhood and Adolescence, have little knowledge about the content of laws and regulations.

On the other hand, those who have greater knowledge of the subject, based on the Constitution, Labor Code, the Code of Childhood and Adolescence, highlight the issue of adolescent labor along with other related issues. In other cases, in addition to knowing the law, they work coordinately with the CODENI.

> *"I know there is a law, but I don't know specifically its number or anything. I know there is a Childhood Code and all that." (Municipal Board, Iturbe)*

> *"Fundamentally, our mother law is always the Constitution, then we have the Labor Code because although the Childhood Code has a specific chapter of the adolescent worker, we must also always combine it with the Labor Code, which is the common code and part of the which is the Code of Childhood and Adolescence. Regarding the Executive Branch, President Mario Abdo Benítez signed the last decree that regulated this article on adolescent work. The 20 commitments also have a commitment on adolescent work." (Departmental Secretary of Childhood and Adolescence, Governor´s Office of Guairá)*

> *"We always participate in educational talks and, as I tell you, we always do a very coordinated work with CODENI and we know that there is a form that has to be filled out by companies, not only large companies, but also by, for instance, a hardware store, small- and medium-sized companies that have to comply if an adolescent is with them." (Representative of the CRECER NGO, Villarrica)*

Both the BLS and ELS refer to the Code of Childhood and Adolescence and highlight that there are still cases where there is only a superficial knowledge of the law. They also mention the work and activities carried out with CODENIs.

When comparing the BLS and the ELS, the Code of Childhood and Adolescence stands out as the main reference point regarding regulations on CA. Different interviewees recognize its existence, but not the in-depth knowledge of its different norms and other laws related to the subject.

5.2.7. Knowledge of institutional actions for protection of CA

Regarding the institutional actions that focus on the protection of children, the training and promotion of information on CL carried out by POK project stands out. With respect to the work of the CODENIs, there are conflicting situations with cases such as Borja, where they do not know about the CODENI for lack of information since it has been recently installed, while in Troche, the CODENI is recognized for its contribution and work in favor of protecting the CA.

Following the results of the interviews, the Abrazo program stands out. It works to eradicate CL. In addition, they highlight the work that Plan International has been doing for the equality of children. Another program that stands out is Tekoporã.

Finally, both at the departmental as well as municipal level, awareness-raising activities and coordinated work with the CODENI are carried out to reach community centers, in addition to the contribution of the POK project where it has been implemented.

"CODENI is an institution that needs a lot of support. Somehow, we are starting to advertise what a CODENI is, because many people do not know that it is in Borja and goes directly to Villarrica." (Councilwoman, Borja)

"There was a talk held with support from Paraguay Okakuaa with the Municipal Council of Childhood and entrepreneurs about the registration of adolescent workers, formalities to hire an apprentice. The biggest entrepreneurs in Villarrica were invited." (Assistant of Mayor, Paso Yobai)

"I believe that, with CL, awareness raising activities are carried out in the community together with the CODENI at the school close to mines. And, with Paraguay Okakuaa, we worked until very recently when the project had its closure." (Administrative Supervisor, Paso Yobai)

"With other institutions such as the Governor´s Office, we work with institutions in Asunción that are always helping. From the Municipality we also have a home center where we assist children from a community." (Representative of the Municipality, Villarrica)

"We do a lot of education through the Family Health Unit, lots of talks, but more support is needed." (Representative of the Health Sector, Mauricio José Troche)

As for the comparison between the BLS and ELS, the following can be mentioned: First, the recognition of the CODENI as the main institution responsible for protecting the CA is maintained (as the instance to present complaints for cases of abuse and food benefits); second, interviewees value the awareness campaigns and talks carried out on the rights of CA at the departmental and municipal level; third, the Abrazo program is valued positively to eradicate CL; fourth, the positive assessment of the work carried out by Plan International; fifth and last, the work carried out by POK is highlighted in the ELS, specifically in terms of the training and support provided to the institutions and the localities where the project was implemented.

5.2.8. Knowledge of the institutional actions of training and promotion of decent work for adolescents and adults

Representatives from most target localities stated that there are few spaces offering training courses at the district level. In this sense, interviewees mentioned that, in the absence of courses, they must occasionally move to the capital of the Department of Guairá for more training because Villarrica offers a greater number of courses.

On the other hand, these training courses are valued positively in places where people can access them. In this regard, the Municipality, the Ministry of Labor, SNPP, and National Labor Training System (SINAFOCAL) were indicated as key institutions. Training courses include hairdressing, electricity, plumbing, leather decorating, manicure, pedicure, cell phone repair, computer science, cosmetology, driving, cooking, leather lining, and decoration.

Another important point highlighted by interviewees is the fact that in some locations, training courses are aimed not only at young people, but also at 50-year-old ladies who value them. These courses see a lot of participation from women.

In addition, the effectiveness of certain campaigns to reduce adolescent labor in the sugarcane fields carried out coordinately by schools, the local CODENIs, and the Municipality, with support from POK also stand out.

"We don't really have offices of these institutions, but in Villarrica, which is the capital of the Department, there are offices and we go there and bring courses. They are brought (the courses) through the two institutions (SNPP and SINAFOCAL), maybe it is not enough, but every year at least two or three courses are taught." (Mayor, Iturbe)

"Yes, in the Municipality there are usually courses of hairdresser, electricity and stuff" (Representative of the Health Sector, Paso Yobai)

"Now, for example, in the leather decorating course, there are young people from ages 18, 20, to older ladies of 50, that is to everyone who wants to participate being of legal age, but as I said the courses for women are more successful." (Secretary of the Municipal Council, Iturbe)

"A course for cell phone repair was just being carried out in school. There were a few studying, and it was promised that next year it would be reopened in school." (Representative of the Education Sector, Borja)

"In October (2019), one of the SNPP courses ended. The mayor is in charge and usually brings courses here for the youth. Cooking courses are offered exclusively for ladies." (General Secretary of the Municipality, Borja)

Courses offered by the SNPP and SINAFOCAL are highlighted and valued positively, and so are the efforts carried out by the Municipalities for these trainings, which cover the following subjects: hairdressing, pedicure, electricity and baking. Courses have a high degree of participation, especially those for women.

5.2.9. Knowledge of the Paraguay Okakuaa Project

The POK project has made several contributions in the districts where it was implemented, including with regards to the awareness materials delivered, which have served to inform and train through campaigns in schools and streets, such as the "Do not give coins" campaign. Likewise, the articulation with the Municipalities and the work done in favor of the reduction and/or eradication of CL were highly valued.

In addition, work could be coordinated with other institutions that work in the area of CA through the POK project. The Health Centers of the area and the ALDA Foundation also stand out as well-known institutions.

Interviewees believe that the project has promoted and left capacities installed in its target localities, including the commercialization of products in local fairs to improve the livelihoods of participant families and awareness-raising events.

Although these are some of the results mentioned in the interviews, it is important to highlight the predisposition of the institutions to carry out the recommendations and suggestions received as well as to provide continuity to the knowledge acquired in the subject over the years.

"Help from Paraguay Okakuaa gave us no monetary funds, but triptychs, stickers a quantity of printed material to travel through schools and streets with campaigns. Okakuaa, who is the one who helped us the most, gave us a seed which is germinating, but that plant has to be fed so that it does not die." (Representative of the Department of Children and Adolescents of the Governor´s Office of Guairá, Villarrica)

"Paraguay Okakuaa promoted CL prevention. We work rights more globally, and as for CL, we know that they are drivers and protectors." (Community Promoter, Villarrica)

"Those who have reduced CL prevalence, because that is what Paraguay Okakuaa did through its programs, its project... that worked through the municipality that promoted training courses as alternatives. That way they worked. At the same time, they left capacities installed in schools." (Assistant to the Mayor, Paso Yobai)

"We are preparing a fair. Women are putting up a fair. We are about five out there, and the POK project came to hold a meeting and told us that it is good to hold fairs and that." (Municipal Board Secretary, Borja)

5.2.10. Other relevant results

Regarding the rules of protection, the Code of Childhood and Adolescence is recognized as the guide to follow. In some cases, however, the content is unknown.

There are several actions that were carried out in favor of the protection of CA, thanks to the support of the municipalities, programs such as Abrazo, and the POK lending support to local institutions in the eradication of CL. In addition, NGOs such as Plan International and CRECER working in favor of adolescents were also recognized. The former works towards promoting the equality of CA, and the latter more with adolescents through continuous training and support with CODENI.

On the other hand, activities carried out by the SNPPP and the SINAFOCAL are highly valued by women who participate the most in short-term courses, as well as by men who do leather, plumbing, and computer work, among others.

The POK has taught many lessons within the communities, including the ability to bring together the institutions that work in the context of childhood to carry out an articulated work between the institutions, be it municipality, health centers, or community centers. The awareness campaigns carried out, in addition to the many triptych materials, stickers, newsletters that provide information for CA, stand out. Furthermore, the project also promoted the sale of products developed at the local level with technical assistance from POK at fairs to be able to generate some income for adolescents and thus improve their livelihoods as a means of combating CL.

CONCLUSIONS

CONCLUSIONS

The ELS enabled the evaluation of the nature and prevalence of CL in the project´s target districts as well as its comparison with the results obtained in the BLS. Attending to the characterization of the population surveyed in the target districts, the persistence of a socioeconomic crisis, which could have been aggravated by the closure of the factory in Iturbe that not only affected this district but the entire territory of Guairá, was consistently brought up. This situation, according to interviewees, generated unemployment for adults and prompted the migration of families to search for job opportunities in other districts.

This is consistent with the quantitative results, considering that all districts suffered an increase in the "low" socioeconomic level in percentage points except for Troche (-0.18). Four of the five districts surveyed likely showed a decrease of the high socioeconomic level, Villarrica being the largest decrease in percentage points (-11.1).

The lack of jobs has led to a change in family dynamics, as some of its members had to migrate to other cities or to the departmental capital. Sometimes, children accompanied their parents in this migration process, but there are others who are left in the care of their grandparents or other relatives a situation that was mentioned by adult participants of the FGs. In the cases of children who migrate with their parents, their educational processes are hampered due to the abandonment of their studies.

Based on this survey, the prevalence of CA aged 5 to 17 years in CL was 8.6%, representing a decrease of 3.0 percentage points with respect to the BLS. The prevalence is higher for boys versus girls (11.2% vs. 5.9%) and more prevalent for the age range of 14 to 17 years (19.3%); however, the prevalence of this age group was reduced compared to the BLS (26.2%).

CL in CA ages 5-17	% BLS 2016	% ELS 2019	% Difference
CL in CA ages 5-17[68]	11.6	8.6	-3.0*
CL in boys ages 5-17[69]	16.4	11.2	-5.2*
CL in girls ages 5-17[70]	7.0	5.9	-1.1*
CL in children ages 5-13[71]	6.2	4.7	-1.5*
CL in adolescents ages 14-17[72]	26.2	19.3	-6,9*

N_{BLS} = 31,618
N_{ELS} = 31,332
Total CA ages 5-17 based on weighted number of surveyed.
*Statistically significant with a confidence level of 5%

The higher prevalence of CL in the CA responds to the high prevalence of HCL. From the age of 14 onwards, the percentage of adolescents engaged in economic activities increases, which is related to the fact that it is possible to start working legally at that age.

From the age of 14 onwards, the percentage of adolescents employed in economic activities increases, which is related to the fact that it is possible to start working legally at that age.

In this sense, in the ELS, 19.3% of adolescents ages 14 to 17 years are in HCL, which constitutes a decrease of 6.9 percentage points in relation to the BLS (26.2 %).

Analyzing the percentage of CA aged 5 to 17 in CL, the Borja district has the highest prevalence of CA in CL (12.4%). Villarrica occupies the second place with a prevalence of 9.7% and Iturbe the third (7.1%). Meanwhile, Paso Yobai (6.8%) and Troche (3.8%) have the lowest CL prevalence.

In this sense, the district with the highest number of cases is Villarrica, which, being the one with the lowest prevalence in the BLS (8.6%), occupies the second place in the ELS (9.7%), followed by Troche, which, after having the highest prevalence in the BLS (18.3%), is the one with the lowest prevalence in the ELS (3.8%).

68 ELS with 95% confidence interval where the minimum is 6.9% and the maximum is 10.8%, a standard error of 1.0% and a coefficient of variation of 0.1
69 ELS with 95% confidence interval where the minimum is 9.1% and the maximum is 13.8%, a standard error of 1.2% and a coefficient of variation of 0.1.
70 ELS with 95% confidence interval where the minimum is 3.9% and the maximum is 8.9%, a standard error of 1.2% and a coefficient of variation of 0.2.
71 ELS with 95% confidence Interval where the minimum is 3.4% and the maximum is 6.4%, a standard error of 0.7% and a coefficient of variation of 0.1
72 ELS with 95% confidence Interval where the minimum is 15.4% and the maximum is 23.8%, a standard error of 2.1% and a coefficient of variation of 0.1.

Since Villarrica is the departmental capital and considering that it is predominantly urban, it receives the highest amount of internal migration from other districts, which could explain why it is the only district where the prevalence of CL did not decrease.

The perceptions regarding CL are diverse. There are parents who, due to the lack of work in the area, the context of poverty, and the multiple needs justify the fact that CA do paid work. They do not have knowledge about the consequences of HCL and argue instead that CL is a way to develop skills through different trades, in addition to new knowledge that will allow their CA to have greater job opportunities in the future.

However, it should be noted that other adults observed that early CL could affect their future job performance. The adults manifested their knowledge about the situations that constituted danger to the CA and, in turn, those activities that are allowed and are according to the ages of the CA. This reflects a change in the position of adults in relation to CL, where parents and respondents mentioned that the intervention of the POK project contributed to that knowledge through the promotion of information and the creation of spaces for adults to create their own micro ventures.

Considering the activity groups in which CA between 5 to 17 years of age performed working activities, it is visualized that the agricultural sector concentrates most of CL in both surveys (BLS and ELS). On the other hand, according to the BLS, 28.6% of the CA belong to the branch of "agriculture, livestock, house and support activities". However, it is worth mentioning that a statistically significant decrease of 7.9 percentage points with respect to the BLS is displayed (36.5%).

