

Myanmar Sector Wide Impact Assessment

Business-Related Community Impact Questionnaire

This questionnaire was developed as a **guidance tool** for field researchers engaging with **communities** within the framework of the Sector Wide Impact Assessments of the Oil and Gas and Tourism sectors in Myanmar. Sector-specific questions have been removed from this questionnaire. Additional questionnaires serving as guidance for interviewing representatives of companies and workers were also developed and are available on MCRB's website. Researchers were also provided with fact sheets highlighting key human rights issues linked to business activities in Myanmar, for example on labour, environment, land, livelihoods, security etc.

Researchers were trained in research ethics. Community interviews involved individual interviews as well as focus group discussions. Individuals at particular risk of abuses within the community were also interviewed.

The purpose of this questionnaire is to understand how companies in a specific sector impact or may impact on neighboring communities. It will probably not be possible for the researchers to obtain answers to every question, but this checklist can serve as a guide and provide follow-up questions.

Introduction

Start by explaining what MCRB is, why the team is here, what is the purpose of the assessment. Introduce the SWIA team members. Please explain the Ethical Guidelines on issues such as anonymity, voluntary participation, right to decline to answer certain questions, right to withdraw from the interview etc. Seek the community's permission to record the interview. Provide informants with MCRB contact details and advise them to contact MCRB if they have any questions or concerns regarding the interviews or research team.

Suggested introduction: "As part of an impact assessment on the xx sector we are collecting information in xx village/township/community and would like to ask you some questions about how this sector may affect your community. We want to learn about the community members' feelings or experiences with the sector so that problems can be avoided in future projects in Myanmar and opportunities for improvement of project be made."

Explain that you will start with some general questions and then ask about particular topics. Participants are welcome to bring up other topics that they think should be considered during the interview or at the end the MCRB visit.

Start with a general question (e.g. history of the community, which village tract the community is located in, what are the main festive events etc.) to get everyone's attention and participation in the discussion. Then start the discussion about the sector by asking the respondents what their understanding of the specific sector is. The sector

may be very broad; therefore, explain the different business activities that are part of the sector. Explain that the sector can have both a positive impact and negative impact on a community. An example of a positive impact of the sector could be job creation. A negative impact could be the confiscation of land for the construction of a factory.

The following issues are covered in the questionnaire

1. General questions on the community
2. Livelihood
3. Environment
4. Indigenous Peoples
5. Housing
6. Land Acquisition
7. Resettlement
8. Community Informed Consultation and Participations
9. Complaints Mechanisms
10. Public Services and Community Services
11. In-Migration and Out-migration
12. Social/Cultural Issues
13. Gender
14. Children's rights
15. Labour
16. Security Arrangements
17. Security

1. General questions about the community

- 1.1.** How many people live in this community? What is the approximate proportion of men/women, young/elderly?
- 1.2.** Has the number of people in this community increased or decreased in the past two years? In your opinion, what are the reasons for this increase or decrease?
- 1.3.** What in your opinion are the major problems affecting your community? (*use list below only if the communities are struggling to identify problems*).
 - Water
 - Electricity
 - Poor access to healthcare
 - Poor access to education
 - Bad transport
 - No jobs
 - Polluted environment
 - Access to land
 - Security/crime
 - Other (please specify)

1.4. Which are the organizations in your community that are working to solve community problems?

(Use this list if people don't come up with their own answers)

- farmers' group
- business association
- cooperative
- women's group
- political group
- youth group
- religious group
- cultural group
- parents association
- school committee
- neighborhood committee
- sports group
- NGO
- disabled association
- Other (specify)

1.5. Community governance - How is the community governed? Does it have a village headman elected by the village or appointed by the Myanmar government/under Myanmar law?

