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# MEASURING EMPLOYMENT AND EARNINGS USING THE WORKFORCE OUTCOMES REPORTING QUESTIONNAIRE (WORQ): A TOOLKIT

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On the cover

Top left: Youth soft-skills training in the Philippines. Credit: Youth photographer in the Philippines

Top middle: Construction skills training in Rwanda. Credit: Youth photographer in Rwanda

Top right: A young entrepreneur in Honduras. Credit: Youth photographer in Honduras

Bottom left: Women stocking shelves in Rwanda. Credit: Youth photographer in Rwanda

Bottom middle: Man with a textile machine in Morocco. Credit: USAID

Bottom right: A quality manager at the Surtab factory, Port-au-Prince, Haiti. Credit: David Rochkind, USAID

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## ACRONYMS

CPI	Consumer Price Index
ICSE	International Classification of Status in Employment
ILO	International Labour Organization
MEL	Monitoring, Evaluation, and Learning
NGO	Non-Governmental Organization
PIRS	Performance Indicator Reference Sheets
SDG	Sustainable Development Goal
USG	U.S. Government
USAID	United States Agency for International Development
WG	Washington Group
WORQ	Workforce Outcomes Reporting Questionnaire
YWFD	Youth Workforce Development

## KEY TAKEAWAYS

This toolkit introduces the WORQ package of tools as well as important details on implementing, analyzing, and reporting on data from the WORQ. Key points emphasized in this toolkit are:

- **The WORQ package of tools was developed to standardize measurement for two USAID standard foreign assistance indicators**—average percent change in earnings (EG.6-11) and new employment (ES.6-12)—and can also be used to report on a third standard indicator—transition to further education or training (ES.1-46).
- **The WORQ package consists of four tools:**
  - The WORQ includes the questions required to measure and report on the three key indicators.
  - The Extra WORQ includes all WORQ items as well as additional items that may provide helpful background information on participant’s work lives.
  - The Impact WORQ includes items that capture information on secondary sources of earnings to allow for more accurate comparison between program participants and control or comparison group youth.
  - The Quick WORQ can be administered by activities to obtain trends over time and is particularly recommended for contexts in which seasonal work is common.
- **USAID tested WORQ items extensively to ensure construct validity and test/retest reliability.** More information on this process can be found in the [WORQ Pilot Report](#) and in the [WORQ Cognitive Testing Report](#).
- To prepare WORQ tools for implementation, **partners should translate and culturally adapt the tool using a modified committee approach.**
- Whenever WORQ tools are implemented in a new context or with a new population, **partners are strongly encouraged to cognitively test and pilot the tool(s)** to establish validity and reliability in that context.
- **The WORQ, Extra WORQ, and Impact WORQ should be implemented by trained data collectors through a face-to-face interview** in which data collectors make use of provided probes to ensure accuracy of data.
- **Partners should follow the guidance in this toolkit to calculate and report on standard indicators EG.6-11, EG.6-12, and ES.1-46 using the WORQ.**

Partners using WORQ tools are invited to share their learning from tool implementation and analysis with USAID and its partners by joining the appropriate sub-group of the Positive Youth Development Learning Network hosted by Youth Power 2: Learning and Evaluation.

## INTRODUCTION

The United States Agency for International Development's (USAID) 2018 Education Policy focuses on four priorities: improved access to quality education, improved foundational skills, improved skills for youth, and higher education capacity. USAID's investment in improving youth skills is intended to increase youth's ability to "lead productive lives, gain employment, and contribute positively to society." To achieve this aim, USAID's youth workforce development (YWFD) activities include a variety of interventions such as skills training, career counseling, internship placement, job matching, linking self-employed youth to skills development, and entrepreneurship programs. While these YWFD-focused activities operate in more than 30 countries, USAID's entire portfolio of cross-sectoral youth programming occurs in 60 countries, and many of them implement YWFD-type interventions regardless of program area or funding stream.

Given the broad geographical reach of USAID's YWFD and YWFD-intersecting programming, consistent, standardized measurement of employment outcomes has presented a challenge. A 2013 USAID state of the field report noted that measuring long-term outcomes well is key to understanding what interventions work for which populations.<sup>1</sup> Yet two years later, a 2015 USAID paper on measuring youth's employment outcomes acknowledged that a multiplicity of indicators, measurement approaches, and tools, which make it difficult to compare results from different programmatic approaches, hindered the effort to understand which interventions work for which populations.<sup>2</sup> To overcome these challenges, USAID's Office of Education has developed a series of standard indicators to promote consistent and efficient data collection and reporting on YWFD and YWFD-intersecting programming. In addition to indicators to measure youth's skills (see USAID's [Measuring Skills for Youth Workforce Development How-To Note](#) for more information on skills indicators), these indicators support the standardized measurement of youth's employment and education outcomes:

- EG.6-12: Percent of individuals with new employment following participation in U.S. Government (USG)-assisted workforce development programs.
- EG.6-11: Average percent change in earnings following participation in USG-assisted workforce development programs.
- ES.1-46: Percent of individuals who transition to further education or training following participation in USG-assisted programs.

To promote standard and comparable measurement of these indicators and in response to USAID mission demand, USAID has developed and tested the Workforce Outcomes Reporting Questionnaire (WORQ) package. The WORQ is a package of four tools that, after cultural adaptation and translation by USAID implementing partners, can be used to report on EG.6-11 and EG.6-12, which it was designed to measure. Partners are welcome to use the WORQ to report on ES.1-46 if applicable and useful, though items measuring ES.1-46 were added after piloting and therefore not tested for validity and reliability.