Analyzing with a higher level of disaggregation, the proportion of CA in CL that are dedicated to the cultivation of sugarcane decreased 11.7 percentage points with respect to the BLS (20.3% to 8.6%). The opinion of the interviewees reinforces the data obtained, considering that they mention it as among the main factors behind the closure of the sugarcane factory and the positive impact of POK. The perception collected shows that there was a change in the dynamics of more prevalent jobs performed by CA ages 5 to 17, after the intervention of what they knew as POK.

Second, there is the "wholesale and retail trade, repair of motor vehicles and motorcycles" (26.3% in the ELS), a branch that experienced an increase statistically significant of 6.4 percentage points with respect to the BLS (19.9%). Finally, there are the "activities of households as employers of domestic personnel", which increased 5.4 percentage points compared to the BLS (15.4% and 20.8%, respectively).

Although, in general terms, the same pattern is maintained when considering the other age groups (5 to 13 and 14 to 17 years old) in the ELS, there are obvious differences by sex. The boys work mainly under the heading "agriculture, livestock, hunting and support activities" (36.7% and 40.9%, respectively) and the girls in "households as employers of domestic staff" (45.9% and 68.2%, respectively).

The foregoing collaborates with the results obtained in the FGs as well as the interviews with local stakeholders, that identified that the work in carpentry, rubber, and blacksmithing are carried out by boys, while work in households other than their own, while the cleaning or care of other people, is done by girls. This gender differentiation shows that cultural elements that place men in jobs that require greater physical strength and women in those that are framed within the home remain persistent.

In terms of economic occupations, the majority (40.9%) of CA ages 5 to 17 in CL are in the category "unskilled workers", however, there was a statistically significant reduction of 15.9 percentage points with respect to the BLS. Considering the age groups, the percentage of children between 5 and 13 years of age who are employed as "unskilled workers" is slightly higher than the proportion of adolescents aged 14 to 17 in that same occupation. This pattern is visualized both in the BLS as well as in the ELS.

In the educational field, it should be noted that CL affects the educational process and the performance of CA, a situation that was evidenced both, in the FGs and interviews. When labor participation is contrasted with school attendance and both studies (BLS and ELS) are considered, an increase in the percentage of children who study and work (83.6% to 87.7%) and a decrease in children is dedicated exclusively to work (16.4% to 12.3%) is evidenced. Therefore, given that the percentage of CA attending school is increasing and there is a decrease in the number of CA involved exclusively in work activities, a decreasing trend in CL is indicated.

The increase in attendance at educational institutions, evidenced in the quantitative data, could be explained using the positive assessment that parents have in relation to education being an important tool for the future of their CA. It is possible to affirm that the positive perception regarding education encourages parents to accom-

pany CA during as well as be involved in the educational process with them.

In addition, different institutions or organizations aim to promote the entry and permanence of CA in school. In that respect, the Espacios para Crecer (EpCs) were recurrently mentioned by parents as an example of activities that should be promoted to continue learning through recreational and pedagogical activities. On the other hand, situations that continue to affect CA, and those that explain the persistence of the problem of school absences such as migration and temporary jobs, were also mentioned by interviewees.

In terms of health, work can also have negative consequences for the health of CA, especially when it is prohibited or involves exposure to hazardous working conditions. In this sense, in the ELS, 12.4% of CA in CL have suffered some health problem. On the other hand, in the BLS, 51.2% of CA in CL have suffered some health problem.

Moreover, when analyzing the percentage distribution of the total mentions of injuries and problems, the ELS indicates that the main impact is exhaustion or fatigue (34.9%), followed by fever or headaches (32.6%), and back or muscle aches (16.0%).

Perceptions in the FGs of parents have also shown that, in CL, there may be situations that have an impact on the health of CA, especially since they are exposed to the sun or bad weather conditions for long periods of time sometimes. This can include their handling of heavy and sharp machinery in the fieldwork and other similar situations that affect their integrity.

Analyzing the information on the existence of adverse conditions that can place CA at risk of CL as well as considering the of the total number of households surveyed (1,630), 40.2% of them are female-headed and 59.8% are male-headed.

The RAT was mentioned when conducting the interviews, leading to a positive assessment of the training carried out by the MTESS through the POK project. This has enabled this registry to be known, in addition to acquiring knowledge related to the topic of CL and the list of hazardous work.

Although the RAT was a tool built as a means to promote formal and protected work, the application of the registry has faced difficulties due to the high labor informality that exists in the area. In this sense, interviews reveal that there are shops with adolescents working informally, since sometimes the company itself is not formally constituted. Therefore, when MTESS supervises them, companies choose to dismiss the adolescents.

There are localities that still have a lack of knowledge or clarity about what the law considers as CL and HCL. There are also key stakeholders who do not have enough knowledge about the types of work that, according to the law, constitute HCL for the CA. However, this situation contrasts with other circumstances where respondents mentioned that intervention of the POK project contributed to improving knowledge and promotion of information, including the reduction of CL.

When comparing the BLS and the ELS, the Code of Childhood and Adolescence stands out as the main point of reference in terms of regulations on CA, as indicated by the different interviewees being mostly aware of its existence, but not having an in-depth knowledge of its different articles and other laws related to the subject.

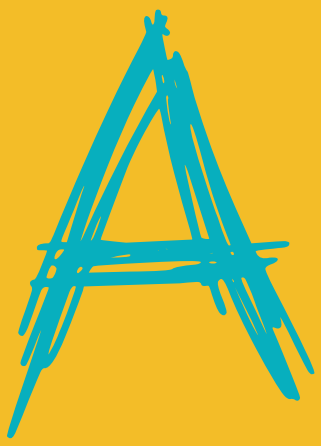
On the other hand, training courses offered at the district level are valued positively, and the Municipality, the Ministry of Labor, SNPP, and SINAFOCAL are referenced as key institutions in this regard. Training courses include hairdressing, electricity, plumbing, leather decoration, manicure, pedicure, cell phone repair, computer science, cosmetology, driving, cooking, and leather lining and decoration.

Finally, work done in favor of the reduction and/or eradication of CL was positively valued, where the POK project stands out as one of the subject's drivers and protectors. Likewise, the contributions in the different cities where the program was implemented are mentioned, and among them the materials, which have served to inform and train school CA as well as on the streets through awareness campaigns including the campaign of "Don´t give coins: There are other ways to help", delivered are emphasized. Likewise, the work articulated with Municipalities for the training courses was also mentioned.

In addition, the POK project was positively assessed for having promoted and installed capacities in residents of its different target localities, including the sale of its products in fairs and other events as a means to improve the livelihoods of participant families.

According to representatives interviewed, the POK project has without a doubt been a component that allowed them to know about CL and HCL in depth, understanding its implications in the different target districts. In turn, with the comprehensive approach of the project, that is, with work not only with CA, but also with their households to improve their economic situation, as well as with institutions such as the CODENI that ensures children's rights and others such as schools, a greater awareness on the topic as well as a decrease in the prevalence of CL have been achieved.

Working on the topic of CL cannot be done from an individual perspective, that is, only from the viewpoint of the CA, and, in that sense, the project has been an example of the possibility to work from a community perspective, where all local actors can link and generate improvement actions, which will ultimately achieve the sustainability of the actions carried out by these initiatives.



APPENDIXES

APPENDIXES

APPENDIX 1: MATRIX OF TABLES

DEFINITIONS	TABLES	QUESTIONNAIRE Nº 1 ADULTS	QUESTIONNAIRE Nº 2 CA AGES 10-17
1. MAIN CHARACTERISTICS OF CHILD WORKERS AGES 5-17			
1.1. Main characteristics of the population surveyed	A1. Percentage distribution of CA ages 5-17 by sex, according to the selected characteristics (age, language, socio-economic level, district).	- Worksheet for the registry of household members. - Section 2 Characteristics of the home and inventory of goods and services. Parts A, B, and C.	- N/A
1.2. Socio-economic level of household	A2. Percentage distribution of households by socio-economic level, by district	- Section 1. Geographic location. P5 - Section 2. Characteristics of the home and inventory of goods and services. Parts A, B, and C.	- N/A
1.3. Participation in household chores at home	A3. Percentage of CA ages 5-17 who perform household chores at home, by sex.	- Section 6. Nonpaid 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 this per day?
	A4. Average number of hours worked per week by CA ages 5-17 in domestic chores at home, by sex.	- Section 6. Nonpaid 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 this per day?
1.4. Number of adolescents in PAW	A5. Percentage of adolescents ages 14- 17 in PAW, by sex.	- Section 5. Job and work income. Part A. Summary of economic activities (last week): AEI1, AEI2 (...)	- Section 3. Job and occupational entry. 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 adolescents ages 14- 17 in PAW, registered in the RAT, by sex.	- Section 5. Job and work income. Part D. Work in the last 12 months: ATA12	- Section 4. Occupational health and safety: NSSO: Are you registered in the Registro del Adolescente Trabajador?
2. CL SURVEY RESULTS			
2.1. Prevalence of CL in CA ages 5-17	B1. Prevalence of CL in CA ages 5-17	-	-
	B2. Prevalence of CL in children ages 5-13	-	-
	B3. Prevalence of CL (HCL) in children ages 5 -13	-	-
	B4. Prevalence of CL (HCL) in adolescents ages 14-17	-	-
	B5. Prevalence of CL in CA ages 5-17, by district.	-	-
	B6. Prevalence of CL in children ages 5-13, by district.	-	-
	B7. Prevalence of HCL in adolescents ages 14- 17, by district.	-	-

DEFINITIONS	TABLES	QUESTIONNAIRE Nº 1 ADULTS	QUESTIONNAIRE Nº 2 CA AGES 10-17
2.2. CL characteristics of CA ages 5-17	B8. Percentage distribution of CA ages 5-17 in CL, by district.		
	B9. Distribution of CA ages 5-17 in CL by activity group (section–first grouping level), by sex and age group.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP3	- Section 3. Job and Occupational Entry. Part B. Main job last week: NTP3: (What does the company, enterprise, business, or institution in which you worked for do?)
	B10. Distribution of CA ages 5-17 in CL by activity group (level 4 of CNAEP disaggregation), by sex and age group.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP3	- Section 3. Job and Occupational Entry. Part B. Main job last week: NTP3: (What does the company, enterprise, business, or institution in which you worked for do?)
	B11. Distribution of CA ages 5-17 in CL, by type of occupation (first level of CPO disaggregation), by sex and age group.	- Section 5. Job and work income. Part B. Main occupation (last week): APT1	- Section 3. Job and Occupational Entry. Part B. Main job last week: NTP1 What are the tasks or chores you carried out in your job or main occupation?
	B12. Distribution of CA ages 5-17 in CL by type of occupation (level 4 of CPO), by sex and age group.	- Section 5. Job and work income. Part B. Main occupation (last week): APT1	- Section 3. Job and Occupational Entry. Part B. Main job last week: NTP1 What are the tasks or chores you carried out in your job or main occupation?
	B13. Percentage of CA ages 5 -17 in CL working in agriculture, by sex.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP4	- Section 3. Job and Occupational Entry. Part B. Main job last week: NTP4 Do you work in farming?
	B14. Percentage distribution of the type of crops in which CA ages 5-17 in CL work.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP5	- Section 3. Job and occupational entry. Part B. Main job last week: NTP5 What crop do you work with?
	B15. Average hours worked by CA ages 5-17 in CL per week, according to sex and age groups.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP6 (...), ATP18 (...)	- Section 3. Job and Occupational Entry. Part B. Main job last week: NTP6 (...): During last week, how many hours did you work daily (in the mentioned activity)?
	B16. Percentage of CA ages 5-17 in CL who worked at least once from 7pm to 7am during the past 12 months, according to sex.	- Section 7. Occupational health and safety. Part B. Safety at work: ASL8. (During the 12 months, did [NAME] work at least once between 7 pm and 7 am of the next day?)	- Section 4. Occupational health and safety. Part B. NSS8: During the last 12 months, did you work at least once between 7pm and 7am of the following day?
2.3 Characteristics of CL in children ages 5-13	B17. Percentage distribution of children ages 5-13 in CL, by district.		
	B18. Distribution of children ages 5-13 in CL by activity group (section–first level of CNAEP grouping), according to sex.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP3	- Section 3. Job and occupational entry. Part B. Main job last week: NTP3: What does the company, enterprise, business, or institution in which you worked for do?
	B19. Distribution of children ages 5-13 in CL by activity group (level 4 of CNAEP disaggregation), according to sex.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP3	- Section 3. Job and occupational entry. Part B. Main job last week: NTP3: What does the company, enterprise, business, or institution in which you worked for do?)
	B20. Distribution of children ages 5-13 in CL, by type of occupation (CPO large groups), by sex.	- Section 5. Job and work income. Part B. Main occupation (last week): APT1	- Section 3. Job and occupational entry. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?
	B21. Distribution of children ages 5-13 in CL, by type of occupation (level 4 of CPO disaggregation), by sex.	- Section 5. Job and work income. Part B. Main occupation (last week): APT1	- Section 3. Job and occupational entry. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?