2. Livelihood

Some companies' operations can affect the livelihoods of communities. The following questions are designed to find out if a company has impacted, or could impact, the livelihood activities of the community members (negatively or positively). Positive impacts could include, for example, if a company builds a new road, or community members have easier access to markets to sell their products. Or if a company brings tourists to the community, community members can sell handicrafts, food products, etc. to tourists. But negative impacts can occur if the sector causes damage to the environment (for example waste-water from a factory flows into the river and pollutes it), making it harder to grow food or catch fish. Or if the presence of the company makes the price of certain things too expensive for community members to buy. [It would be useful to have the interviewees think about their life before and after the sector arrived and make a comparison].

2.1 Livelihood activities of community members - What are the primary livelihood activities of community members?

Use these examples if needed: For example, subsistence farming or fishing, growing food/making products and selling it in local markets, small kiosk, professional job.

2.2 Assessment of impacts on livelihoods - Did the company or government visit and talk to the community, or do a study, to find out what the negative or positive effects the sector would have on the way of life of community members?

Follow-up Questions:

- How do community members obtain the basic necessities of life (such as food, water, income)? Whom did they talk to? Did they talk to community members? What did the community members tell them?

2.3 Provision of assessment results to community - Did the company or government tell the community the results of the study? Did the community members understand what the company or the government told them?

Follow-up Questions:

- Did the government or company give the community any help to understand the results of the study – for example, by translating it to the community's native language, by making a public community presentation, by having a question and answer meeting, by telling the community whom they could contact if they had any questions or concerns?

2.4 Community comments regarding assessment results - Did the community agree with the results of the study? If the community didn't agree, was there a process for the community to give its comments? Did the community give the government or company any comments?

Follow-up Questions:

- If so, did the government or company make any changes or do anything different because of the community comments?
- Did the community's concerns get fixed?
- If not, what concerns did the community have, that didn't get fixed?

2.5 Livelihood changes due to project - Have the livelihood activities changed as a result of the presence of the company? If so, how?

Follow-up Questions:

- If there have been negative changes, could you please explain if there have been positive changes, could you please explain?

3. Environment

Some projects have negative effects on the air, water and soil that communities depend on to support their way of life. The following questions are designed to learn if the project affected the environment in the vicinity of the community (either negatively or positively), and if it impacted its use of communal lands and natural resources compared to before the existence of the project.

3.1 Environmental impact assessment and monitoring - Did the company or government conduct a study on how the project would affect the environment (an environmental impact assessment) before commencing the project? Has the company or government ever come to monitor the project's impacts on the community's air, water and soil quality? If so, how often and what are the details of the monitoring?

- 3.2 Community consultation** - Has the company or government ever come to ask if the community has any concerns about the project? If so, how often and what are the details of consultation?
- 3.3 Informing community on assessment findings** - Did the company or government provide the community with the impact assessment findings, or information about any hazardous activities in a language understandable to them? If the community didn't agree with the findings, was there an opportunity to submit its comments in a way that could influence the project design or development?
- 3.4 Company's impacts on environment and ecosystem services** - How have the company's activities affected the community's air/water/soil quality, either positively (e.g. has the company improved the community's water supply) or negatively? or not at all?
- 3.5 Complaints about impacts** - Did the community notify the company of these impacts? Does the company have a grievance mechanism?

Follow-up Questions:

- How did company react to the complaint?
- Is it possible to make a complaint to the local government?
- How does the government respond to community concerns/complaints (e.g. does the local government try to help solve the problem or just protect the company's interests)?

4. Indigenous Peoples / Ethnic minorities

Under international law, indigenous peoples are entitled to special rights that are not applicable to other peoples. However, in Myanmar, the distinction between indigenous peoples and ethnic minorities is not clear. These questions are designed to identify what ethnic minority, or indigenous or tribal group, that community members are a part of.

- 4.1 Mapping ethnic minorities/ indigenous people** - Are community members Burman (Bamar)? If not, what ethnic minority, or indigenous or tribal people, is the community part of?

Follow-up Questions:

- If there is a mix of ethnic minorities in the community, what is the approximate proportion of each group?

- 4.2. Recognition** - Are the ethnic group(s) recognized as a separate ethnic nationality/ies by the Myanmar government?