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<sup>1</sup> Olenik, Christiana and Takyi-Laryea, Ama. (Feb 2013). "State of the Field Report: Examining the Evidence in Youth Workforce Development." USAID.

<sup>2</sup> Lindsay, John and Babb, Sara. (Feb 2015). "Measuring Employment Outcomes for Workforce Development." USAID.



The data generated from the WORQ package will enable USAID to understand the contribution of its YWFD programming to improving individuals' employment situations around the world. USAID missions can use data from the WORQ package to learn which interventions work with which populations. USAID partners can use the WORQ package to better understand the initial employment situations of target populations as well as to track progress toward employment and education outcomes.

## PURPOSE AND USE OF THIS TOOLKIT

The purpose of this toolkit is primarily to provide guidance to **USAID implementing partners** on how to implement the WORQ and use it to calculate and report on the three indicators mentioned above. As standard foreign assistance indicators, these are required when applicable to an activity and must be reported annually. **USAID mission staff** may also benefit from this toolkit's discussion of aggregating and using indicator data produced by the WORQ.

This toolkit begins with a summary of key take-aways before launching into an introduction to the WORQ package, including a discussion of the WORQ package's development and the four different tools included in the package. Next, this toolkit turns toward the practicalities of implementing the tool, including recommendations—based on pilot test findings—for translating, culturally adapting, and administering the tool. Finally, this toolkit presents instructions for using WORQ data to calculate and report on the three relevant indicators. An appendix contains the WORQ package itself as well as further information on training data collectors and calculating indicators.

This guidance note will be most useful to key audiences if used in the following ways:

- **Implementing partners** preparing to use the WORQ should read this toolkit in detail, paying special attention to the sections on "[Preparing the WORQ Package for Implementation](#)," "[Administering WORQ Tools](#)," and "[Data Analysis: Calculating Indicators](#)." Partners should also join the appropriate sub-group of the Positive Youth Development Learning Network hosted by Youth Power 2: Learning and Evaluation to learn from other partners and USAID staff who are using a tool from the package.
- **Mission staff managing activities** using the WORQ package should pay special attention to the section describing the tools in "[The WORQ Package](#)." Sections on "[Preparing the WORQ Package for Implementation](#)" and "[Administering WORQ Tools](#)" may also be helpful to Mission staff to ensure that activities are appropriately planning and implementing the WORQ.
- **Mission staff aggregating indicators for reporting** to Washington should pay special attention to the final section on "[Data Use and Reporting](#)." Important information on aggregating data across activities is contained in that section.

# THE WORKFORCE OUTCOMES REPORTING QUESTIONNAIRE (WORQ) PACKAGE

## BACKGROUND ON THE WORQ PACKAGE

The WORQ package provides a suite of four tools—the WORQ, the Extra WORQ, the Impact WORQ, and the Quick WORQ—to measure youth’s employment, earnings, and transition to school. Each tool has its specific purpose and intended use. With the exception of the Quick WORQ, the WORQ tools are implemented in the style of a structured interview at enrollment and within six months of an individual’s completion of USG-assisted workforce development programs. The data generated from the tools will enable USAID to understand the contribution of its YWFD programming to improving individuals’ employment situations around the world.

## THE DEVELOPMENT OF THE WORQ

To develop the **WORQ package**, USAID first conducted a literature review on measuring employment and earnings and then consulted with experts in YWFD programming and measurement at USAID, implementing partner organizations, and external stakeholders such as the International Labour Organization (ILO).

After developing an initial draft of the WORQ package based on the literature review and consultations, USAID implemented rigorous testing to ensure the validity and test/retest reliability of the package:

1. Cognitive tests were conducted with participants in five countries (Philippines, Kenya, El Salvador, Kyrgyzstan, and Rwanda) to establish construct validity.
2. The survey was piloted in two countries (Kyrgyzstan and Rwanda), including implementing a test/retest survey to establish reliability.

This rigorous testing approach produced several rounds of revisions to the WORQ package based on findings from cognitive testing and piloting. More information on the survey development process and findings is available in USAID’s [WORQ Cognitive Testing Report](#) and its [WORQ Pilot Report](#).

## DEFINITIONS AND APPROPRIATE USE

The WORQ package was specifically designed and tested to measure employment, earnings, and transition to school for youth participating in YWFD programming. While the WORQ package may be useful to YWFD-intersecting programming, the tool may not be useful for all employment or education programs or all populations. Key definitions, which are reflected in performance indicator reference sheets (PIRS) for the three key indicators that can be calculated from the WORQ, governed the development of the tool. Partners and mission staff considering using the WORQ package should first ensure that the activity’s employment or education goals are encompassed within the definitions below.

**Youth**, according to the [USAID Youth in Development Policy](#) and as echoed in the [2018 USAID Education Policy](#), typically encompasses individuals between the ages of 10 and 29. The WORQ was developed for and tested with youth between these age ranges.



**Employment**, for indicator EG.6-12, is defined as “any work done for any amount of time in the month prior to data collection for which individuals earned or were paid money or in kind.” While any type of work may be reported under the indicator, the WORQ package of tools was developed and tested to measure three types of non-farm employment: household enterprises, own employment, and wage employment. While farm employment may be meaningful employment, the WORQ package does not adequately measure farm-based work and therefore should not be used for that purpose.