ELS

DEFINITIONS	TABLES	QUESTIONNAIRE Nº 1 ADULTS	QUESTIONNAIRE Nº 2 CA AGES 10-17
2.3 Characteristics of CL in children ages 5-13	B22. Percentage of children ages 5-13 in CL working in agriculture, by sex.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP4	- Section 3. Job and occupational entry. Part B. Main job last week: NTP4: Do you work in farming?
	B23. Percentage distribution of type of crops in which children ages 5-13 in CL work.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP5	- Section 3. Job and occupational entry. Part B. Main job last week: NTP5: What crop do you work with?
	B24. Average hours worked by children ages 5-13, by sex and age groups.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP6 (...), ATP18 (...)	- Section 3. Job and occupational entry. Part B. Main job last week: NTP6 (...): During the last week, how many hours did you work daily?
	B25. Percentage of children ages 5-13 in CL who worked at least once from 7pm to 7am during the past 12 months, according to sex.	- Section 7. Occupational health and safety: Part B. Security at work: ASL8. (During the 12 months, did [NAME] work at least once between 7 pm and 7 am of the following day?)	- Section 4. Occupational health and safety. Part B. Security at work. NSS8: During the last 12 months, did you work at least once between 7pm and 7am of the following day?
2.4. Characteristics of CL in adolescents ages 14-17	B26. Percentage distribution in adolescents ages 14-17 in CL, by district.		
	B27. Distribution of activity group (section–first level of CNAEP disaggregation) of adolescents ages 14-17 in CL, according to sex.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP3	- Section 3. Job and occupational entry. Part B. Main job last week: NTP3: What does the company, business, or institution in which you worked for do?
	B28. Distribution of activity group (level 4 of CNAEP disaggregation) of adolescents ages 14-17 in CL, according to sex.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP3	- Section 3. Job and occupational entry. Part B. Main job last week: NTP3: What does the company, business, or institution in which you worked for do?
	B29. Distribution of occupation type (CPO first level) of adolescents ages 14-17 in CL, by sex.	- Section 5. Job and work income. Part B. Main occupation (last week): APT1	- Section 3. Job and occupational entry. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?
	B30. Distribution of occupation type (level 4 of CPO disaggregation), of adolescents ages 14-17 in CL, according to sex.	- Section 5. Job and work income. Part B. Main occupation (last week): APT1	- Section 3. Job and occupational entry. Part B. Main job last week: NTP1: What are the tasks or chores you carried out in your job or main occupation?
	B31. Percentage of adolescents ages 14-17 in CL work in agriculture last week, by sex.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP4	- Section 3. Job and occupational entry. Part B. Main job last week: NTP4: Do you work in farming?
	B32. Percentage distribution of the type of crops in which adolescents ages 14-17 in CL work.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP5	- Section 3. Job and occupational entry. Part B. Main job last week: NTP5: What crop do you work with?
	B33. Average hours worked by adolescents ages 14-17 in CL, by sex.	- Section 5. Job and work income. Part B. Main occupation (last week): ATP6 (...), ATP18 (...)	- Section 3. Job and occupational entry. Part B. Main job last week: NTP6 (...): During the last week, how many hours did you work daily?
	B34. Percentage of adolescents ages 14-17 in CL who worked at least once from 7pm to 7am during the past 12 months, by sex.	- Section 7. Occupational health and safety: Part B. Security at work: ASL8. (During the 12 months, did [NAME] work at least once between 7 pm and 7 am of the next day?)	- Section 4. Occupational health and safety: NSS8: (During the last 12 months, did you work at least once between 7pm and 7am of the following day?)

DEFINITIONS	TABLES	QUESTIONNAIRE Nº 1 ADULTS	QUESTIONNAIRE Nº 2 CA AGES 10-17
2.5. Education and its relationship with CL	B35. Percentage of adolescents ages 14-17 in CL who work and study, by sex.	- Section 4. Education. Part A: AE3 (Has [NAME] ever attended an educational institution?) - Section 5. Job and work income. Part A. Summary of economic activities (last week): AEI1, AEI2 (...), Part D. Work in the last 12 months: ATA1, ATA2 (...)	- Section 2. Education: NAE3: Do you attend or have you ever attended a school? - Section 3. Job and occupational entry. 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 CA ages 5-17 in CL that currently attend to a learning institution other than school, by sex.	- Section 4. Education–Part B. education: AE10 Does [NAME] regularly attend an educational facility that is not a school?)	- -
	B37. Percentage of CA ages 5-17 in CL, who attend to school, by sex.	- Section 4. Education. Part A: AE3 (Has [NAME] ever attended an educational institution?)	- Section 3. Job and occupational entry. Part A. NTI1: 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. Job and occupational entry. 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?
	B38. Percentage of CA ages 5-17 in CL who stopped attending to school because they had to work, by sex.	- Section 4. Education. Part B. 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 CA	B39. Percentage of CA ages 5-17 in CL who suffered from health problems due to work, by sex.	- Section 7. Occupational health and safety. Part A. Health and work: ASL1 (...)	- Section 4. Occupational health and safety. Part A. Occupational health: NSS1 (...) (Due to your work, did you have any of the following problems?)
	B40. Percentage distribution of the type of health problem due to work, of CA ages 5-17 in CL, by sex.	- Section 7. Occupational health and safety. Part A. Health and work: ASL1 (...)	- Section 4. Occupational health and safety. Part A. Occupational health: NSS1 (...) Due to your work, did you have any of the following problems?
	B41. Percentage distribution of the type of work performed by CA ages 5-17 in CL when they suffered a work-related health problem, by sex.	- Section 7. Occupational health and safety. Part A. Health and work: ASL2	- Section 4. Occupational health and safety. Part A. Occupational health: NSS2: What job or tasks were you carrying out when you suffered that illness or major accident?
	B42. Percentage distribution of hazardous working conditions to which CA ages 5-17 in CL were exposed, by sex.	- Section 7. Occupational health and safety. Part B. Security at work: ASL7 (...)	- Section 4. Occupational health and safety. Part B. Security at work: NSS7 (...): In the job you do / did, are / were you exposed to
	B43. Percentage of CA ages 5-17 in CL who handled hazardous equipment in their work activity, by sex.	- Section 7. Occupational health and safety. Part B. Security at work: ASL9.	- Section 4. Occupational health and safety. Part B. Security at work: NSS9: Did you handle machinery, heavy loads, sharp edged or cutting tools, pointed objects (ax, machete, knife) in the work or task you carried out?
	B44. Percentage distribution of the type of hazardous tools used by CA ages 5-17 in CL during work.	- Section 7. Occupational health and safety. Part B. Security at work: ASL10.	- Section 4. Occupational health and safety. Part B. Security at work: NSS10: What type of machinery, heavy loads, pointed objects, sharp-edged tools did you use in the job or task you carried out?

DEFINITIONS	TABLES	QUESTIONNAIRE Nº 1 ADULTS	QUESTIONNAIRE Nº 2 CA AGES 10-17
	3. CA AT RISK OF CL		
	C1. Percentage of households with female heads, by district.	- P1 (Household number) - Worksheet for the registry of household members: 3 (Relationship with the head of the household), 4 (Gender)	
	C2. Percentage of CA ages 5-17 living in households with heads of household with a disability.	- P1 (Household number) - Worksheet for the registry of the members of the household: 3 (Relationship with the head of the household), 5 (Age), 13 (Are you somewhat disabled?)	
	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 (...)	
	C4. Percentage of CA ages 5-17 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: NAE3: Do you attend or have you ever attended a school? - Section 3. Job and occupational entry. Part A. Summary of financial activities (last week): NTI1: 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. Job and occupational entry. 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 CA ages 5-17 living in households with CA in CL.	- P1 (Household number) - Section 5. Job and work 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. Job and work income. Part D. Work in the last 12 months: ATA1 (During the last 12 months, has [NAME] carried out a job of at least 1 hour, that is not for self-use?)	- Section 3. Job and occupational entry. Part A. Summary of financial activities (last week): NTI1: 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?) / NTI2: During last week, did you spend at least an hour in one of the following activities, and it was not for food / using in your house / this household? / NTI3: Have you done any of these activities in the last 12 months?
	C6. Percentage of CA ages 5-17 with school lag, by sex.	- Section 3. Population characteristics: PO3 - Section4. Education. Part A: AE5	- Section 1. Identification: NID 4 - Section 2. Education. NAE4
	C7. Percentage of households where CA do not live with their parents.	- Worksheet for the registry of the members that live OUTSIDE of the household	
	C8. Percentage of households with CA that go to work with their parents.	- Section 2. Part A: Characteristics of the household and inventory of goods. A3	

APPENDIX 2: TABLES

Main characteristics of working CA ages 5-17

Main characteristics of the population surveyed

A1. Percentage distribution of CA ages 5-17 by sex, according to the selected characteristics (age, language, socio-economic level, district).

Selected characteristics	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	**31,332**	**15,901**	**15,431**	**100**	**100**	**100**
Age (Grouped)						
5 to 9 years	13,401	6,524	6,877	42.8	41.0	44.6
10 to 13 years	9,394	4,691	4,703	30.0	29.5	30.5
14 to 17 years	8,537	4,686	3,851	27.2	29.5	25.0
Language						
Guaraní	14,187	7,459	6,728	45.3	46.9	43.6
Guaraní and Spanish	9,605	4,849	4,756	30.7	30.5	30.8
Spanish	746	3,551	3,909	23.8	22.3	25.3
Another	8	0	8	0	0	0.1
Does not speak	72	42	30	0.2	0.3	0.2
Socio-economic Level (tertiles)						
Low	9,148	4,695	4,453	29.2	29.5	28.9
Medium	11,22	5,787	5,433	35.8	36.4	35.2
High	10,964	5,419	5,545	35.0	34.1	35.9
District						
Borja	2,582	1,169	1,413	8.2	7.4	9.2
Iturbe	2,226	1,112	1,114	7.1	7.0	7.2
Paso Yobai	6,527	3,743	2,784	20.8	23.5	18.0
Troche	2,705	1,403	1,302	8.6	8.8	8,4
Villarrica	17,292	8,474	8,818	55.2	53.3	57.1
Area of Residence						
Urban	15,009	7,693	7,316	47.9	48.4	47.4
Rural	16,323	8,208	8,115	52.1	51.6	52.6

2. Socio-economic level of household

A2. Percentage distribution of households by socio-economic level, by district.

District	Socio-economic level (%)		
	Low	Medium	High
Borja	59.1	32.4	8.6
Troche	45.6	31.6	22.8
Paso Yobai	47.7	42.1	10.1
Iturbe	43.5	33.3	23.2
Villarica	13.3	34.9	51.8

3. Participation in household chores at home

A3. Percentage of CA ages 5-17 who perform household chores at home, by sex.

		Percentage		
	Total	Total	Boys	Girls
Total	**31,332**	**100.0**	**100.0**	**100.0**
Performed household chores at home	23,060	73.6	71.8	75.5
Did not perform household chores	8,272	26.4	28.2	24.5

4. Number of adolescents in PAW

A4. Percentage of adolescents ages 14-17 in PAW, by sex.

	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	**8,537**	**4,686**	**3,851**	**100**	**100**	**100**
PAW	509	415	94	23.6	26.9	15.3
HCL	1,645	1,126	519	76.4	73.1	84.7
Does not work	6,383	3,145	3,238	74.8	67.1	84.1

A4.1 Percentage of adolescents ages 14-17 occupied, in permitted activities, by sex.

	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	**2,154**	**1,541**	**613**	**100**	**100**	**100**
PAW	509	415	94	23.6	26.9	15.3
HCL	1,645	1,126	519	76.4	73.1	84.7

A5. Percentage of adolescents ages 14-17 in PAW, registered in the RAT, by sex.

	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	**504**	**410**	**410**	**100**	**100**	**100**
Yes	0	0	0	0	0	0
No	504	410	410	100	100	100

CL survey results

1. Prevalence of CL in CA ages 5-17

B1. Prevalence of CL in CA ages 5-17

	Frequency	Percentage
CA ages 5 to 17 in CL	2,706	8.6
CA ages 5 to 17 who are not in CL	28,626	91.4
Total	**31,332**	**100**

B2. Prevalence of CL in children ages 5-13

	Frequency	Percentage
Children ages 5 to 13 in CL	1,061	4.7
Children 5 to 13 who are not in CL (not occupied)	21,734	95.3
Total	**22,795**	**100**

B3. Prevalence of HCL in children ages 5-13

	Frequency	Percentage
HCL	883	3.9
Non-HCL	21,912	96.1
Total	**22,795**	**100**

B4. Prevalence of HCL in adolescents ages 14-17

	Frequency	Percentage
HCL	1,645	19.3
Non-HCL	6,892	80.7
Total	**8,537**	**100**

B5. Prevalence of CL in CA ages 5-17, by district.

District	Percentage	
	CA in CL	CA who are not in CL
Total	**91.4**	**8.6**
Troche	96.2	3.8
Paso Yobai	93.2	6.8
Borja	87.6	12.4
Iturbe	92.9	7.1
Villarrica	90.3	9.7

B6. Prevalence of CL in children ages 5-13, by district.

District	Percentage	
	Children in CL	Children who are not in CL
Total	**95.3**	**4.7**
Troche	99.3	0.7
Paso Yobai	96.0	4.0
Borja	93.5	6.5
Iturbe	97.4	2.6
Villarrica	94.5	5.5

B7. Prevalence of HCL in adolescents ages 14-17, by district.

District	Percentage	
	Adolescents in HCL	Adolescents who are not in HCL
Total	**80.7**	**19.3**
Troche	87.6	12.4
Paso Yobai	85.8	14.2
Borja	75.0	25.0
Iturbe	82.5	17.5
Villarrica	78.4	21.6

2. CL characteristics of children ages 5-17

B8. Percentage distribution of CA ages 5-17 in CL, by district.

District	Percentage
Total	**100**
Troche	3.8
Paso Yobai	16.4

District	Percentage
Borja	11.8
Iturbe	5.9
Villarrica	62.1

B9. Distribution of CA ages 5-17 in CL by activity group (section–first grouping level), by sex and age group.

	Percentage	Sex		Age group	
		Girls	Boys	5-13 years	14-17 years
Total	**100**	**100**	**100**	**100**	**100**
Agriculture, livestock, house, and support activities	28.6	39.4	7.5	25.3	30.7
Wholesale and retail trade, repair of motor vehicles and motorcycles	26.3	9.7	58.5	24.9	27.2
Households as employers of domestic staff	20.8	23.3	15.9	17.0	23.2
Manufacturing industries	10.7	12.1	8.0	11.3	10.3
Building	8.5	12.9	0.0	11.0	6.9
Accommodation and food services	2.0	0.2	5.4	4.7	0.2
Other	3.2	2.4	4.7	5.8	1.5

B10. Distribution of CA ages 5-17 in CL by activity group (level 4 of CNAEP disaggregation), by sex and age group.