- 4.3. Discrimination** - Have there been any cases of discrimination towards ethnic minorities?

Follow-up Questions:

- If yes, could you give an example?

5. Housing

This section aims to identify the housing situation in the community and whether this has changed due to the presence of the project.

- 5.1 Use of community land for projects** - Have any company projects used communal and/or community members' land? Has this taken away land that is needed for community housing? What has happened to community members who cannot find land to build a house, because of the company project?
- 5.2 Type of housing** - In what kind of houses do most people in your community live? Does your community use natural materials for building houses?
- Follow-up Questions:**
- If natural building materials are used, has the availability of these natural materials increased/stayed the same/decreased since the arrival of the company in your community?
- 5.3 Housing costs as result of project** - Has the price of housing increased/stayed the same/decreased since the arrival of the company in your community?
- Follow-up Questions:**
- Housing costs compared to the rest of region - Is housing cheaper/as expensive/more expensive in your community compared to the rest of the region?
- 5.4 Housing quality as result of project** - Has the quality of housing increased/stayed the same/decreased since the arrival of the company in your community?
- Follow-up Questions:**
- Housing quality compared to rest of region - Is the quality of housing less/same/better in your community compared to the rest of the region?
- 5.5 Housing availability as result of project** - Has the availability of housing increased/stayed the same/decreased since the arrival of the company in your community?

6. Land Acquisition

This section aims to identify whether the project has taken into consideration the land rights of the community during the land acquisition process. See Factsheet on Land, Housing and Resettlement.

- 6.1. Community land ownership system** - Is there a clear understanding in the community who owns or uses which plots of land? If not, how is land ownership or use of rights determined?
- 6.2. Community land use before the project** - How did the community use communal land and natural resources before the existence of the company's

project? Land access and use after the project – How has the community's access to, or use of, communal land and natural resources changed following the commencement of the project?

6.3. Community land acquisition and compensation - Did the government require the community to give up some of their land to give to the company for its project? If yes, where did the community who lost the land go? (*If they were resettled please see Chapter 7 of this Questionnaire*).

6.4. Verification of true owners - Before acquiring community or community members' land, did the government and/or company consult the community to try to find out who the true owner or user of the land was? Or did they just rely on what the community leader or the local government said? Did the government or company speak to the true owner or person who has the right to use the land? What must the government or company do to find out who the true owner or rightful user of the land is?

Follow-up Questions:

- If yes, how was the amount of compensation decided? If not, why not?

6.5. Purchase of communal land – Did the company lease or purchase communal land from the community (i.e. land belonging to the whole community, not any specific individual community members)?

6.6. Land purchase from community members - Did the company lease or purchase any land for the project directly from individual community members? What does these individuals feel about this?

6.7. Community members' feelings about land acquisition -Did the community or community members agree with or were they opposed to the land acquisition?

Follow-up Questions:

- If the community members did not agree with the land acquisition, did they tell the government a/o company of this? If not, why not? If yes, what was the government's and/or the company's response?

6.8. Compensation for land - Did the government or company provide compensation for the land it acquired? How was the compensation determined? Was the compensation paid in money or was something else (such as other land) given in compensation, or a combination? Was compensation given only to male heads of the family? Do community members feel that the compensation they received is fair?

6.9. Acquisition of land with cultural significance - Did the company try to acquire land of cultural or spiritual significance?

Follow-up Questions:

- If so, did the community (or individuals) agree to sell? If the company acquired land that contains cultural heritage or spiritual sites, did the company damage, destroy or restrict access to these sites?

6.10. Cost of land after land acquisition-Did the price of land/housing increase during and after the company's land acquisition?

7. Resettlement

(Note: Use this section only if the members of the community where resettled)

This section aims to identify whether the project has taken into consideration the land rights of the community during the resettlement process. Resettlement is the process where people are moved from their original villages and fields to another location, because the government or company want their land for a project. For example, if a company needs a large area of land for a holiday resort, but there is a community located on the land, the government may require the company to resettle the entire community. The company is required to compensate the villagers, by providing them with land in another location, of an equal or better quality and quantity, improved housing and public services (water, education, health, transportation, etc.), payment for, or replacement of lost crops or agricultural assets, establishment of economic development projects (company/contractor jobs or community income-generating projects, etc.)