**Earnings**, for indicator EG.6-11 and as measured in the WORQ package, refers to individual, not household, earnings. Further, as the goal of USAID’s YWFD programs is to help youth obtain the skills necessary to gain employment and lead productive lives, earnings refers to monetary earnings. Information on in-kind earnings, such as goods and services earned, is noted but not used to calculate change in earnings. Other types of earnings, such as allowances, bonuses and benefits are not included in calculating change, as these can vary considerably between reference periods and are not consistently or regularly received by these youth.

**Further education or training**, as defined in indicator ES.1-46, “refers to education in which the eventual earning of a degree or diploma—such as primary, secondary, or post-secondary education or equivalent—is possible; and to certification-granting technical/vocational education or training.” Individuals can be counted as “transitioning” to further education or training if they enroll in education or training programs within six months of the end of the USG-assisted programming in which they participated.

Appendix A provides additional information on these definitions.

## THE WORQ PACKAGE

The WORQ is a package of four tools, derived from each other and each with its own purpose and use: the WORQ, the Extra WORQ, the Impact WORQ, and the Quick WORQ. With the exception of the Quick WORQ, all tools share the same WORQ content spread across modules that are useful for measuring and reporting on EG.6-11, EG.6-12, and ES.1-46:

1. *Demographics*: Among the demographic items included in this module are those required for reporting on indicator disaggregates: sex, age, and disability status.

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## THE WORQ PACKAGE

The WORQ package contains four surveys. All items in the WORQ package--regardless of in which tool they are included--were tested in the pilot study, with the exception of questions on transitioning to school or further training.

- The WORQ includes the questions required to measure and report the three key indicators
  - The Extra WORQ includes all WORQ items as well as additional items that may provide helpful background information on participant’s work lives
  - The Impact WORQ includes items that capture information on secondary sources of earnings to allow for more accurate comparison between program participants and control or comparison group youth
  - The Quick WORQ, which can be administered by activities to obtain trends over time and is particularly recommended for contexts in which seasonal work is common.
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2. *Labor Force and Employment Status:* This module of questions is designed to assess if youth are employed (for money or for in-kind), and to determine youths' primary type of employment (regular wage work, irregular wage work, own business, or helping in a household enterprise). This module also includes items to determine if those who are unemployed are in or out of the labor force.
3. *Earnings and Time Worked:* Four different modules, one for each type of employment, are included to obtain information on the amount of time youth spend on their primary economic activities and their monetary earnings from these economic activities.
4. *Transitioning to Education or Training Activities:* Two items were created (post-testing) to determine if youth had transitioned to obtaining more education or training after completing USG-provided workforce training activities.
5. *Other Activities:* A short module captures information on other activities in which youth engaged during the reference period, such as higher education, training, volunteering, or working in an unpaid internship or apprenticeship.

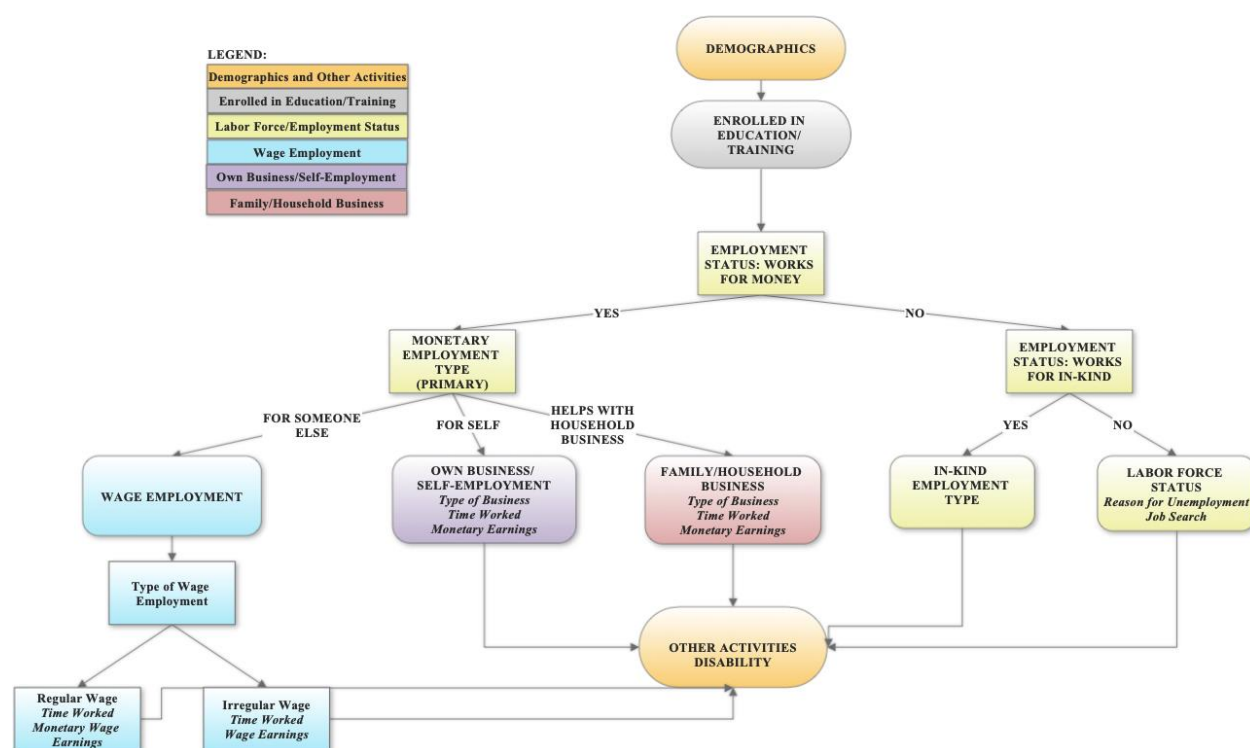
Partners should choose the tool or combination of tools that are appropriate for activity needs and planned evaluation approaches. Each of the four tools, along with its purpose and use, is discussed below. Appendix B presents the full WORQ package, including WORQ, Extra WORQ, and Impact WORQ items, the intended meaning of each question, and interviewer probes, follow-up questions, and other techniques to use to obtain valid and reliable data. The Quick WORQ is also included in Appendix B.