Main activity groups- level 4 of disaggregation	Percentage				
	Total	5-13	14-17	Boys	Girls
Total	**100**	**100**	**100**	**100**	**100**
Households as employers of domestic staff	21.9	7.8	53.1	24.1	20.8
Production of sugarcane	8.6	11.9	1.4	5.6	10.2
Construction of buildings	6.8	9.8	0	10.7	4.8
Cultivation of other non-perennial crops n.c.p.	6.3	9	0.3	1.7	8.6
Maintenance and repair of motor vehicles, except motorcycles	4.7	6.9	0	1.6	6.4
Cultivation of vegetables and melons, roots and tubers	4.3	6.3	0	3	5
Retail sale in non-specialized stores with a predominance of food, beverages and tobacco	4.2	5.1	2.1	6.8	2.9
Other manufacturing industries n.c.p.	4.2	1.5	10.1	6	3.2
Retail of food	3.3	4.3	1.1	3.2	3.3
Cultivation of cereals (except rice), leguminous plants, and oilseeds	3	2.3	4.5	4.7	2.1
Retail sale of hardware, paints, glass products and other construction materials	2.9	4.2	0	4	2.4
Rearing of cattle	2.5	3.6	0	5.6	0.9
Retail sale of other new items n.c.p. in specialized stores	2	0	6.5	0	3.1
Manufacture of other food products n.c.p.	1.9	2.7	0	0	2.8
Manufacture of cutlery, hand tools and hardware	1.9	2.7	0	0	2.8
Landscaping and gardening services	1.7	2.4	0	0	2.5
Restaurants, bars and the like	1.6	0.1	4.9	4.6	0.1
Manufacture of bakery	1.4	0.1	4.3	0	2.2
Support activities for agricultural production	1.4	2	0	0.3	1.9
Accounting, bookkeeping, auditing and tax advice activities	1.4	2	0	0	2
Maintenance and repair of machines and equipment for general and special use	1.1	1.7	0	0	1.7
Hairdressing and other beauty treatments	1.1	0	3.6	3.3	0
Collection of harmless waste	1.1	1.6	0	3.2	0
Manufacture of clothing, except leather garments	1	1.5	0	3	0
Retail sale of pharmaceutical and medicinal products, cosmetics and toiletries in specialized stores	0.9	0	2.9	0	1.3
Other branches of activity	8.9	10.5	5.2	8.9	8.9

B11. Distribution of CA ages 5-17 in CL, by type of occupation (first level of CPO disaggregation), by sex and age group.

	Percentage	Sex		Age group	
		Girls	Boys	5-13 years	14-17 years
Total	**100**	**100**	**100**	**100**	**100**
Unskilled workers	40.9	44.9	33.2	43.9	39.0
Farmers and qualified agricultural and fishery workers	23.4	32.3	6.0	22.9	23.7
Service workers and sellers at shops and markets	22.0	7.6	49.7	16.4	25.6
Officers, operators and artisans of mechanical arts and other crafts	10.6	12.4	7.2	12.0	9.8
Others	3.1	2.6	3.9	4.8	2.0

B12. Distribution of CA ages 5-17 in CL by type of occupation (level 4 of CPO), by sex and age group.

Main occupations–level 4 of disaggregation	Percentage				
	Total	5-13 years	14-17 years	Boys	Girls
Total	**100**	**100**	**100**	**100**	**100**
Farmers and crop workers	16.9	10.8	20.9	23	5.1
Domestic staff	12.9	8.7	15.6	4.7	28.8
Sellers and demonstrators of stores and warehouses	11.3	8.2	13.3	8.2	17.3
Babysitters and wardens for children	9.9	8.2	11	0	29.2
Building Construction Pawns	8.2	11	6.4	12.4	0
Farmers and agricultural laborers	7.4	11.5	4.7	10.1	2.1
Artisans of fabrics, leather and similar materials	4.9	9.3	2	3.7	7.2
Pawns loading	3.4	6.7	1.3	5.1	0
Office, hotel and other establishment cleaners	2.5	4.8	1.1	3	1.7
Cattle and other domestic breeders, milk producers and their derivatives	2.4	4.8	0.9	3.2	0.9
Manual packers and other laborers of the manufacturing industry	2.4	0	3.9	3.6	0
Agricultural producers and workers	2.3	3.4	1.6	3.5	0
Blacksmiths and smiths	2.3	0	3.7	3.4	0
Messengers, porters and delivery people	2.3	0	3.7	3.4	0
Physiotherapists and related	1.3	3.4	0	0	3.9
Car metal workers and boilermakers	1.3	0	2.2	2	0
Other occupations*	8.4	9.1	8	10.8	3.8

B13. Percentage of CA ages 5-17 in CL working in agriculture, by sex.

	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	**2,706**	**1,788**	**918**	**100**	**100**	**100**
Yes	375	337	38	13.9	18.8	4.1
No	2,331	1,451	880	86.1	81.2	95.9

B14. Percentage distribution of the type of crops in which CA ages 5-17 in CL work.

	Frequency	Percentage
Total	**950**	**100.0**
Manioc/ yucca (branch)	337	35.5
Corn	280	29.5
Beans	228	24.0
Sugarcane	30	3.2
Peanuts	14	1.5
Cabbage	8	0.8
Butter Bean	16	1.7
Others	37	3.9

B15. Average hours worked by CA ages 5-17 in CL per week, according to sex and age groups.

	Media		
	Total	Boys	Girls
Total	**21.65**	**20.19**	**24.5**

	Media		
	Total	5-13	14-17
Total	**21.65**	**17.12**	**24.57**

B16. Percentage of CA ages 5-17 in CL who worked at least once from 7pm to 7am during the past 12 months, according to sex.

	Percentage		
	Total	Boys	Girls
Total	**100**	**100**	**100**
Yes	6.2	3.7	11.5
No	93.8	96.3	88.5

3 Characteristics of CL in children from 5 to 13 years

B17. Percentage distribution of children ages 5-13 in CL, by district.

	Frequency	Percentage
Total	**1,061**	**100**
Villarrica	706	66.5
Paso Yobai	188	17.7
Troche	13	1.2
Borja	114	10.7
Iturbe	40	3.8

B18. Distribution of children ages 5-13 in CL by activity group (section–first level of CNAEP grouping), according to sex.

	Percentage		
	Total	Boys	Girls
Total	**100**	**100**	**100**
Agriculture, livestock, home and support activities	25.3	36.7	6.3
Wholesale and retail trade, repair of motor vehicles and motorcycles	17.0	22.7	7.5
Households as employers of domestic staff	24.9	12.2	45.9
Construction of buildings	11.0	17.7	0.0
Manufacturing industries	11.3	7.9	17.0
Others	10.6	2.9	23.3

B19. Distribution of children ages 5-13 in CL by activity group (level 4 of CNAEP disaggregation), according to sex.

	Percentage		
	Total	Boys	Girls
Total	**100**	**100**	**100**
Activities of households as employers of domestic personnel	24.9	12.2	45.9
Building construction	11	17.7	0
Retail sale in non-specialized stores with a predominance of food, beverages and tobacco	7	8.8	4
Other manufacturing industries n.c.p.	6.2	0	16.5
Sugarcane cultivation	5.7	9.2	0
Rearing of cattle	5.7	9.2	0
Cultivation of cereals (except rice), leguminous plants and oilseeds	4.8	4.8	4.8
Restaurants, bars and the like	4.7	0	12.5

	Percentage		
	Total	Boys	Girls
Retail sale of hardware, paints, glass products and other construction materials	4.1	6.6	0
Hairdressing and other beauty treatments	3.4	0	9
Retail of food	3.3	3.6	2.8
Cultivation of vegetables and melons, roots and tubers	3.1	5	0
Manufacture of clothing, except leather garments	3.1	5	0
Cultivation of other non-perennial crops	1.8	2.9	0
Forestry support services	1.8	2.9	0
Maintenance and repair of motor vehicles, except motorcycles.	1.6	2.6	0
Growing plants to prepare drinks	1.1	1.8	0
Photography activities	1.1	1.8	0
Other types of retail sale not made in stores, stalls or markets	0.9	1.1	0.8
Manufacture of primary products of precious metals and other non-ferrous metals	0.8	1.2	0
Furniture manufacturing	0.8	1.2	0
Initial, primary education	0.7	0	1.8
Cultivation of agricultural products in combination with animal husbandry	0.6	0	1.5
Sport activities	0.4	0.6	0
Support activities for agricultural production	0.3	0.5	0
Forestry and other forestry-related activities	0.3	0.5	0
Extraction of other non-ferrous metal ores	0.3	0.5	0
Manufacture of clay materials for construction	0.3	0.5	0
Preparation of prepared meals and dishes	0.2	0	0.5

B20. Distribution of children ages 5-13 in CL, by type of occupation (CPO large groups), by sex.

	Frequency			Percentage		
	Total	Boys	Girls	Total	Boys	Girls
Total	**1,061**	**662**	**399**	**100**	**100**	**100**
Unskilled workers	466	343	123	43.9	51.8	30.8
Farmers and qualified agricultural and fishery workers	243	232	11	22.9	35.0	2.8
Service workers and sellers at shops and markets	174	11	163	16.4	1.7	40.9
Officers, operators and artisans of mechanical arts and other crafts	127	61	66	12.0	9.2	16.5
Middle level technicians and professionals	36	-	36	3.4	0.0	9.0
Plant and machine operators and assemblers	15	15	0,0	1.4	2.3	0.0

B21. Distribution of children ages 5-13 in CL, by type of occupation (level 4 of CPO disaggregation), by sex.

Main activity groups–level 4 of disaggregation	Percentage		
	Total	Boys	Girls
Total	**100**	**100**	**100**
Farmers and agricultural laborers	11.5	15.6	4.8
Building Construction Pawns	11.0	17.7	0.0
Farmers and crop workers	10.8	16.9	0.8
Artisans of fabrics, leather and similar materials	9.3	5.0	16.5
Domestic staff	8.7	0.2	22.8
Babysitters and wardens for children	8.2	0.0	21.8
Sellers and demonstrators of stores and warehouses	8.2	1.7	19.0
Pawns loading	6.7	10.7	0.0
Cattle and other domestic breeders, milk producers and their derivatives	4.8	6.5	2.0
Office, hotel and other establishment cleaners	4.8	6.6	1.8
Physiotherapists and related	3.4	0.0	9.0

Main activity groups–level 4 of disaggregation	Percentage		
	Total	Boys	Girls
Agricultural producers and workers	3.4	5.4	0.0
Loggers and other forest workers	2.1	3.3	0.0
Mechanics and adjusters of motor vehicles	1.6	2.6	0.0
Farmers and tree and shrub plantation workers	1.4	2.3	0.0
Motorcycle drivers	1.1	1.8	0.0
Cabinetmakers and related	0.8	1.2	0.0
Street vendors of inedible products	0.7	1.1	0.0
Street vendors of grocery products	0.6	0.0	1.5
Breeders and livestock workers of animal husbandry not classified under other headings	0.4	0.6	0.0
Builders with traditional techniques and materials	0.3	0.5	0.0
Operators of mineral and rock processing facilities	0.3	0.5	0.0

4. Characteristics of CL in adolescents ages 14-17

B.22 Percentage distribution of adolescents ages 14-17 in CL, by district.

	Frequency	Percentage
Villarrica	10	66.5
Paso Yobai	9	17.7
Borja	17	10.7
Iturbe	30	3.8
Troche	34	1.2

B23. Distribution of activity group (section–first level of CNAEP disaggregation), of adolescents ages 14-17 in CL, according to sex.

	Percentage		
	Total	Boys	Girls
Total	**100**	**100**	**100**
Agriculture, livestock, home and support activities	30.7	40.9	8.5
Mining and quarrying	0.2	0.3	0.0
Manufacturing industries	10.3	14.7	1.0
Construction of buildings	6.9	10.1	0.0
Wholesale and retail trade, repair of motor vehicles and motorcycles	23.2	23.6	22.4
Transportation and storage	1.3	1.9	0.0
Accommodation and food services	0.2	0.3	0.0
Households as employers of domestic staff	27.2	8.3	68.2

B24. Distribution of activity group (level 4 of CNAEP disaggregation), of adolescents ages 14-17 in CL, according to sex.

Main activity groups– level 4 of disaggregation	Percentage		
	Total	Boys	Girls
Total	**100**	**100**	**100**
Activities of households as employers of domestic personnel	27.2	8.3	68.2
Production of sugarcane	11.9	16.2	2.7
Cultivation of other non-perennial crops	8.4	12.1	0.6
Building construction	6.3	9.1	0.0
Cultivation of vegetables and melons, roots and tubers	5.0	7.4	0.0
Retail of food	4.4	6.4	0.0
Retail sale of other new items in specialized stores	4.0	0.0	12.7

Main activity groups– level 4 of disaggregation	Percentage		
	Total	Boys	Girls
Manufacture of other food products	3.7	5.4	0.0
Manufacture of cutlery, hand tools and hardware	3.7	5.4	0.0
Retail sale in non-specialized stores with a predominance of food, beverages and tobacco	3.5	4.7	1.0
Retail sale of hardware, paints, glass products and other construction materials	3.1	4.5	0.0
Maintenance and repair of motor vehicles, except motorcycles.	3.0	4.4	0.0
Other manufacturing industries	2.0	2.9	0.0
Retail sale of pharmaceutical and medicinal products, cosmetics and toiletries in specialized stores	1.8	0.0	5.6
Cultivation of cereals (except rice), leguminous plants, and oilseeds	1.6	0.0	5.2
Support activities for agricultural production	1.5	2.1	0.0
Sale of parts and accessories of motor vehicles, except motorcycles	1.3	1.9	0.0
Freight transport by road	1.3	1.9	0.0
Rearing of cattle	1.2	1.7	0.0
Completion and finishing of buildings	0.7	1.0	0.0
Growing plants to prepare drinks	0.6	0.9	0.0
Retail sale of textile products, except apparel	0.6	0.9	0.0
Non-specialized wholesale	0.5	0.0	1.7
Forestry support services	0.4	0.6	0.0
Production of dairy products	0.3	0.0	1.0
Other occupations	1.9	2.2	1.3

B25. Distribution of occupation type (level 4 of CPO disaggregation), of adolescents ages 14-17 in CL, according to sex.

Main occupations– level 4 of disaggregation	Percentage		
	Total	Boys	Girls
Total	**100**	**100**	**100**
Farmers and skilled crop workers	20.9	26.6	8.5
Domestic staff	15.6	704	33.3
Sellers and demonstrators of stores and warehouses	13,3	12.0	16.0
Babysitters and wardens for children	11.0	0.0	34.9
Building construction pawns	6.4	9.3	0.0
Farmers and agricultural laborers	4.7	6.8	0.0
Manual packers and other laborers of the manufacturing industry	3.9	5.7	0.0
Blacksmiths and smiths	3.7	5.4	0.0
Messengers, porters and delivery people	3.7	5.4	0.0
Chapistas and boilermakers	2.2	3.2	0.0
Artisans of fabrics, leather and similar materials	2.0	2.9	0.0
Drivers of vehicles and animal traction machines	2.0	2.9	0.0
Sellers of kiosks and market stalls	1.8	0.0	5.6
Agricultural producers and workers	1.6	2.3	0.0
Heavy truck drivers	1.5	2.1	0.0
Pawns loading	1.3	1.9	0.0
Office, hotel and other establishment cleaners	1.1	0.8	1.7
Cattle and other domestic breeders, milk producers and their derivatives	0.9	1.2	0.0

Main occupations– level 4 of disaggregation	Percentage		
	Total	Boys	Girls
Mechanics and adjusters of motor vehicles	0.9	1.2	0.0
Painters and wallpaper	0.7	1.0	0.0
Agronomists and related	0.3	0.4	0.0
Farmers and garden workers, greenhouses, nurseries, and gardens	0.2	0.4	0.0
Cabinetmakers and other related activities	0.2	0.4	0.0
Operators of mineral and rock processing facilities	0.2	0.3	0.0
Street vendors of grocery products	0.2	0.3	0.0
Welders and flame cutters	0.1	0.1	0.0

APPENDIX 3: RESULT DETAILS ON ACTIVITIES AND OCCUPATIONS

CNAEP Structure

The following table presents the results of the branches of economic activity to which CA ages 5-17 years dedicated, according to the CNAEP 1.0 classification. The results were organized in two levels:

1. Section–first cluster level; and

2. Class–level 4 of disaggregation.

Table 1. Branches of activities CA ages 5-17 carry out as per CNAEP classification.