7.1 Resettlement of community due to project - Did the government and/or the company resettle people in a different location as a result of the project?

7.2 Resettlement consultation process - How was the resettlement process conducted?

Follow-up Questions:

- Were there meetings between the government/company and the community to discuss why resettlement was necessary, whether the community agreed to be resettled, how the resettlement would be carried out, and whether the community would receive compensation?

7.3 Community feelings about resettlement - Did the community agree to be resettled?

Follow-up Questions:

- If not, did it advise the government and/or the company of this? If not, why not? If yes, what was the government's and/or company's response?

7.4 Selection of resettlement location - How was the resettlement location selected? Did the community members agree with the new location?

Follow-up Questions:

- Were they able to stay in the community and acquire alternative land of equal quality and quantity? Or were they forced to move? Or did they want to move?

7.5 Community opportunity to make complaint - Could the community have made a formal complaint to the government to try to stop the resettlement if they did not agree?

7.6 Resettlement process (entire community) - Was the entire community resettled in the same location?

Follow-up Questions:

- Or was only part of the community resettled? Or were community members resettled in different locations?
 - 7.7 Resettlement process (individual families)** - Were families resettled together in the same location? If members of the same family were resettled in different locations, how did this affect the family's social/cultural life, support systems and livelihood?
 - 7.8 Living conditions in the new location** - What are the living conditions like in the new location? Are they better or worse than in the previous location? How?
 - 7.9 Change to livelihood activities after resettlement** - Are community members able to carry out the same livelihood activities as in the previous location? If not, how have the primary livelihood activities changed?
 - 7.10 Changes to working conditions after resettlement** - Do community members have to work differently to support themselves and their families in the new location? How has this affected their participation in other activities that they used to do in the previous location? (education, leisure, cultural events, etc.)
 - 7.11 Compensation due to resettlement** - Did community members receive any compensation for being resettled? Did members receive new houses and land of equal or better quality and quantity than their houses and land at the old location? Did members receive compensation for lost crops, fruit trees and other agricultural assets? Did members receive help in re-establishing their livelihood activities in the new location (farming, fishing, making and selling artisanal products, other economic development opportunities)?
 - 7.12 Impacts of resettlement on vulnerable groups** - How has the resettlement affected women, children, elderly people, or other vulnerable groups?
 - 7.13 Amount and method of compensation**- Was the compensation in cash, replacement of lost assets, or a combination? How was the amount of compensation decided? Did community members agree with the amount of compensation?
 - 7.14 Official certificate of land ownership** - Did community members have legal/official proof of land ownership in the community's previous location? Do community members have legal/official documents of ownership of their land and property at the new location?
 - 7.15 Pros/cons of new location**-What are the good things about the new location? What are the bad things?
 - 7.16 Company rehabilitation of communal land** - When the company finished using an area of communal land, did it restore it to an adequate condition for use by the community?
- Follow-up Questions:**
- For example, did they remove all buildings, equipment or other structures? Did they replace vegetation? Did they clean up any environmental pollution that they caused?
- 7.17 Community consultation regarding rehabilitation** - Did the company consult the community on how the land should be rehabilitated?

- 7.18 Community consultation prior to company sale of community land** - Did the company consult the original landowners and/or the community before it sold any land it no longer required?

8. Community Informed Consultation and Participation

This section aims to determine if community consultation and participation processes are human rights compatible – this includes access to information, attention to vulnerable groups/individuals, empowerment of rights holders, culturally appropriate, etc.