## THE WORQ

The WORQ is the tool that includes the minimum questions necessary to measure and report on the three key indicators. It includes all of the WORQ modules: demographics, labor force and employment status, earnings and time worked, transitioning to education or training, and other activities.

Activities that are reporting on EG.6-11, EG.6-12, or ES.1-46 using the WORQ package should implement the WORQ at baseline and endline (within six months of the end of programming) at minimum. The WORQ should be implemented by a data collector in the style of a structured interview, making use of probes to clarify participant responses when necessary. Figure 1 displays the flow of modules in the WORQ.

FIGURE I. The WORQ Modules and Flow



## THE EXTRA WORQ

The Extra WORQ provides extra information about youth’s work status that may be useful at baseline to inform implementation or longitudinally to clarify the nature of youth’s work. The Extra WORQ includes all the items in the WORQ and additional items such as a series of questions to measure benefits that regular wage workers may receive or in-kind earnings. The Extra WORQ also includes a module of questions to assess respondents’ *Perception of Employment and Earnings*. This module asks questions about youths’ satisfaction with their employment, their reasons for any dissatisfaction, their ability to cover their expenses from their earnings, and their ability to save from their earnings.

The Extra WORQ’s items may be selectively added to the WORQ when it is useful to do so. For example, activities operating in contexts where earnings may largely be in-kind rather than in monetary units may choose to use the in-kind remuneration items that are included as a part of the Extra WORQ, but not included in the WORQ. In Appendix B, Extra WORQ items are flagged as “extra.” The Extra WORQ should be implemented by a data collector in the style of a structured interview, making use of probes to clarify participant responses when necessary.

## THE IMPACT WORQ

The Impact WORQ gathers additional details about employment that provide a more complete picture of youths’ employment and earnings, which is necessary for comparison to youth in control or comparison groups who may have multiple employment and diverse sources of earnings. The Impact WORQ includes the same modules as the WORQ, but also includes a series of items asking youth for

their secondary source of earnings and the type of employment through which they obtain these earnings.

Activities implementing the WORQ package through an impact evaluation should use the Impact WORQ. Activities are welcome to add additional questions from the Extra WORQ to the Impact WORQ as appropriate, but all Impact items should be included. In Appendix B, Impact WORQ items are flagged as “impact.” The Impact WORQ should be implemented by a data collector in the style of a structured interview, making use of probes to clarify participant responses when necessary.

## THE QUICK WORQ

The Quick WORQ includes just five items to allow activities to quickly obtain a snapshot of youths’ employment and earnings status over the course of time. This survey allows programs to collect data more frequently and help mitigate issues of seasonality. While the Quick WORQ has not been tested as a stand-alone survey, the items within it are derived from and were tested as part of the WORQ. The Quick WORQ’s five items capture information on 1) if the youth worked for money in the last seven days; if yes, 2) how much the youth earned in the last seven days; 3) how many days the youth worked in the last seven days; 4) how many hours the youth worked in the last seven days; and 5) what type of work the youth engaged in during the last seven days.

The Quick WORQ can be implemented via SMS or phone as a recurring check-in survey to obtain accurate information on employment and earnings in contexts where these may rapidly change. While data from the Quick WORQ is not comprehensive enough for indicator reporting, such data may be useful to determine when (within six months of the end of their programming) to implement the WORQ or Impact WORQ with participants.