Large sections of economic activity	Economic activity level 4 (class)	Frequency	Percentage
TOTAL		**3,215**	**100**
Agriculture, livestock, hunting, and support activities	Growing of cereals (except rice), leguminous plants, and oil seeds	97	3.0
	Growing of vegetables and melons, roots, and tubers	140	4.4
	Growing of sugarcane	281	8.7
	Growing of other non-perennial crops	205	6,4
	Growing of beverage crops	22	0.7
	Cattle breeding	80	2.5
	Poultry farming	3	0.1
	Growing of agricultural products in combination with animal husbandry	6	0.2
	Activities to support agricultural production	44	1.4
	Silviculture and other forestry-related activities	3	0.1
	Forestry support services	26	0.8
Exploitation of mines and quarries	Extraction of other non-ferrous metals	6	0.2
Manufacturing industries	Meat processing and preservation	2	0.1
	Dairy product production	5	0.2
	Making of bakery products	47	1.5
	Preparation of meals and prepared dishes	4	0.1
	Manufacture of other food products	61	1.9
	Manufacture of clothing, except fur garments	33	1.0
	Manufacture of clay building materials	3	0.1
	Manufacture of primary products of precious metals and other non-ferrous metals	8	0.2
	Manufacture of cutlery, hand tools and hardware articles	61	1.9
	Furniture manufacturing	12	0.4
	Other manufacturing industries	135	4.2
	Maintenance and repair of fabricated metal products	1	0.0
	Maintenance and repair of machines and equipment for general and special use	37	1.2
Building	Construction of buildings	220	6.8
	Finishing of buildings	11	0.3
Wholesale and retail, repair of motor vehicles and motorcycles	Maintenance and repair of motor vehicles, except motorcycles	154	4.8
	Sale of motor vehicle parts and accessories, except motorcycles	21	0.7
	Sale, maintenance, and repair of motorcycles and their parts and accessories	23	0.7
	Wholesale of construction materials, hardware and plumbing and heating equipment and materials	3	0.1

Large sections of economic activity	Economic activity level 4 (class)	Frequency	Percentage
Wholesale and retail, repair of motor vehicles and motorcycles	Trade in unspecified products (sale of goods)	9	0.3
	Retail sale in non-specialized stores with food, beverages, and tobacco predominating	136	4.2
	Food retailing	107	3.3
	Retail sale of telecommunications equipment	4	0.1
	Retail sale of textiles other than clothing	10	0.3
	Venta al por menor de artículos de ferretería, pinturas, productos de vidrio y otros materiales para la construcción	95	3.0
	Retail sale of electrical household appliances, furniture, lighting equipment, and household goods	4	0.1
	Retail sale of clothing, footwear, and leather articles	3	0.1
	Retail sale of pharmaceutical and medicinal products, cosmetics and toiletries in specialized stores	29	0.9
	Retail sale of other new items in specialized stores	66	2.1
	Retail of second-hand items	2	0.1
	Other types of retail sale not carried out in stores, stalls or markets	14	0.4
Transport and storage	Freight transport by road	21	0.7
Accommodation and food services	Restaurants, bars, and similar	53	1.6
Professional, scientific and technical activities	Accounting, bookkeeping, auditing and tax consulting activities	44	1.4
	Photography activities	20	0.6
Administrative activities and support services	Landscaping and gardening services	54	1.7
	Organization of conventions and business fairs	29	0.9
Teaching	Initial education, primary	7	0.2
	Cultural education	3	0.1
Art, entertainment and recreation	Sport activities	4	0.1
Other services activities	Hairdressing and other beauty treatment	36	1.1
Households as employers of domestic staff	Activities of household as employers of domestic staff	711	22.1

CPO Structure

The following table presents the results on the branches of activities that children aged 5–17 years carry out according to the CPO classification. The results were organized in two levels:

1. By large groups of occupations and;

2. By the fourth level of disaggregation of occupations (primary groups).

Table 2. Activity groups CA aged 5-17 years carry out, according to CPO classification

Large occupation groups	Occupation level 4 (primary groups)	Frequency	Percentage
TOTAL		**3,215**	**100**
Scientific and intellectual professionals	Agronomists and related	5	0.2
	High school teachers	3	0.1
Middle-level technicians and professionals	Physiotherapists and related	36	1.1
	Mid-level professionals in statistical and mathematical services, bookkeepers and related	44	1.4
	Decorators and designers	36	1.1
Office employees	Information clerks and receptionists	33	1.0
Service workers and sellers of shops and markets	Baby nannies and child caretakers	268	8.3
	Store and store demonstrators and sellers	305	9.5
	Kiosk and market stall vendors	29	0.9
Farmers and skilled agricultural and fishing workers	Farmers and skilled crop workers	458	14.2
	Tree and shrub plantation workers and farmers	15	0.5
	Farmers and workers in orchards, greenhouses and gardens	4	0.1
	Breeders of livestock and other domestic animals, producers of milk and its derivatives	65	2.0
	Poultry farmers and poultry workers	3	0.1
	Breeders and livestock workers in the rearing of animals not classified under other headings	4	0.1
	Agricultural producers and workers	141	4.4
	Loggers and other forest workers	22	0.7
Officers, operators, and craftsmen of mechanical arts and other trades	Builders with traditional techniques and materials	3	0.1
	Painters and papermakers	11	0.3
	Welders and flame cutters	38	1.2
	Sheet-metal workers and boilermakers	36	1.1
	Blacksmiths and smiths	61	1.9
	Engine mechanics and fitters	141	4.4
	Craftsmen of fabrics, leather and similar materials	132	4.1
	Cabinetmakers and related	12	0.4

Large occupation groups	Occupation level 4 (primary groups)	Frequency	Percentage
Plant and machine operators and assemblers	Mineral and rock processing facility operators	6	0.2
	Machine operators to process meat fish and shellfish	2	0.1
	Motorcycle drivers	20	0.6
	Heavy truck drivers	24	0.7
Unskilled workers	Street vendors of edible products	9	0.3
	Street vendors of non-edible products	7	0.2
	Domestic staff	348	10.8
	Cleaners of offices, hotels, and other establishments	69	2.1
	Messengers, porters and delivery men/women	65	2.0
	Farm laborers and agricultural laborers	305	9.5
	Building construction laborers	222	6.9
	Manual packers and other peones of the manufacturing industry	108	3.4
	Drivers of vehicles and animal-drawn machines	33	1.0
	Freight handlers/Load-handlers	92	2.9

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

For the analysis of diverse topics discussed in the survey, it is important to have the socio-economic level indicator since it establishes important differences for various parameters of great relevance. To determine the socio-economic level of the households, the ELS used the information obtained regarding the characteristics of the house and the availability of lasting goods in the household. Because it is very hard to get reliable data regarding income or consumption, these indicators were not considered when calculating the socio-economic level.

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

- 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, 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.”

APPENDIX 5: QUANTITATIVE INSTRUMENT

QUESTIONNAIRE Nº 1 – ADULTS

P1. HOUSEHOLD NUMBER: _____

P2. SURVEYOR: _____

P3. SUPERVISOR: _____

Observation: if the Contractor decides to use a digital questionnaire, the information for P1, P2 and P3 should be loaded previously.

SECTION 1. GEOGRAPHIC LOCATION

P4. DEPARTMENT:

P5. DISTRICT:

P6. NEIGHBORHOOD/LOCALITY:

P7. AREA: 1. Urban 2. Rural

P8. GEOREFERENCED POSITION:

Order:

X:

Y:

Observation: if the Contractor decides to use a digital questionnaire, the information for P4 and P7 should be loaded previously, and that for P5 and P6 should provide a list of possible answers.

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

PART A. CHARACTERISTICS OF THE HOUSEHOLD AND INVENTORY OF GOODS

(ONLY FOR THE ADULT ANSWERING THE SURVEY)

A0. Line number of the person that answers the survey (if the Contractor decides to use a digital questionnaire, this item should be linked to the data registered in the template for household members and should appear automatically) _____

A1. Name of the person who answers the survey (IF THE CONTRACTOR DECIDES TO USE A DIGITAL QUESTIONNAIRE, THIS ITEM SHOULD BE LINKED TO THE DATA REGISTERED IN THE TEMPLATE FOR HOUSEHOLD MEMBERS AND APPEAR AUTOMATICALLY) _____

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 A5)

3) Both parents live at home and none works outside (PROCEED TO A5)

4) Only the father/mother lives in the house and works outside

5) Only the father/mother lives in the house and does not work outside (PROCEED TO A5)

6) The parents do not live in the house

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

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

A4.1. How many rooms does the house have? (¿Mboy koty pe guereko?)

A4.2. How many bedrooms does the house have? (¿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 (specify)

A6. What is the main source of drinking water for the members of the home? (¿Moogui peguero ý peiúhagua?)

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, unprotected (no cover and no curbstone)

8) Protected fountain

9) Unprotected fountain

10) Rainwater

11) Bottled water (mineral)

12) Water carrier

13) Surface water (river, dam, lake, pond, canal, tank, irrigation channels)

14) Other source (specify)

A7. The drinking water for the home comes to the house through...? (¿Ý 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 land line, COPACO? (¿Pe guereko teléfono línea baja, COPACO?)

1) Yes

2) No

A10. Does any member of the household own a mobile phone? (¿Pende apytepepa oî oguerekova celular?)

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 (specify)

7) None, doesn't cook

A12. Do you have a bathroom? (any type of bathroom) (¿Pe guerekobaño?)

1) Yes

2) No (PROCEED TO QUESTION A14)

A13. What type of drainage system does your bathroom have? (¿Mbaeicha oho ý 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, 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 (specify)

A14. Does this home have...? (¿Pende roga oguereko ...?)

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 does the family receive every month through the following channels? (¿Ikatu remombe'u cheve nde familiapa orecibi algún ingreso por mes?)

A15.1. Family help within the country	1) Yes	2) No
A15.2. Foreign remittances	1) Yes	2) No
A15.3. Pension	1) Yes	2) No
A15.4. Allowances or payments	1) Yes	2) No
A15.5. Tekoporã/Abrazo (Government fund)	1) Yes	2) No
A15.6. Senior adults	1) Yes	2) No
A15.7. Other income (specify)	1) Yes	2) No

PART B. ADVERSE SITUATIONS

B1. In the last 12 months, was this home affected by any of the following problems? (Ko último añope, últimos 12 meses, ¿nde familia oí afectado por?) (MULTIPLE ANSWERS, READ ALL OPTIONS)

1) Severe weather conditions

2) Farming price drops

3) Living costs increase

4) Plagues

5) Forest fires

6) A member's job loss

7) Head of household abandons home

8) Serious illness or accident

9) Other (specify)

10) No problem (PROCEED TO PART C)

B2. And has the problem mentioned caused a loss for your home in...? (¿Pe problema causa nde familia ogue-reko 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) 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) The adult/s had to increase their working hours or carry out other working activities

11) It did not get solved

12) With own resources

13) Others (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? (Ko último añope, en los últimos doce meses, ¿pejapo algún préstamo?)

1) Yes, and got one

2) Yes, it's in process

3) Yes, but it was not granted

4) Didn't 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) Moneyender/loanshark

9) Other (specify)

SECTION 3. POPULATION CHARACTERISTICS

FOR EVERY ADULT THAT ANSWERS THE SURVEY AND FOR EVERY PERSON AGED 5 TO 17. COPY THE ORDER NUMBER, AND 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 birth certificate? (¿Eguereko/oguereko partida de nacimiento?)

1) Yes

2) No (PROCEED TO QUESTION PO6)

PO5. Does [NAME] have a civil identity card? (¿Eguereko/Oguerekocédula?)

1) Paraguayan

2) Foreign

3) Both

4) None

PO6. What is the civil/marital status of [NAME]? (¿Nde piko...?)

1) Married

2) Living with partner

3) Separated

4) Widowed

5) Single

6) Divorced

Observation: please highlight to interviewers during training that if a person doesn´t have a birth certificate or a civil identity card, the only possible answers are living with partner or single.

SECTION 4. EDUCATION

PART A – EDUCATION

(FOR THE ADULT THAT ANSWERS THE SURVEY AND ALL THE MEMBERS AGES 5-17)

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

1) Guaraní

2) Guaraní and Spanish

3) Spanish

4) Other language (specify)

5) Does not speak

AE2. Does [NAME] know how to read and write? (¿Releekua'apa ha reescribíkua'apa? / Olekua'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 / Yes, he/she is attending

2) Yes, but I do not attend anymore / Yes, but he/she does not attend anymore (PROCEED TO QUESTION AE5)

3) No, I have never attended / No, he/she has never attended (PROCEED TO QUESTION AE8 FOR CHILDREN AGES 5-17 YEARS. IN THE CASE OF ADULTS, PROCEED TO SECTION 5)

AE4. How much time does it take for [NAME] to do schoolwork daily? (¿Mboy minutope rejapopande 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?)