- 8.1 Provision to community of project information** - Does the community receive information when a company-related project is started in their community? If so, who provided the information – the local government, or the company? Or did the community just learn about it from seeing changes or from people working with the company?
- 8.2 Understandable language and content** - If yes, was the information provided in a way that the community could understand the plans, in the native language of the community, and in a way that was respectful to the community members and leaders?
- 8.3 Opportunity for community input** - In addition to receiving information, was the community asked its opinion about the project? Did the company or the local government listen to their points and either accept them or explain why they do not agree?
- 8.4 Consultation includes all segments of community** - Were all categories of community members included in the discussions? For example, were women included? Were youth, children, disabled people, elders, members of religious or ethnic minorities invited and able to participate in the discussions about projects?

9. Complaint Mechanisms

This section aims to get an answer to the question whether there is a process to allow community members to make a complaint if there has been an incident between the community and the project and/or if the community has any concerns about the project. For example, if a community member was allegedly harassed or mistreated by a security guard, or if the construction of the project is damaging the environment?

- 9.1 Community's attitude** - What is the general attitude in the community towards the company, its work and its employees?
- 9.2 Incidents between community members and company workers** - Have there been any negative incidents between community members and company-related staff?

Follow-up Questions:

- (Only if needed) This could include mistreatment of community members by employees, or disrespectful or inappropriate behavior by employees?

9.3 Complaint resolution - If there were problems, was there a process for community members to make a complaint?

Follow-up Questions:

- Did any community members file a complaint? If yes, where? How did the incident get resolved? Have there been cases that did not get resolved? If so, what are the details of the complaint and why did it not get resolved?

10. Public services and community services

This section aims to identify the availability and quality of public and community services such as water, sanitation, electricity, medicines, health care and education in the community, either provided by the government or by a private company.

10.1 Community facilities and services - Does the community have access the following facilities and services? Does the government or someone else provide the facilities and services? Please explain:

- | | |
|--|--|
| • Health centre | • Police station, fire brigade |
| • Public or private hospital | • Recreational facilities (sports facilities, playground, cultural centers, community centres, libraries |
| • Private clinic | • Government, Labour department |
| • Private doctor | • Bank |
| • Midwives | • Market |
| • Traditional doctor | • Places of worship (temple, mosque, church etc.) |
| • Pharmacy | • Transport access, paved roads, unpaved roads, paths |
| • Essential medicines | • Access via lake, sea, river or other means |
| • Schools: pre-school, primary education, secondary education | • Access via public transport (bus, train, minibus) |
| • Institutes or organizations that provide vocational and/or skills training | |
| • Electricity, piped water and phone lines | |
| • Public lighting, sewage system, garbage collection system? | |

10.2 Impact on facilities and services - Has the company activities affected any of the above services? If yes, how? Please explain. *For example, have community members stopped working in public services and taken higher paying jobs with the company? Or has an increase in the number of people employed with the sector caused longer lines at doctors' offices, banks, sports centers, or increased the cost for community members? Or has the*

quality and quantity of public transport increased or decreased? Or has the project led to a change in roads?

11. In-migration/Out-migration

This section aims to identify whether the population of the community has increased/decreased due to the project and if so, what the consequences of this change is.

11.1 Community population increase due to project - Has the population of the community or surrounding area increased as a result of new people looking for jobs at the project?

Follow-up Questions:

- This may be people from Myanmar, or from neighboring countries or from developed countries. How much?

11.2 Business increase due to the presence of the company - Has the company's presence led to other businesses in the community that provide services to the sector? For example, coffee shops, restaurants, bars, etc. Have more people come to live in the community to work at these other businesses?

11.3 Increase of the male population due to project - Has there been a large increase in the male population? How has this affected the original community members?

11.4 Increase of sex-trade and crime rate - Does the community believe that the sex trade and crime has increased?

11.5 Impacts on feeling of security - Has the project affected the feeling of security of original community members?

11.6 Impacts of population increase on public services - How has the increased population affected access to public services (education, health, recreation, public safety, etc.)?

11.7 Increase in food/housing costs - Has there been an increase in prices for food and other goods as a result of the project?