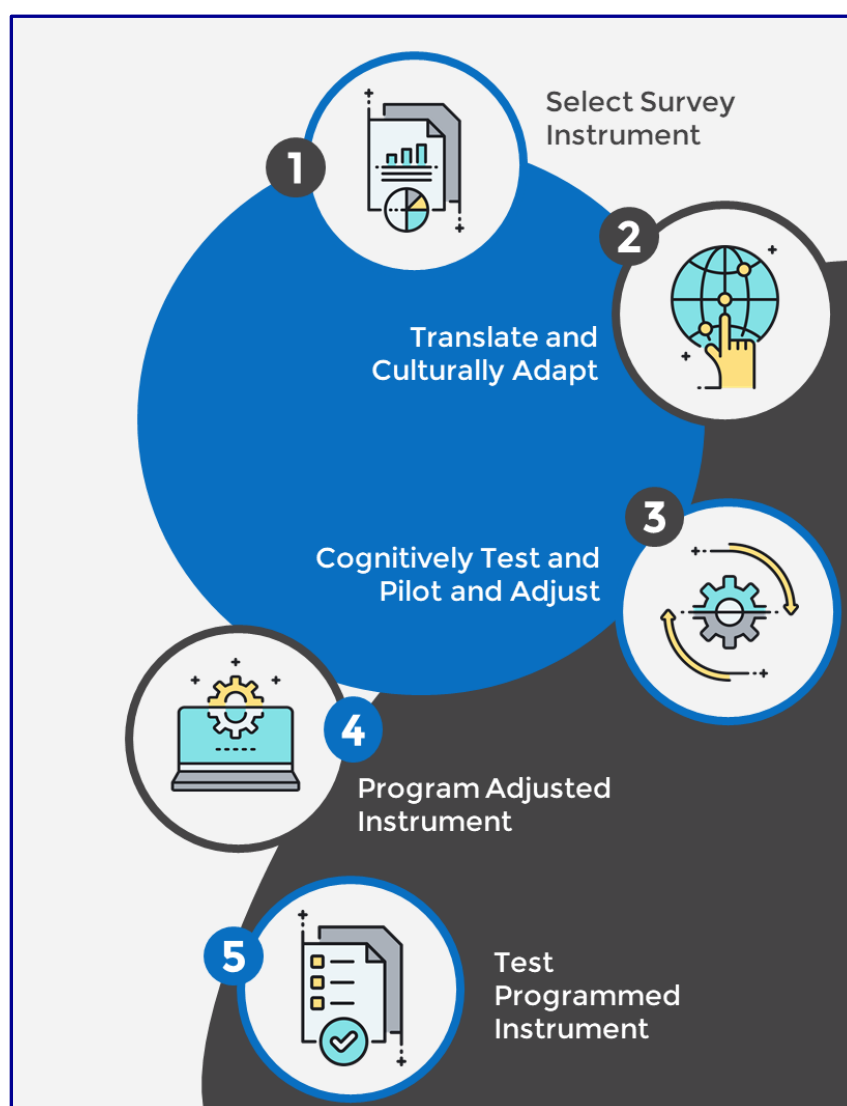
**FIGURE 2.** Using the WORQ Package

MONITORING AND EVALUATION	WORQ	EXTRA WORQ	IMPACT WORQ	QUICK WORQ
MONITORING				
Baseline (Start of Program)	Required	Recommended		
Periodic Monthly Data Collection				Recommended each month
Endline (Within 6-Months Post Program Completion)	Required			
IMPACT EVALUATION				
Baseline (Start of Program)		Recommended	Required	
Periodic Monthly Data Collection				Recommended each month
Midline and/or Endline (Within 6-Months of Program Completion)	Recommended		Required	

## PREPARING THE WORQ PACKAGE FOR IMPLEMENTATION

USAID’s experience piloting the WORQ package suggests that thorough translation, cultural adaptation, and testing of the package for each new population is crucial to obtaining valid and reliable data from the WORQ package of tools. A new population may be a new country, a new language, or a new sub-population in a country and language in which the package has already been implemented. Before using the WORQ package, mission staff and implementing partners should determine if the population of interest constitutes a new population, being especially wary of implementing the tool in a new context—even when the language is shared—without newly translating, adapting, and testing it. Then, implementing partners should develop plans to translate, culturally adapt, cognitively test, and pilot relevant tools from the WORQ package, according to the guidelines laid out below. Figure 3 provides an overview of the steps to prepare the survey instrument for implementation.

**FIGURE 3.** Preparing the Survey Instrument for Fielding



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## A NOTE ON ETHICAL RESEARCH AND OPEN DATA

Any implementation of the WORQ package should aim to “do no harm” and adhere to ethical research practices as outlined in the Belmont Report. Practically for WORQ implementation, this means:

**Obtain informed consent:** Activities should include an introductory script that provides information on the study, offers the participant an opportunity to ask questions, and requests consent before implementing any WORQ questions.

**Do no harm:** Activities should assess the risks of an individual’s participation in the WORQ, work with an IRB when appropriate, and ensure appropriate data security.

**Fairly select and treat participants:** Activities should select study participants fairly and avoid undue burden on participants by choosing the WORQ tool that is most appropriate to the activity’s purpose without overburdening the respondent.

While USAID’s open data policy (see [ADS 579](#)) requires that WORQ datasets be uploaded to the DDL, this does not supersede USAID’s commitment to ethical research. Detailed guidance for maintaining ethics in research—through obtaining informed consent and anonymizing data—while submitting data sets to the DDL is forthcoming.

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## TRANSLATING AND CULTURALLY ADAPTING THE WORQ PACKAGE

Testing in five countries has shown that robust translation and cultural adaptation are essential to collecting data that are comparable across countries and to ensuring that terms are interpreted similarly across different linguistic and cultural contexts. The rest of this section provides definitions of translation and cultural adaptation as well as USAID’s recommendations for implementing these processes. Appendix D has more information on approaches to translation and cultural adaptation.

### DEFINITIONS

Translating the survey instrument means expressing the sense of the words or phrases from one language (the “source” language, in this case, English) into another (the “target” language, i.e. the language into which it is being translated). Translating a questionnaire does not mean translating it word-for-word, but translating it so that the essential meaning of the item is preserved. A successful translation should preserve the: 1) semantic content or meaning of the items; 2) general formatting of the items; 3) range of response options offered; and 4) psychometric properties of the items.<sup>3</sup>

Cultural adaptation is the deliberate modification of a question to collect information that is comparable across surveys. Cultural adaptation is needed when simply translating would not fulfill that goal; some

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<sup>3</sup> For more, see <http://ccsg.isr.umich.edu/index.php/chapters/translation-chapter/translation-overview>.



questions need to be adapted to be meaningful within the specific, target linguistic or cultural context.<sup>4</sup> For example, in this survey, the definition of household enterprise was revised for Rwanda because respondents were unsure whether or not to include extended family for whom they worked.<sup>5</sup> Researchers should keep in mind such differences when adapting the questionnaire.