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

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

1) None

2) Special Education

3) Kindergarten or Preschool

4) Basic Scholar Education 1st to 6th (elementary)

5) Basic Scholar Education 7th to 9th (middle school)

6) Basic Cycle High School

7) High School with emphasis on Humanitarian / Scientific areas

8) High School with emphasis on Technical / Commercial areas

9) High School homeschooling

10) Mid-level education with emphasis on Science

11) Mid-level education with a technical emphasis

12) Open mid-level education

13) Bilingual basic education for adolescents and adults / Mid-level education for adolescents and adults

14) Long distance mid-level education for adolescents and adults

15) Alternative basic education for adolescents and adults

16) Alternative mid-level education for adolescents and adults

17) Mid-level education for adolescents and adults

18) Professional training in mid-level education

19) Literacy programs

20) Special grade/special programs

21) Superior Technical School

22) Teacher training

23) Teacher as a profession

24) Military/police training

25) University level

PART B – EDUCATION

(FOR CHILDREN AGES 5-17)

(ALL THOSE THAT FOR NUMBER 2 ANSWERED “I AM NOT/HE OR SHE/ DOES NOT ATTEND ANYMORE” IN AE3 SHOULD ANSWER)

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

AE8. What would be the main reason [NAME] does not attend / has never attended / stopped attending? (¿Mba’ere nderehói 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 reasons

6) Doesn’t have the minimum age to Survey

7) Considers he or she has finished school

8) There isn’t an institution nearby or wasn’t an institution nearby at that moment

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

13) Institution doesn’t offer full schooling

Other reasons

14) Requires special education

15) Illness

16) His impairment does not allow him/her to Survey

17) Does house work

18) The family does not allow it

19) Does not want to or has no interest to Survey

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

24) Pregnancy

25) Other reason (specify)

AE9. Who decided that [NAME] not attend or stop attending an educational institution? (¿Maa odecidieheya-hagua 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) Does not know

(ANSWER FOR ALL THE CHILDREN AGES 5-17)

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 (specify the name of the institution)

2) No

SECTION 5. JOB AND WORK INCOME

PART A. SUMMARY OF ECONOMIC ACTIVITIES (LAST WEEK)

(FOR THE ADULT THAT ANSWERS THE SURVEY AND ALL MEMBERS AGES 5-17)

AEI1. During 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 COMES NEXT MUST BE READ BEFORE EACH QUESTION OF THIS SECTION) During the last week, has [NAME] carried out work of at least an hour in one of the following activities that is not for self-use? (Pe semana, ¿ohasavaekuerejapopa alguna de estas actividades ndaha'eiva autoconsumo?)

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

1. Yes 2. No

AEI2.2 any type of business, big or small, on 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? (¿Rejapo algún trabajo o tarea nde kokuepe o reñate nde rymbakuerape?)

1. Yes 2. No

AEI2.4 Construction work¾in the house, business or company? (¿Algún trabajo contruccionpe, negocio o empresape?)

1. Yes 2. No

AEI2.5 Carrying water, wood or medicinal herbs? (¿egueroya ý, yepeaterapohañana?)

1. Yes 2. No

AEI2.6 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 for 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 helper/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 PART C–DIDN´T WORK LAST WEEK)

PART B. MAIN OCCUPATION

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

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

Examples: 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?)

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

Description _____

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

Examples: building houses, shoe store, car garage, building construction, 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)

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	TUES	WED	THUR	FRI	SAT
:	:	:	:	:	:	:

ATP7. Where did [NAME] do his work or MAIN TASK during the last week (The one he or she dedicated more hours to)? (¿Mo'o omba'apo ha mba'e tarea ojapo pe semana ohasavaekuepe?) (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 last week, what was the working situation of [NAME] in their 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) Apprentice contract (from 15 to 25 years of age)

5) Trial period

6) Doesn't 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? (¿Ojepagandeve/chupe de alguna forma?)

1. Yes, in cash

2. Yes, in kind (PROCEED TO ATP14)

3. Yes, in money and in kind

4. 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) Others (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 mensual algún sueldo o salario ko trabajope?) Example: 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. Besides 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?)

ATP18.1.	ATP18.2.	ATP18.3.	ATP18.4.	ATP18.5.	ATP18.6.	ATP18.7.
SUN	MON	TUES	WED	THUR	FRI	SAT
__ :__	__:__	__:__	__:__	__:__	__:__	__:__

PART C. DID NOT WORK DURING THE LAST WEEK

ONLY FOR THE ADULT THAT ANSWERS THE SURVEY (ONLY FOR THOSE THAT ANSWERED "NO" TO PART B. MAIN OCCUPATION LAST WEEK – ATP1)

ANT1. Did you do something to get a job last week? (SPONTANEOUS) (¿Rejapo alguna cosa reconseguihagua trabajo la semana pasadape?)

1) Yes 2) No (PROCEED TO QUESTION ANT.4)

ANT2. What did you do to get a job last week? (¿Ma'e rejapo reconseguihagua trabajo la semanapasadape?) (MULTIPLE ANSWERS)

1) Asked an employer or boss

2) Asked an agency

3) Asked friends or relatives

4) Posted/answered ads in the newspaper

5) Asked for a loan to work independently

6) Other arrangements to work independently

7) Searched the internet

8) Other errands (specify)

ANT3. How long has it been since you've been unemployed and looking actively for a job or trying to be self-employed? (Mboy ojapo rehekaha trabajo tera reimeha sin trabajo?)

(IF TIME IS LESS THAN A MONTH, WRITE THE NUMBER IN WEEKS / IF TIME IS LESS THAN A YEAR, WRITE IN MONTHS)

Years Months Weeks

(PROCEED TO ATA1 PART D WORK IN THE LAST 12 MONTHS) (ONLY FOR THOSE THAT DID NOT LOOK FOR A JOB)

ANT4. What was the main reason you did not look for a job? (¿Mba'erenderehekai pe trabajo?) (SPONTANEOUS)

1) Don't think he/she can find one

2) Tired of looking

3) Don't know where to look

4) Devotes him/herself completely to housework

5) Bad weather

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 doesn't let him/her work

11) Is a landlord

12) Has retired

13) Is a pensioner

14) Other reason (specify)

15) Doesn't 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 couldn't have started working? (SPONTANEOUS) (¿Mba'ere ndikatui reñepyrurakae?)

1) Devotes him/herself completely to housework

2) Has been ill

3) Is too old

4) The disability doesn't let him/her work

5) Is a landlord

6) Has retired

7) Is a pensioner

8) Other reason (specify)

9) Doesn't want to work

PART D. WORK IN THE LAST 12 MONTHS

FOR THE ADULT THAT ANSWERS THE SURVEY AND ALL THE MEMBERS AGES 5-17

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 meses ¿pe 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 which 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 your 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 ý, 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? (¿Ojepavaekuendeve 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, handicapped? (¿Reñatende algún mita, kakua o persona con discapacidad?)

1. Yes 2. No

ATA2.10 Working as a helper/maid? (¿Tembiapo como empleado/a domestica?)

1. Yes 2. No

(IN THE "ADULTS" SECTION, IF THE ANSWER WAS "NO" TO ALL QUESTIONS FROM ATA1 TO ATA2.10, GO TO ATA11)

(IN THE "CHILDREN" SECTION, IF THE ANSWER WAS "NO" TO ALL 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'etembiapópa "iñimportanteveva" rejaporemba'apohápe?) (¿Mba'erejapo?, luego preguntar, ¿ha otra cosa mba'erejapo?)

Examples: carrying bricks, fixing shoes, fixing cars, painting houses, selling candy, growing corn, hulling sugarcane, laundry washing and ironing, babysitting for 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?) Examples: assistant builder, shoemaker, mechanic, painter, candy street vendor, farmer, sugarcane harvester, domestic servant, nanny, etc.

Description

ATA5. During the last 12 months, what does the company, enterprise, business, or institution [NAME] works for do? (Último 12 mesespe, ¿Ma'epeojededica la empresa o nde negocio remba'apoha?)

Examples: 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 mésespe?)

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 or her job or main task during the last twelve months? (Últimodocemesespe ¿ma'e la nderelaciónlaboral?)

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...?

(¿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 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 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 TO 17 THAT LIVE IN THE HOUSEHOLD IS OPENED. THE SUB-PART THAT REFERS TO CHILDREN STARTS A NEW IN SECTION 3 "CHARACTERISTICS OF THE POPULATION" (INITIATE THE CHILDREN'S LOOP WITH THIS PHRASE: FOR EACH CHILD AGE 5 TO 17, COPY THE LINE, NAME AND LAST NAME, AND AGE)

QUESTION AIMED AT ADOLESCENTS AGED 14 TO 17

(SHOULD BE ANSWERED BY THOSE THAT ANSWERED ATP1 AND/OR ATA4)

ATA12. Is [NAME] registered in the Adolescent Worker Registry? (¿Reimepa inscripto/a registro del Adolescente Trabajadorpe?)

1) Yes

2) No

SECTION 6. NONPAID DOMESTIC HOUSEWORK

(FOR CA AGED 5 TO 17)

ATH1. In 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 per day? (¿Re japo ... ha mboyminútoperejapopa ...?)

HOW MUCH TIME? (WRITE DOWN IN HOURS AND MINUTES)

Household chores	Do you do the following?	What is the average time per week?
ATH1. Grocery shopping? (¿ejoguahógapypeguarä?)	1) Yes 2) No	
ATH2. Fixing any device for the house? (¿remuatyröcualquierequipohógapeguarä?)	1) Yes 2) No	
ATH3. Cooking? (¿ekosiná)	1) Yes 2) No	
ATH4. Cleaning the house? (dishes, sweeping floors, etc.) (¿emopotioga—ejohei cubierto, eitypei?)	1) Yes 2) No	
ATH5. Laundry? (¿ejoheiao?)	1) Yes 2) No	
ATH6. Ironing? (¿eplanchaao?)	1) Yes 2) No	
ATH7. Babysitting? (¿eñatendemitakuérarehe?)	1) Yes 2) No	
ATH8. Looking after the elderly/sick? (¿eñatende tuya, güaigüi, terahasyvarehe)	1) Yes 2) No	
ATH9. Carrying water/wood for use at home? (¿egueroja ý, jepe'aojeporuhagüanderógape?)	1) Yes 2) No	
ATH10. Grabbing fruits or vegetables from the orchard for self-consumption? (¿emono´o verdure teravyvahuertaguiterakokuegui, hogapypeoje´uhagua?)	1) Yes 2) No	
ATH11. Take are of animals (chickens, pigs, etc.) for self consumption (¿ecuidad animal kuerareheoje´uhaguahogapype?)	1) Yes 2) No	
ATH12. Anything else? (¿Ha otra cosa?) Specify the task.	1) Yes 2) No	

SECTION 7. SECURITY AND HEALTH AT WORK

PART A. HEALTH AND WORK

(ONLY FOR CA THAT WORK ACCORDING TO ATP1 AND/OR ATA4)

(FOR CA AGED 5 TO 17)

ASL1. As a result of his/her work, has [NAME] had any of the following problems ...? (¿Upende trabajo causa ndejagarra 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. Fractions, 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. Stomachache, diarrhea?	1) Yes	2) No
ASL1.14. Nausea, vomiting, dizziness?	1) Yes	2) No
ASL1.15. Fainting or loss of conscience?	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? (Specify)	1) Yes	2) No

(IF THE ANSWER WAS "NO" TO ALL QUESTIONS FROM ASS1.1 TO ASS1.18, MOVE 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 ndejagarraroguare ma'e trabajo rehapohina?)

Examples: carrying bricks, receptionist, fixing shoes, fixing cars, harvesting soy, raising cattle, hulling or sowing sugarcane, 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 or she did not require attention

8) Other (specify)

ASL4. Because of the important sickness or accident [NAME] has had did he/she stop going work or doing his/her work activity? (¿Ha upemba'asy, mba'e consecuencia orekondeveguara?) (SPONTANEOUS)

1. Yes, he/she was permanently disabled to work

2. Yes, temporarily

3. Yes, he/she had to change work/workplace

4. Yes, he/she had other consequences

5. No

(IF THE PERSON CURRENTLY STUDIES ACCORDING TO AE3, ASK THIS QUESTION)

ASL5. Because of the important illness or accident that [NAME] has had, did he/she stop going to classes for a period of time? (¿Ha upemba'asy causa oí dianderehoyhague escuela o colegio pe?) (SPONTANEOUS)

1. Yes, temporarily

2. Yes, he/she definitely stopped attending

3. No, he or she did not stop attending

ASL6. How many days of school did he/she miss? (¿Ha mbo'y dia nderehoi?)

PART B. SECURITY AT WORK

ASL7. In the work that [NAME] carries/carried out, was 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, 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/lakes/rivers/streams?	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 wastes?	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 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, 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, 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 CA WHO WORK ACCORDING TO QUESTIONS ATP1 AND/OR LA ATA4)

SO1. What is the main reason for why [NAME] is working? (¿Mba'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. Does not have an interest in surveying
9. To get out of the house
10. To help pay off family debts
11. Other (specify)

SO2. If [NAME] stopped working, what would happen in the home? (¿Nderemba'apoveiro mba'e oikota ko nde rogape?)

1. Household expenses will have to be reduced
2. The household will 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 (specify)

SO3. If you could choose, what would be the ideal situation for [NAME]? (¿Ndehegui odependero ma'e la iporavera [NOMBRE] peguara?) (SPONTANEOUS)

1. Dedicate himself/herself only to work
2. Dedicate himself/herself only to survey
3. Dedicate himself/herself to only housework
4. Combine work and survey
5. Combine work and household chores
6. Combine survey and household chores
7. Combine work, survey, and household chores
8. He/she may go live with a family for a better financial situation

F1. TELEPHONE NUMBER:

F2. (WRITE DOWN WITHOUT ASKING) ADDRESS AND HOUSE NUMBER:

THANK AND FINISH.

(MOVE ON TO THE PRINTED PAPERWORK ABOUT THE CA THAT LIVE IN OTHER HOUSEHOLDS)

WORKSHEET FOR THE REGISTRY OF THE MEMBERS OF THE HOUSEHOLD

DISTRICT:
LOCALITY
DATE
HOUSEHOLD NUMBER:

Line number	Name of household member	Relationship with the head of 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 currently working? 1. Yes 2. No	Do you work 1. in a structure? 2. independently?
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Observation: When utilizing a digital questionnaire, the recommendation is to incorporate the sheet with household members in the platform in order to collect this data digitally and link it to the questionnaire. In such a case, Questions 9, 10, and 11 should be excluded, considering that the same ones appear in Section 5 – Job and Work Income.