11.8 Conflicts due to outsiders - Has the arrival of people from outside the community created conflicts with the community members? For example, because there is competition for available jobs? Or the outsiders don't respect the community's values and customs?

11.9 Positive impacts due to outsiders - Have there been any positive effects of the arrival of outsiders? If yes, what? (For example, an influx of many workers has led to the establishment of a health center).

12. Social/Cultural Issues

This section aims to identify if and how the presence of the project has affected the cultural identity, practices and cultural heritage in the community.

- 12.1 Project impacts on cultural traditions** - How has the company (or the influx of people as a result of the sector) affected community values, cultural traditions and customs?
- 12.2 Community attitude regarding impacts on culture** - How does the community feel about this? For example, the community may now be able to gain some income from visitors and employees interested in the community or an influx of employees may make it harder to find the time or place for traditions or to interest younger community members in maintaining the practices.
- 12.3 Project impacts on traditional knowledge** - How has the project affected the use of traditional knowledge, such as traditional methods of cultivation, traditional handicrafts, or certain rituals, in your community?
- 12.4 Cultural heritage sites** - Are there any cultural heritage sites in your community? (explain what cultural heritage is - *sites that have architectural, archaeological, paleontological, artistic, historical and unique natural environmental features that embody cultural values and hold particular historical, anthropological, aesthetic, artistic or scientific values*) . If yes, please elaborate.
- 12.5 Protection of cultural heritage** - If yes, has the project taken into consideration the presence of cultural heritage in its plans, in order to protect cultural heritage and avoid damage?
- 12.6 Community employment with the company**- If community members work for the company (either directly or indirectly), how has this affected the relationship with other community members (i.e. between those who work on the project and those who don't)?
- 12.7 Increased drug/alcohol use** - Has there been increased use of drugs or alcohol in the community due to presence of the project? If yes, how has this affected the community?
- 12.8 Gambling** - Has the project brought in gambling to the area? If yes, how has this affected the community?
- 12.9 Sexual exploitation and prostitution**- Have there ever been any incidents of sexual exploitation involving the company? (Explain that this could be forced sexual relations between employees of the company and local communities; often involving young women (and sometimes young men) and sometimes children who are forced or tricked into having sex). Has prostitution developed in the community? How does the community feel about this practice?
- 12.10 Civil society/political parties role in prevention** - What role, if any, have civil society organizations or political parties played in your community to address any of the above social or cultural impacts?

13. Gender

(Note: Girls and women shall be interview for this section)

This section aims to identify if and how the presence of the company and/or the influx of employees with the company has affected the lives of women and girls in the community.

- 13.1 Women's daily routine** - What is the daily routine of women (mothers, wives, daughters) in the community?
- 13.2 Primary females livelihood activities** - What is the primary means of livelihoods for women in the community?
- 13.3 Girls' attendance at school** - Do girls attend school? If yes, till what class/age?
- 13.4 Change in girls' school attendance due to project** - How has the school attendance rate of girls been affected since the presence of the company (i.e. dropped/stayed the same/increased)? If it has changed, why?
- 13.5 Impacts on female daily routines due to project** - Has the daily routines and livelihood activities of women and girls in the community changed since the presence of the company (e.g. *due to the project there is less access to water for domestic use, and women and girls must travel longer distances to obtain water*)
- 13.6 Feeling of safety as a result of project** - How has the presence of the project affected female community members' feeling of personal security (i.e. do women feel safer, less safe, or the same)?
- 13.7 Females' job opportunities/gender discrimination** - Have there been job opportunities for female community members in the company or company-related activities? Are women offered different jobs than men?
- 13.8 Training for women** - Have there been any vocational or skills training for women in the community related to the sector?
- 13.9 Sexual harassment by men working on the project** - Have there been any incidents of harassment and/or violence against female community members by men who work in the sector?
- 13.10 Increase of females in community due to project** - Have the number of women/girls in the community increased due to the company? If so what types of jobs do they have?
- 13.11 Community's concerns regarding human trafficking** - does the community have any concerns regarding human trafficking, including of girls/women as a result of the company?
- 13.12 Marginalization of women due to involvement with the company** - Are there women in the community who are not recognized by the community members as a result of their involvement with the company? (*this question is being asked to ascertain if women are not being accepted because they are involved in culturally unacceptable work such as sex work*)

14. Children's Rights

This section aims to identify if and how the presence of the company has affected the lives of children. These questions should be asked to parents and at the local school.