## RECOMMENDED APPROACH

For this survey, USAID recommends the Modified Committee Approach for translation and cultural adaptation. While translation and cultural adaptation are distinct activities that can be implemented using the modified committee approach, they are often implemented in parallel, sometimes by the same qualified individuals. Depending on the qualifications of the translators/adaptors, complexities related to the context, and logistics, activities may choose whether to implement translation and cultural adaptation as parallel or distinct processes. USAID recommends that all items, response categories, and suggested probes be translated and culturally adapted using the modified committee approach.

The Modified Committee Approach was first used in 1992 and involves a team of translators/adaptors to jointly translate and adapt the tool. The strength of the modified committee approaches lies in the fact that consensus among bilingual individuals who are deeply familiar with the context produces more accurate text than the subjective opinion of a single translator/adaptor. Additionally, by striving for consensus, problems of personal idiosyncrasies, culture, and uneven skill in either language are overcome.<sup>6</sup>

### THE PROCESS

In the modified committee approach, three translators/adaptors translate/adapt one-third of the instrument each, instead of three whole independent translations/adaptations. A joint draft is thus created by combining the three parts of the translation/adaptation. The translators/adaptors and an adjudicator then meet to discuss each item and improve on the draft translation/adaptation as a group. The group process in this reconciliation meeting is somewhat akin to a brainstorming session in which the team looks together for alternative translations and selects by consensus.<sup>7</sup>

USAID also recommends that an external reviewer, a native speaker of the language who lives within the culture and has expertise in questionnaire design, review the translated and culturally adapted survey instrument. The team(s) can then address any issues arising from this expert review prior to finalizing the survey instrument.

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<sup>4</sup> For more, see <http://ccsg.isr.umich.edu/index.php/chapters/adaptation-chapter>.

<sup>5</sup> Household enterprise was initially defined as “a business run by someone who lives in your household.” Based on findings in Rwanda, the definition was revised to “a business that is run by someone who is related to you and lives with you.”

<sup>6</sup> Martinez, Gladys; Marin, Barbara; and Schoua-Glusberg, Alisú. (Nov 2006). “Translating from English to Spanish: The 2002 National Survey of Family Growth.” *Hispanic Journal of Behavioral Sciences*, vol. 28 (4), p 1-15. Available at: <https://journals.sagepub.com/doi/abs/10.1177/0739986306292293?journalCode=hjba>.

<sup>7</sup> Ibid.

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## ADAPTING AND TRANSLATING THE WASHINGTON GROUP DISABILITY QUESTIONS

The WORQ Package uses the Washington Group (WG) short set on disability. The WG recognizes the importance of adapting tools for cultural context, and provides detailed [guidance](#) on what changes can and cannot be made to the short set:

- Do NOT use the word “disability” in training or implementation of the short set.
- Do NOT use a single screening question that asks if the participant has a disability.
- Do NOT change the answer categories.
- Possibly DO modify the administration approach as contextually appropriate.
- Possibly DO ask a subset of the short set questions.
- Possibly DO make changes ONLY to the clauses “even if wearing glasses” and “even if using a hearing aid.”

The WG has developed [guidance](#) on translating the WG short set and has some existing translations for reference. [WG FAQs](#) provide additional information on cultural adaptation, and [WG Question Specifications](#) provide additional information on the intention of each question, which can be useful for training. Forthcoming guidance on training interviewers to implement the WG short set will be available soon at the [WG Guidelines page](#).

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### THE TEAM

The team should ideally consist of those with expertise in the objectives of the survey, in the cultural adaptation process, and in the cultural context. All team members should be briefed on the goals of the adaptation, and one-third of the instrument (if separate translation and adaptation teams, the translated instrument) should be assigned to each adapter for review and adaptation.

If the translation and cultural adaptation teams are different, then it is essential that the two teams work closely together to attain a translated and culturally adapted version of the instrument on which they agree. USAID recommends that both teams meet together to achieve consensus on the translated and culturally adapted survey instrument.

## TRANSLATION AND ADAPTATION OF THE WORQ IN PRACTICE

For three of the languages in which the survey was cognitively tested (Tagalog in the Philippines, Kiswahili in Kenya, and Spanish in El Salvador), USAID used the Modified Committee Approach for translation and adaptation.<sup>8</sup> Three translators/adaptors, each native speakers of the language and living in