Codes for Question 3:

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/Goddaughter of the head of the family
8. Other relative of the head of the family
9. Other, not related to the head of the family
10. Domestic helper
11. Son of/Daughter of/Related to the housemaid
12. Servant

What is the activity that you carry out in your work?	Description of the activity carried out in the wor-kplace	What does the business you work for/own do? [BRANCH OF ACTIVITY]	What was your income in Gs. in the last 30 days?	Are you so-mewhat disabled? 1. Yes 2. No
(9)	(10)	(11)	(12)	(13)

Codes for Question 6:

1. No instruction
2. Special Education
3. Kindergarden or Preschool
4. Basic Scholar Education (elementary)
5. Basic Scholar Education (middle school)
6. Basic Cycle High School
7. High school
8. Professional training
9. Graduate

WORKSHEET FOR THE REGISTRY OF THE MEMBERS THAT LIVE OUTSIDE OF THE HOUSEHOLD

(HEADS OF THE HOUSEHOLDS RESPOND)

NAME OF THE HEAD OF THE HOUSEHOLD

Do you have a son/daughter between the ages of 5 and 17 living somewhere else (with a relative or a non-relative)? (¿Eguereko algun ne memby de entre 5 y 17 años, oikova otro ogape (con algun periente o no pariente?

1) 0 NO (End the interview)

2) YES 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					

Codes for CR5

1. Health issues
2. That he/she may survey
3. The other house has better conditions
4. I was asked to allow him/her to help out in the other household
5. Other reason (Specify)

Codes for CR8

1. Babysit children
2. Care for the elderly
3. Housework
4. Work, but I don't know what exactly
5. Survey
6. I do not know

How often does he/she come?	What does he/she do where he/she is? (Multiple answers)	Is he/she getting paid for what he/she does? 1. Yes 2. No
CR7	CR8	CR9

QUESTIONNAIRE Nº 2 – CHILDREN AGED 10 TO 17

The information is strictly confidential and guaranteed by Article 14 of Executive Order Nº 11.126, dated 02/20/1942

SECTION 1. IDENTIFICATION

NID.1. HOUSEHOLD NUMBER:

NID.2. LINE NUMBER:

(FOR EACH PERSON, COPY THE NAME FROM THE LIST OF PEOPLE THAT EAT AND SLEEP IN THE HOME.)

NID.3. NAME

NID.4. How old did you turn on your last birthday? (¿Mboy año ecumpli último cumpleañospe?)

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/Goddaughter of the head of the family

8. Other relative of the head of the family

9. Other/Not related to the head of the family

10. Domestic helper

11. Son of/Daughter of/related to the housemaid

12. Servant

SECTION 2. EDUCATION

NAE1. What language do you speak at home most of the time? (¿Mba'e idiómape re ñe'eve nde rógape?) (SPONTANEOUS)

1) Guaraní

2) Guaraní and Spanish

3) Spanish

4) Other language (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 teraymavere ho escuelape?)

1) Yes

2) No (PROCEED TO NAE11)

NAE4. What is the highest level and grade, course, cycle, or semester you've achieved? (¿Mba'e grado kuera curso peveparejapo?) (SPONTANEOUS)

1. None
2. First
3. Second
4. Third
5. Fourth
6. Fifth
7. Sixth
8. Seventh
9. Eighth
10. Ninth
11. Nursery School
12. Preschool
13. Kindergarten

NAE5. What is the highest level, grade, course, or semester that the child passed? (DO NOT READ ALL OPTIONS; THE SURVEYOR COMPLETES DIRECTLY)

1. No instruction
2. Special Education
3. Kindergarten or Preschool
4. Basic Scholar Education (elementary)
5. Basic Scholar Education (middle school)
6. Basic Cycle High School

7. High school with scientific emphasis
8. High school with technical emphasis
9. Open mid-level education
10. Bilingual basic education for teenagers and adults/Basic education for teenagers and adults
11. Long-distance mid-level education for teenagers and adults
12. Alternative basic education for teenagers and adults
13. Alternative mid-level education for teenagers and adults
14. Mid-level education for young people and adults
15. Professional training in mid-level education
16. Special grade/Special programs

NAE6. Do you currently attend school? (¿Ko añope reho escuela o colegiope?)

1) Yes

2) No (PROCEED TO NAE11)

NAE7. What shift do you attend school? (¿Mba'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 colegiope?)

1. Yes (How many days?)

2. No (PROCEED TO QUESTION NAE13)

NAE10. Why did you miss school last week? (¿Uperamo ma'ere nderehoy?) (SPONTANEOUS) (MULTIPLE RESPONSES)

1) The teacher was absent
2) Lack of school supplies
3) The way to school is unsafe
4) Fear of teachers/friends
5) Strike
6) Bad weather
7) Had to work
8) To look for a job
9) Had to help in the family business
10) Had to help at home with chores
11) I was sick
12) Had to take care of brothers/sisters or any other family member

13) Had trouble at home or with family

14) Had behaviour problems at school

15) I did not get up/I was tired

16) Other reason (specify)

(IF HE/SHE ATTENDS OR HAS ATTENDED SCHOOL ACCORDING TO QUESTIONS NA3 O NAE6, PROCEED TO QUESTION NAE13)

NAE11. Why have you never attended/don't attend/stopped attending school? (¿Mba'ere nderehoy raka'e o nderehovei escuelape o colegiope?) 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

Reasons related to the school

6) Don't have the minimum age to survey

7) Considers that is done with surveying

8) There wasn't/isn't an institution nearby

9) The 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 doesn't offer full schooling

Other reasons

14) I require special education

15) Had/have an illness that wouldn't allow me

16) My disability impedes me to survey

17) I carry out domestic tasks

18) My family does not allow me to survey

19) I don't want to/I have no interest

20) Military service

21) Poor accessibility to reach school/poor conditions of the roads

22) Has no means of transportation to reach school

23) Pregnancy

24) Parents do not believe that school is useful for the future

25) Verbal, physical, psychological abuse

26) Had misconduct issues at school

27) Other reason (specify)

NAE12. Who decided that you should not attend or should 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) Don't know

NAE13. Are you currently attending or have in the past attended a class outside school? (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?) (SPONTANEOUS) (MULTIPLE ANSWERS)

1) Languages
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 (specify)

SECTION 3. JOB AND OCCUPATIONAL ENTRY

PART A. SUMMARY OF FINANCIAL ACTIVITIES (LAST WEEK)

NTI1. 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

NTI2. In the last week, did you spend at least an hour on one of the following activities, without it being for food/use 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)

NTI2.1. A task in exchange of compensation in kind (food, groceries, clothing)? (¿Tembiapo ojepagavaekue ndeve?)

1) Yes

2) No

NTI2.2. A job as a helper or maid in another family's house? (¿Tembiapo como empleada doméstica otra ogape?)

1) Yes

2) No

NTI2.3. A job helping in some business? (¿Algún tembiapooipotyvova algún negóciope?) (Examples: deli, small bank, etc.)

1) Yes

2) No

NTI2.4. A job working in the fields or caring for animals? (¿Rejapopa algún tembiapo kokuépe terareñangareko rupi animal kuéra rehe?)

1) Yes

2) No

NTI2.5. Helping in construction work? (¿Remba'apo kuri tembiapo construcciónpe?)

1) Yes

2) No

NTI2.6. Hunting or fishing? (¿Remariscapa ha repirakutupa?)

1) Yes

2) No

NTI2.7. Carrying water, wood, medicinal herbs for sale? (¿Egueroja ý jepea kuera pohañana evendehagua?)

1) Yes

2) No

NTI2.8. Work in the streets (wandering or in a fixed spot/public space)? (¿Algún trabajo pe calle rupi?)

1) Yes

2) No

NTI2.9. A task as a house servant? (¿Tarea como criado?)

1) Yes

2) No

NTI2.10. A task similar to babysitting for children, looking after the elderly or disabled in a household that is not yours? (¿Reñatende algún mita, algun kakuaterahasya otro lugar naha'eivanderogape?)

1) Yes

2) No

NTI2.11. Work like dressmaking, carpentry, working in a butcher shop or car shop, or something similar? (¿Algún tembiapo mo distandive, tallerpe, carpinteriapetera otro hendape?)

1) Yes

2) No

NTI2.12. Recycling (waste)? (¿Remba'apo payty reojerecicla haguã)

1) Yes

2) No

NTI2.13. A job in agriculture? (¿Algún trabajo kokuepe?)

1) Yes

2) No

(IF THE ANSWER WAS "YES" IN ANY OF THE QUESTIONS FROM NTI2.1 TO NTI2.13, PROCEED TO PART B)

(IF THE ANSWER WAS "NO" IN ANY OF THE QUESTIONS FROM NTI2.1 AL NTI2.13, CONTINUE WITH NTI3)

NTI3. Have YOU done any of these activities in the last 12 months? (¿Ha mba'eve tenderejapó iko'ä apytegui 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'etembiapópa "iñimportanteveva" rejapo remba'apohápe) (¿luego preguntar ¿ha otra cosa mba'erejapo?)

Examples: 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?)

Examples: assistant builder, shoemaker, car mechanic, painter, candy street vendor, farmer, sugarcane farmer, maid, nanny, etc.

Description _____

NTP3. What does the company, enterprise, business, or institution which you worked for do? (¿Mba'epe ojededica la empresa o nde negocio remba'apoha?)

Examples: building houses, is a shoe store or car garage, construction, selling candy on the street, corn crops, produces sugarcane, family household different than your own, etc.

Description _____

NTP4. Do you work in agriculture? (¿Remba'apo agriculturape?)

1) Yes

2) No (PROCEED TO NTP6)

NTP5. What crop do you work with? (¿Mba'ereñoty? ¿Ha otra cosa?)

NTP6. In the last week, how many hours did you work daily (for the mentioned activity)? (¿Mboy hora remba'apo ko trabájope pe semana ohasavaekue?)

NTP6.1 Sun	NTP6.2 Mon	NTP6.3 Tues	NTP6.4 Wed	NTP6.5 Thurs	NTP6.6 Fri	NTP6.7 Sat
:	:	:	:	:	:	:

NTP7. Where did you work or carry out your main tasks last week (¿Mo'opa rejapo ko trabajo pe semana ohasavaekue?) (SPONTANEOUS)

1) In a set place (store, workshop, office, etc.)

2) At home

3) Home delivery/In another household

4) In 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, or bike, or on foot)

7) On your own ranch/field/own farm/family farm

8) At somebody else's ranch/field/ farm/property

9) At a construction site

10) Brick manufacturing

11) Mining site

12) In a human transport vehicle

13) Someplace else (specify)

NTP8. Regarding the job or occupation from last week, did you do it ... (¿Ko trabajo pejapo pe semana ohasavaekue, lo hiciste...?) (LEER LAS OPCIONES)

1) To help your parents or another family member at home?

2) To help another family member in another house?

3) On your own? (PROCEED TO QUESTION NTP11)

4) For a boss/mediator?

5) Other (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, could you change your boss/employer? (¿Ecambiasero de patrón piko ikatu rejapo?) (SPONTANEOUS)

1) Yes, at any time

2) Difficult, due to the lack of opportunities

3) Impossible; my boss wouldn't allow it

NTP11. For the job you did, your profit was/you got paid in ... (¿Petrabajo reopaga ndeve efectivope?) (SPONTANEOUS)

1) Cash

2) Cash and in kind?

3) In kind? (PROCEED TO QUESTION NTP15)

4) Didn't get paid? (PROCEED TO QUESTION NTP15)

NTP12. How much money do you usually make in cash? (¿Habitualmente mboy guaraníes reganajepi?)

Guaraníes (write amount): _____

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 (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) Saved the money

5) Equal division: A part for oneself and the other for the household

6) Equal division: A part for oneself and the other for the mediator

7) Equal division: A part for oneself and the other for someone/others

8) Gave all to the boss or mediator

9) Gave all to other people

10) Paid off household loans

11) Other (specify) _

NTP15. Last week, during what moment of the day did you work or dedicate time to your occupation? (¿Mba'e momento del día rejapope trabajo?) (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 (specify)

NTP16. What was the main reason for working? (¿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) They made me

6) I want to

7) I have/am going to have a child to support

8) I am not interested in surveying

9) To get out of the house

10) To help pay off a family debt

11) To stand in for someone temporarily

12) Another reason (specify)

PART C. WORK DURING THE LAST 12 MONTHS

(FOR CA AGED 10 TO 17)

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'apo ndaha'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" ACCORDING TO NTP1) (IF THE PARTICIPANT DID NOT ANSWER TO NTP1, THEN MOVE ON TO SECTION 5 DOMESTIC DUTIES)

NTA2. Which job or tasks did you carry out in your job or main occupation, that is not for eating/using in your house/this household? (¿Mba'e tembiapópa "iñimportanteveva" rejapo remba'apohápe, ndaha'ei he'u hagüa ni reipuru hagüa nde rógape? ¿Mba'erejapo, luego preguntar ha otra cosa mba'erejapo?)

Examples: 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?)

Examples: 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?)

Examples: 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 agri culture? (¿Re japo trabajo kokuepe?)

1. Yes 2. No (PROCEED TO NTA7)

NTA6. ¿With what kind of crops? (¿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 WITHOUT COMPLETING AT LEAST ONE MONTH)

(IF THE ANSWER WAS "YES" TO WORKING DURING ALL 12 MONTHS ACCORDING TO THE QUESTIONS THAT GO FROM NTA7.1 TO LA NTA7.12, GO TO NTA9)

NTA8. What is the main reason for your not working during the year? (¿Mba'ere nderemba'apoi todos los meses?) (SPONTANEOUS)

1. Works only when receives a call or help is required

2. There is work only during some time/seasons of the year

3. Because of studies

4. Does not need to work all year

5. Personal/family reasons

6. Finished/lost/quit job

7. Closed/left own business

8. Other reason (specify)

9. Does not apply (worked all year)

(ONLY THOSE THAT ANSWERED QUESTIONS NTP1 OR NTA2 SHOULD RESPOND)

NTA9. How old were you when you first started to work in a paid activity? (¿Mboy año eguereko remba'aporoguare 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'aporoguare por primera vez en un trabajo sin paga?)

_____years old

NTA11. At that moment, who decided you had to start working? (¿Uperamoguare mava he'l remba'apoaraha?)