- 14.1 Ask parents: Changes in children's behavior due to project** - How has the presence of the company changed the lives of children?
- 14.2 Community's opinion** - If there has been a change how does the community feel about this change?
- 14.3 Primary school attendance** - What % of children in the community attend primary school? Until which class/age, on average?
- 14.4 Secondary school attendance** - What % of youth in the community attend secondary school? Until which class/age, on average?
- 14.5 School dropout rate in past year** - Have any children/youth dropped out of school during the past 12 months?
- 14.6 Reason for dropout** - If yes, what is the reason that they have stopped going to school?
- 14.7 Direct/indirect child labour** - Are children in your community being employed, either directly by the company or indirectly by helping their parents or others who are employed by the company/company suppliers? If yes, is it the choice of the parents or the child to work?
- 14.8 Community's opinion** - How does the community feel about this practice?
- 14.9 Children safety after the project/incidents** - Are there any concerns regarding the safety of children due to the presence of the company in the community? Have there been any company-related accidents or incidents resulting in children being hurt?
- 14.10 Impacts on children's health** - How has the company's presence affected children's health (i.e. have children been ill less/equal/more)? Do community members think there is a link to the company? How?
- 14.11 Impacts on children's access to food/water** - How has the company affected children's access to food and water?
- 14.12 Training for children** - Have there been any vocational or skills training for youth for company-related job opportunities?
- 14.13 Project-sponsored children activities** - Has the company organized or sponsored any activities for children in the community?
- 14.14 Community recreational facilities** - Are there any recreational facilities for children in the community (e.g. playgrounds, sports facilities etc.)? If yes, who has provided them? (i.e. government, NGOs or private companies)?
- 14.15 Child abuse by company employees** - Have there been any cases of employees mistreating or abusing children in the community (e.g. physical, sexual, etc.)?

Follow-up Questions:

- If so, was it reported to the company? How have the police handled these situations? Is the community satisfied with the way the police handled the situations? If not, how does the community think the situations should be handled?

15. Labour

This section is designed to get information about the working conditions of community members who are employed by the company. Additionally, it seeks to get information on job creation or loss of jobs in the community due to the presence of the company.

- 15.1 Community members working in the sector** - Are community members employed in the sector in the community? What is approximately the % of community members employed in the sector?
- 15.2 Types of jobs** - If yes, what kind of jobs do they have? If not, why do you think they are not employed in the sector?
- 15.3 Discrimination in recruitment** - When recruited, are you asked about your ethnicity or religion? (Is recruitment non-discriminatory?)
- 15.4 Fair wage** - Do community members who work in the sector feel that they are fairly paid? Is their pay comparable to other workers in the company or on other projects related to the company? Do they get paid more than or less than others who do similar work?
- 15.5 Adequate wage** - Does the amount constitute a 'living wage' (meaning that the wage is enough to cover the cost of basic necessities (such as food, housing, education) for the worker and his/her dependents? Are wages raised to reflect increase in cost of living?
- 15.6 Increase in jobs due to the presence of the company** - Has there been an increase in employment opportunities as a result of the project? If yes, what kind of jobs?
- 15.7 Seasonal workers** - Are there seasonal workers who come to your community to work in the sector for just a few months during the peak season for the company?
- 15.8 % of foreign employees** - Are there foreign workers employed in company-related jobs? If yes, what percentage of employees (approximately) is foreign?
- 15.9 Quitting for company jobs** - Have any community members left their current jobs/activities to work in the sector? If so, what is the reason for this?
- 15.10 Forced labour** - Have any community members been forced to work in the sector against their will, without payment? Have IDs been retained by employers of community members?
- 15.11 Company job-related accidents** - Have any community members working in the sector been injured in a job-related accident? What was the accident/injury? Were they compensated and/or provided with medical care?
- 15.12 Training for company employment** - Has any (vocational) training been conducted in your community to get jobs in the company?
- 15.13 Training for vulnerable groups** - If yes, have there been any trainings specifically for vulnerable groups (e.g. women or disabled people)?