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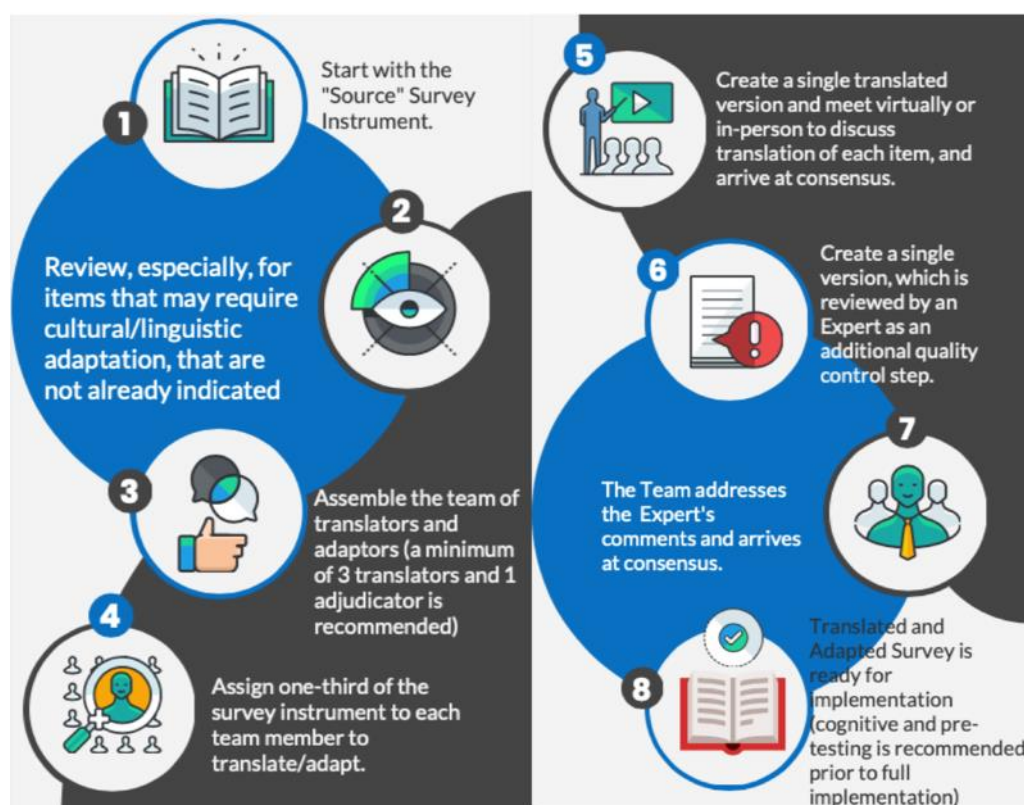
<sup>8</sup> Research Support Services’ Alisú Schoua-Glusberg, a noted expert in the field of survey translation, adjudicated the translation process in these three countries using the “modified” committee approach.

the country for which they were translating, translated and adapted one-third of the instrument each. A single translated, adapted version of the survey was created from each of their work. They then met (virtually) to discuss their translations/adaptations item-by-item to improve the overall translation/adaptation and arrive at consensus about various terms and terminologies. An expert on translating survey instruments adjudicated these meetings. Together the committee arrived at an improved version of the WORQ package on which they attained consensus.

A reviewer, who was a native speaker of the target language and had expertise in survey methodology, next reviewed this version of the survey as an added quality control step. The team addressed the resulting comments from the expert reviewer to arrive at the final translated, adapted version of the instrument.

This process yielded an instrument that, during testing, revealed no issues that could be attributed to mistranslations; this allowed researchers to focus on issues with the questions themselves and work to improve them. A similar approach to translation and cultural adaptation is recommended for this survey prior to administration in other languages and contexts.

**FIGURE 4.** Recommended Translation and Cultural Adaptation Process – The Modified Committee Approach



## COGNITIVE TESTING AND PILOTING

Regardless of the rigor of the translation and adaptation process, testing the tool with individuals from the target population is crucial. Thus, USAID strongly recommends that the translated and adapted instrument be both cognitively tested and piloted. Note the USAID Evaluation Quality Assessment Tool, developed by

the Office of Education, includes piloting of all data collection instruments prior to full implementation as a quality standard.

## COGNITIVE TESTING

Cognitive testing is used to unearth issues with the overall structure of the survey, evaluate the clarity of the questions, and identify possible points of misunderstanding or misinterpretation. It entails a one-on-one interview with a respondent similar to a program participant. A minimum of six of these interviews with individuals who represent various sub-populations (men, women, different ages, different ethnicities, etc.) is recommended to ensure that the translated and culturally adapted version of the survey is being interpreted and responded to in the way it was meant to be.

## PILOTING

Piloting is used to determine if any final changes should be made to the tool based on actual data. This phase of the testing entails administering the instrument using the same methodology as in the actual activity. Piloting is often conducted with a separate sample of similar individuals (a sample size of at least 25 to 50 is recommended). However, sometimes due to budgetary exigencies, the first few cases of data collected can be considered to be pilot data and the data kept as a part of the final data set if no major issues are unearthed. Researchers and evaluators should look carefully at the data and the efficacy of the protocols to determine if any further changes are required either to the instrument or to the survey data collection protocol overall.

USAID recommends that tools be programmed into data collection software and tested to ensure proper functioning before piloting. Skip logic, universe of items (for example, items about self-employment are only asked of those indicating they are self-employed), verification rules (such as allowed data ranges), and inputs or fill-ins based on known information or prior responses should be programmed into the computerized survey. This will allow data collectors to focus on the interview and not be distracted by trying to follow the correct logic of the tools. Help screens with definitions and probes for each item should also be programmed in; interviewers can access these screens during the interview if they need assistance providing the respondent with a definition for a term or using one of the recommended probes. Finally, such software can capture time taken to administer tools and even items, which can help activities determine respondent burden and plan survey administration. The surveys in Appendix B include skip logic, universes (who should be asked which questions) as well as definitions and probes that should be programmed.

## ADMINISTERING WORQ TOOLS

Testing of the WORQ package revealed that different approaches to administering the tools yielded vastly different reliability and accuracy of information. Thus, USAID strongly recommends that activities follow the below guidelines for administering the WORQ package. Specifics regarding data collection, procedures, and data collector training are included.

## PROCEDURES

While USAID recognizes that procedures will vary depending on context, cultural appropriateness, and logistical considerations, USAID expects activities to follow the below minimum procedures in addition

to best practices for survey administration. In addition, and as indicated in ADS 201, missions and activities should ensure that the WORQ is implemented with ethical integrity and respect for participants. This includes obtaining consent before implementing WORQ tools, maintaining confidentiality, and storing data securely.