1. Myself

2. My parents

3. Other relatives

4. Other people (specify)

NTA12. What is the main reason you started working? (¿Mba'erepa reñepÿru remba'apo?) (SPONTANEOUS)

1. The household needed the income

2. The household needed the work

3. To pay a debt acquired with a middleman

4. To pay a debt acquired with an employer

5. The employer or middleman said I had to work

6. To have my own income

7. To acquire experience or learn a craft

8. Did not want to Survey

9. There was no school/It was too far away

10. To pay for school

11. I wanted to work

12. Other reason (specify)

SECTION 4. OCCUPATIONAL HEALTH AND SAFETY

(SECTION 4 IS ONLY FOR THOSE THAT RESPONDED TO NTP1 OR NTA2)

FOR ADOLESCENTS AGED 14 TO 17

NSS0. Are you registered in the Adolescent Worker Registry? (¿Reimepa inscripto/a registro del Adolescente Trabajadorpe?)

1) Yes

2) No

3) Don't know

PART A. 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. Fractions, 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. Stomachache, diarrhea	1) Yes	2) No
NSS1.14. Nausea, vomiting, dizziness	1) Yes	2) No
NSS1.15. Fainting or loss of conscience	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 (specify)	1) Yes	2) No

(IF THE ANSWER WAS "NO" TO ALL QUESTIONS FROM NSS1.1 to NSS1.17, PROCEED TO PART B SECURITY AT WORK)

NSS2. What job or tasks were you carrying out when you suffered that illness or important accident? (¿Upe mba'asy ndejagarraroguare ma'epe remba'apohina?)

Examples: carrying bricks, receptionist, fixing shoes, fixing cars, soy harvesting, cattle raising, sugarcane hulling, sugarcane planting, etc.

Occupation description _____

NSS3. Regarding 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?) (SPONTANEOUS) (MULTIPLE RESPONSES)

1) Yes, with a doctor

2) Yes, with a nurse

3) Yes, with a healer

4) Yes, with a pharmacist

5) Yes, I was hospitalized

6) No, even though it required attention

7) It did not require attention

8) Other (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 orekondeveguara?) (SPONTANEOUS)

1) Yes, I was left permanently disabled to work

2) Yes, temporarily

3) Yes, had to change work/workplace

4) Yes, had other consequences

5) No

IN CASE THE PERSON DOES SURVEY (1 IN NAE3), ASK THE FOLLOWING QUESTION:

NSS5. Did you skip classes for a period of time because of the important illness or accident that you had? (¿Ha upe mba'asy causa oí dianderehoyhague escuela o colegio pe?) (SPONTANEOUS)

1) Yes, temporarily

2) Yes, I definitely stopped attending (PROCEED TO PART B)

3) No, I did not stop attending (PROCEED TO PART B)

NSS6. How many days did you miss class for that reason? (¿Ha mbo'y dia nderehoi?)

PART B. SECURITY AT WORK

NSS7. In the job you do/did, are/were you exposed to ...? (¿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 high altitudes	1) Yes	2) No
NSS7.7. Work in water, river/lake/pond	1) Yes	2) No
NSS7.8. Excessive darkness in 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 wastes	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, ox)	1) Yes	2) No

NSS8. During the last 12 months, did you work at least once between 7pm and 7am of the following day? (¿Último 12 mésespe 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, pointed objects (ax, 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, 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. In the last week, did you do any of the following chores for this home? How much time did you devote to this per day? (¿Re japo ... ha mboy minutope rejapopa ...?)

(WRITE DOWN IN HOURS AND MINUTES. IF THE ANSWER IF "DO NOT KNOW", MENTION 999 IN THE SPACE FOR "HOURS")

CHORES	Did you do it?	What is the average of weekly hours?
NTH1.1. Fix any equipment for the house? (¿remuatyrö cualquier equipo hógapeguarä?)	1) Yes 2) No	
NTH1.2. Grocery shopping for the house? (¿ejoguahogapypeguarä?)	1) Yes 2) No	
NTH1.3. Cleaning the house? (washing, cleaning, sweeping, etc.) (¿emopotioga? – ejohei cubierto, eitypei)	1) Yes 2) No	
NTH1.4. Doing laundry/cleaning shoes? (¿ejoheiao, zapatu?)	1) Yes 2) No	
NTH1.5. Ironing? (¿eplanchaao?)	1) Yes 2) No	
NTH1.6. Babysitting? (¿eñatendemitakuérarehe?)	1) Yes 2) No	
NTH1.7. Tending to the elderly or the sick? (¿eñatende tuya, güaigüi, terahasyvarerehe?)	1) Yes 2) No	
NTH1.8. Carrying water and wood for home use? (¿egueroja ý, jepe'aojeporuhagüanderógape?)	1) Yes 2) No	
NTH1.9. Cooking? (¿ekosiná?)	1) Yes 2) No	
NTH1.10. Picking vegetables or fruit from the field, for use at home? (¿emono'o verdura terayvahuertaguiterakokuegui, hogapypeojeúhagüa?)	1) Yes 2) No	
NTH1.11. Taking care of animals (chicken, pigs, etc.) for use at home? (¿emoñemoña animal oñekonsumihagüahogapype?)	1) Yes 2) No	
NTH1.12. Other domestic chores? (¿Ha otra cosa?)	1) Yes 2) No	

(IF THE ANSWER WAS "NO" IN THE QUESTIONS THAT GO FROM NTH1.1 TO NTH1.12, PROCEED TO SECTION 6)

NTH2. In the last week, at what time of day did you carry out these chores? (¿Mba'e momentope rejapo?) (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 answers?

_____

APPENDIX 6. QUALITATIVE INSTRUMENT

Semi-structured interviews with institutional actors

Guidelines for the FGs

Participants will be received by the moderator of the focal group, who will locate them to start the conversation. The session will begin with the presentation of the facilitator and of the participants; the interviews will always be in the language in which the participants feel more comfortable expressing themselves, either in Spanish or Guaraní or the so-called Jopará, which is a mixture of Spanish and Guaraní. The management of the language seeks the confidence and comfort of the participants, after which the establishment of the rapport will begin and the first part of what is established in the guide that follows will be pleasantly initiated.

Categories/Indicators	Questions	Group Development Moment
1. Perception of Social and Labor Context 1.1. Perception of the social and labor situation of the city and locality. 1.2. Perception of the financial situation of families. 1.3. Characterization of work and income 1.4. Contribution 1.5. Remittances 1.6. Productive activities for self-use	**After introduction of the participants, ask the following:** "What is your city/town like?" Guide them towards their perception of the social and employment situation. What causes this situation? "What are the main income sources for families? What do they produce? In what do they work? How much would a family need to live?" "In your families, is the situation similar or different than that you described regarding your city?" "Does anyone have relatives living abroad? Do you receive any financial support from these families? Do you receive money orders or remittances?"	**Warm-up (10 minutes)** Ice-breaking and group rapport. Introduce the subject matter. Descriptions and personal assessments. Use situations from the news or recent events to ask questions about the social and economic context.
2. Perception on the roles of parents and CA in regards to CL 2.1. Opinions about the relationship between CA and adults. Expectations of the parents for their CA. 2.2. Education: School attendance and dropouts. Interests. 2.3. Social life (recreation and meeting spaces and organizations, technology)	**First, ask about the CA like how they are (to further engage them).** "And as parents, how do you view your CA's studies? Are they important? What problems do you identify regarding their education? What is missing and why? What is it useful for?" (deepen the perception of education and its assessment) "Do all of your CA attend school? If anyone does not attend, what are the reasons?" "What do your CA do in their leisure time? Do your CA participate in sporting activities or other organizations? Which? Why?" "Do your CA only Survey or work as well?" If they survey and work, ask how they manage both. Compatibility. Exclusion. "And when you yourselves were CA, what was it like?" (Parents, survey, and work). Explore their experiences of CL. "Are any of your CA who are under 18 currently living with another family? What work do you do? Do you receive any payment or have any benefits?"	**Part 1 (15 minutes) Introduction** Introduce the subject of childhood and labor.

Categories/Indicators	Questions	Group Development Moment
3. Knowledge, attitudes, and perceptions of CL and HCL 3.1. Forms of CL (description of the local situation) 3.2. CL Assessment (pros and cons of CL and perceptions) 3.3. Perceptions associated with the causes and consequences of HCL 3.4. Perceptions on rights and expectations	"In general, do CA work?" "Why? At what age? Both boys and girls? Why do they work—what are the causes? Where does it come from?" Guide the discussion with their answers as a starting point. "What are the most common jobs boys and girls do in your locality?" Acknowledge the response and ask for a detailed description. Explore the characteristics of CL and potential situations of "criadazgo," (becoming child servants) if it does not come up in the conversation. "Do your CA work? Where? Doing what and for how much time?" "What is the advantage of CA working? What is it for? And what is the disadvantage? Does it cause problems or consequences? Is it harmful?" "Which of the jobs you previously mentioned is more hazardous for boys and girls to do? Why?" "Do you happen to know cases of CA working in hazardous situations who became ill or had an accident? Please describe the situation." "What can be done in such a situation? Who has to intervene?" "What are the rights CA (both daughters and sons) have, no matter what?" "In ten years, where do you see your CA? How do you see your future? What do you hope for?"	**Part 2 (40 minutes)** Focus questions. Descriptions as well as assessments are sought on the proposed subject matter.
4. Social Protection/Institutional Competence 4.1. Perception of the institution that addresses the problem (State, market, civil society, churches) 4.2. Assessment on CODENIS' action	"For you, what institution/organization is in charge of protecting CA from abuse at work and other types of abuse?" Explore according to the answers of the group. "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?" "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?"	**Part 3 (15minutes)** Closing with emphasis on assessment on directed policies

Guide for CA

Categories/Indicators	Questions	Moment of the group's development
1. Perception of socio-labor context (Perceptions of the economic situation of families; characterization of work and income) 1.1. Contribution 1.2. Remittances 1.3. Productive activities for self-consumption	**After the presentation of the participants:** How is your city/your neighborhood? How do other CA and their families live in your neighborhood and city? Orient towards the perception and assessment of the socio-labor situation. Why do you think that is the case? What do their families and their neighbors work or do? What do they produce/What do they work on? Do they receive money from abroad? And in their families is similar or different to what they told me about their city?	**Chaldean (10 minutes)** Establishment of trust and rapport in the group. Introduction of conversation topics. Descriptions and general assessments. Use situations from the news or recent events to start asking questions about the socio-economic context.
2. Perception of role of parents and children 2.1. Vision related to youth/adult relationship expectations and life goals for CA 2.2. Educational training and interests 2.3. Social capital (spaces for grouping, socialization, and organizations) (technology)	**Inquire first about their realities as they are today.** "How are you doing with your studies?" "What do your parents say about surveying? Do you think it's important to conduct surveys? Why? What is missing and why? What is it for?" (deepen the perception of training, assessment) "Do you participate in sports groups or organizations? Which ones and why?" "Do your sisters only survey or do they also work?" If the group participants survey and work, ask about how they carry out the tasks. Compatibility. Exclusion. Do they know if their parents worked when they were CA? Do they know what it was like? Do they talk about this or compare now to the time when they were CA?	**PART 1: 15 min.** Introductory Introduces the approach to childhood and work
3. Knowledge, Attitudes, and Perceptions (CAP) about CL and HCL 3.1. Forms of CL(Description of the local situation) 3.2. CL. Valuation (for and against CL perceptions) 3.3. Perceptions associated with causes and consequences of TID 3.4. Perceptions about rights and expectations	"In general, do you, your classmates, and/or other CA work? At what age did you/they start to work? Is it the same for girls and boys? Why do you think they work?" **Enable and guide the discussion from the positions presented during the conversation.** "What work do the CA of your neighborhood or your city usually do?" Point out the indicated and request exhaustive description. Explore CL characteristics and potential criadazgo if it does not appear in the conversation. "Do you work? Where? What do you do and how many hours do you work?" In case they do not mention domestic chores, inquire about it. "What is the advantage for CA if they work? What is it for? And what is the disadvantage? Does it bring problems or consequences? Is it harmful?" "In any of the jobs you had, did you feel danger or insecurity? Why did you feel danger? Did you discuss this with anyone? With whom? Do you know cases of CA working in hazardous situations, who have become ill or injured?" **Ask for description.** "What can be done in this situation? Who should intervene?" "What are for you the rights that you have?" "How do you see yourself in the future, say in 10 to 15 years from now? How do you see your future? What do you expect?"	**PART 2: 40 min** Focus questions The descriptions as well as the evaluations for the proposed topics are sought.

Categories/Indicators	Questions	Moment of the group's development
4. Social protection/Institutional competence 4.1. Perception of the institution that deals with the problem. (State, market, civil society, churches) 4.2. Perception of the actions of the CODENIs	"What is the institution/organization that is responsible for protecting them from abuse at work or others?" Inquire according to the identification given by the group "Have you heard about the CODENIs? Do you know what their role is? When do you turn to them?" "Are you fine or comfortable with what they do? For example, if you want to report a case of labor exploitation, what should you do? Where would you report it?"	**PART 3: 15 min** Closure of evaluation. Emphasis on targeted policies

Guideline for semi-structured interviews with key stakeholders

Information on the profile:

Age:

Gender:

Position in the institution or community:

CA:

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 done it?
3. How do you perceive the general situation of CA in your community?
4. What are the main educational and social problems that affect CA in your area?
5. What would be the main health problems affecting CA in the area? Do any relate to CL?
6. Are there many CA that work?
7. What kind of jobs do they do?
8. Why do they do these jobs? What are the consequences?
9. Are there risks in these jobs? What are they?
10. Have you received or reported cases of or complaints on CL? Abuse, accidents, or others?
11. What actions led to it?
12. At the institutional level, who should lead and what should be improved to address CL issues?
13. What are the laws and norms of childhood protection that specifically approach the issue of CL?
14. In your community, have activities been carried out to raise awareness on the issue of CL? If yes, who carries out these activities?
15. Are there commissions, groups, and/or teams that work in a coordinated way on the issue of CL?
16. In your community, is there an institution that provides a job board? Do they have knowledge of cases where families receive remittances or money from abroad?
17. In your community, are there institutions like SNPP and SINAFOCAL where people of working age can get trained to work?
18. Is there anything else you would like to add to our conversation?

Note: These questions will be applied to all profiles interviewed.

.

Ministerio de
TRABAJO, EMPLEO
Y SEGURIDAD SOCIAL

GOBIERNO
NACIONAL

Paraguay
de la gente

id investigación
para el desarrollo

PARAGUAY
Okakuaa
JUNTOS COMBATIMOS EL TRABAJO INFANTIL

PARTNERS
of the AMERICAS