Note: In case researchers do not manage to speak to employees working directly with or in company-related businesses, consider asking the following questions to community members, so that some second-hand information on working conditions in the sector is obtained.

- 15.14 Working hours** - If you are employed in the sector, how many hours per day do you work?
- 15.15 Breaks** - How much rest time/break do you get per day?
- 15.16 Working Days/week** - How many days per week do you work?
- 15.17 Days off/week** - How many days off do you have per week?
- 15.18 Leave, paid/unpaid** - Do you get leave, and if yes, how much and is this paid?
- 15.19 Type of employment contract** - Do you have a contract (*a contract is a written agreement between you and your employer that indicates your salary, working hours, holidays, benefits, etc.*)? If yes, is this is a yearly contract, or shorter? If shorter, are you a day labourer?
- 15.20 Hazardous work** - Are you involved in hazardous work?
- 15.21 Medical Insurance** - Do you have insurance through your employer in case you are in an accident or get sick during work?

16. Security Arrangements

Many companies use security guards or other means to protect the security of their buildings, staff or guests. The following questions are designed to learn about community members' knowledge of or experience with the sector security arrangements.

- 16.1 Nature of security arrangements** - What kind of security arrangements does the company have?
- 16.2 Community consultation on security arrangements** - How has the company consulted with the community on its security arrangements?
- Follow-up Questions:**
- How often and what are the details of the consultation? Has the company ever come to ask if the community has any concerns about its security arrangements? Have the consultations included representation of, or consideration of impacts on, particularly vulnerable or marginalized community members, including women, elderly, youth, minorities, etc.?
- 16.3 Community employment in security-related jobs** - Are the community members employed by the company as guards, drivers, etc.?
- 16.4 Community interaction with security arrangements** - How has community members' contact/interaction with the company's security arrangements been?
- Follow-up Questions:**
- If positive, how? If negative, how?
- 16.5 Threats from security personnel** - Have any community members ever been, or felt, threatened by the company's security personnel (including physical or verbal threats)? How?

- 16.6 Attitude towards security guards** – How do community members – in particular women – feel, in terms of personal safety, as a result of presence of security guards (i.e. safer, less safe, or the same)?
- 16.7 Emergency/accident and compensation** – Has there ever been an emergency or accident related to the project that has affected the community? If so, was any compensation paid (e.g. for medical treatment/disability)?
- 16.8 Company warning to community** – What did the company do to notify the community and protect it from the emergency or accident?
- 16.9 Turning over community members to police** – Has the company security personnel turned over any community members to the police?
- 16.10 Way of handing by the police/company follow up** – If yes, how did the police handle this matter? And did the company follow-up with the police to find out the treatment of the community members?
- 16.11 Handling of protests against the project** – Have there been any protests about the project? If so, how did the security guards at the company handle the situation?

Follow-up Questions:

- Was there violence? Was anyone hurt? Did the police come? Were people arrested? What happened to them after arrest? Were they released or did they remain in detention? Did they get a trial? If so, were they sentenced and/or fined? Did the persons have a lawyer to represent them? What did the company do? Were others in the community penalized or harassed because there had been a protest?

17. Security

Before asking about potential conflict in the region, consider whether asking questions may be likely to provoke hostile reactions from the community or between different groups in the community. If so, it is better to ask about this issue in individual interviews or to consult with experts. At the community level, it may be better to ask about who will benefit from project more generally rather than to ask about conflict.

- 17.1 Armed conflict.** Has there been any armed conflict in your area? If yes, has this led to displacement of community members?