### FACE-TO-FACE, STRUCTURED INTERVIEW APPROACH

With the exception of the Quick WORQ, which may be administered via SMS, the WORQ package of tools should be administered as a structured interview, preferably in-person, though if the context allows, the survey may be administered over the phone. Because the inclusion of probing questions provide a way for data collectors to clarify respondent answers and obtain more accurate data, self-administration of the survey is not recommended.

### DATA COLLECTOR TRAINING

To ensure that procedures are followed, data collectors conducting the survey must all have basic training in conducting face-to-face surveys. In addition, they should be trained to administer the relevant, translated, and adapted WORQ tool. USAID recommends that the training, at minimum, be at least two-days long and include:

- a description of the purpose of the study, the study population, and the sample types and quotas
- procedures for selecting respondents for the survey based on quotas provided, if necessary
- procedures for contacting respondents
- questionnaire specifications and probing guidelines
- procedures for asking WGSS questions on disability (guidelines from the Washington Group will be available soon [here](#))
- procedures for handling respondents' questions and problems
- refusal avoidance and conversion procedures
- procedures to protect the confidentiality and rights of human subjects
- quality control, recording, and editing procedures

Considerable training time should be devoted to mock interviewing, in which data collectors practice by implementing the survey with each other, with one member of the team pretending to be the respondent. This process gives the data collectors valuable experience with a variety of responses that may be expected during the survey and helps the data collector to become more comfortable with the instrument.

## DATA ANALYSIS: CALCULATING INDICATORS

The WORQ package of tools was developed for partners to use to report on indicators EG.6-11, EG.6-12, and ES.1-46. While specific instructions on calculating these indicators is provided in the PIRS, this section provides guidance on analyzing the data from the WORQ to compute indicators and calculate change over time. More detailed instructions regarding how to prepare survey data for indicator calculation is in Appendix C, which includes codes for each item. Item codes are used below to indicate which items to use for calculating which indicators.

### DEFINING “PARTICIPANTS” AND WEIGHTING

The three indicators require data to be reported on all or a sample of program *participants*, not just program *completers*, in order to provide missions with data that better reflect what results might look like once the program is implemented at scale. For the purposes of calculating the indicators, “participants” are considered those who are still in the program at the end of the program’s enrollment phase for that class or session. Because USAID-funded programs are so diverse and different, each activity must determine for itself what constitutes the enrollment phase. For example, an enrollment phase might be described as the first few days of programming, after which the activity is accepting no new participants. The definition of enrollment phase that the program decides upon must be included in the activity’s monitoring, evaluation, and learning (MEL) plan.

For example, if 115 participants enrolled in a program, but only 105 remain at the end of that semester/session’s enrollment period, then the number of total participants for the program for that session would be 105. Activities should seek to implement the WORQ package with all 105 sampled participants at baseline and endline, regardless of whether or not they completed the program.

While activities should include everyone who enrolls in the sample selection, it is normal that attrition will occur, and USAID does not expect activities to go beyond normal, planned efforts to reach

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### A NOTE ON HIGH QUALITY DATA CLEANING AND ANALYSIS

When cleaning and analyzing WORQ data, partners are strongly encouraged to follow best practices for data cleaning and analysis. While detailed information on calculating and coding variables is included in Appendix C, these instructions do not replace accepted norms and best practices for cleaning and analyzing data.

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### CALCULATING DISABILITY STATUS

Partners are encouraged to use the Washington Group Short Set to identify disability status. WG [guidance](#) on analyzing disability status highlights that “disability prevalence is not a single statistic, but can be calculated at various thresholds depending on the purposes of both data collection and reporting.” Details on calculating disability status for the purpose of indicator reporting are provided in Appendix C. USAID encourages partners to examine different types and levels of disability for the purpose of ensuring that programming achieves equity and inclusion for all participants.

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respondents at endline; any participants not reached through planned follow-up efforts may be considered attrited from the sample. Instead and if appropriate, activities should weight data to reflect the actual population of participants who participate during the time period from which the sample was drawn. Any stratification variables used in the sampling should also be included in the weighting matrix.

**All analyses of the data, including reporting of indicators, should be conducted on the weighted data.**

Each indicator must be computed for the relevant population overall and by age, gender, and disability status as described in the Performance Indicator Reference Sheets (PIRS) and in Figure 5.

**FIGURE 5.** Relevant Population for Indicators

INDICATOR	RELEVANT POPULATION
EG.6-12: New Employment	All program participants, regardless of labor force participation
EG.6-11: Change in Earnings	All participants in labor force at endline
ES.1-46: Transitioning to Further Education	All program participants not enrolled in training or education at baseline, regardless of labor force participation

## CALCULATING EG.6-12: PERCENT OF INDIVIDUALS WITH NEW EMPLOYMENT

Employment is defined as any work—for cash or in-kind—done for any amount of time within six months of the end of programming.

### VARIABLES TO DERIVE FROM THE WORQ

Calculating EG.6-12 requires implementing partners to first calculate key variables from the WORQ package. Items are referenced below by their code in Appendix B.

- **Employment status.** This variable is a categorical variable that indicates who is employed, who is not employed, and who is not in the labor force.
  - *Employed:* Anyone who has worked for money (responds with “Yes” to Q1 in survey) or for something else, meaning goods and services (responds with “Yes” to INK1 in survey), in the reference period is considered to be employed.
  - *Unemployed:* Anyone who has not worked for money (responds with “No” to Q1) or for something else (responds “No” to INK1), but who has looked for work (JS1=yes) and would take a job if offered (JS2=yes) is unemployed (see Appendix C for more details).
  - *Not in the labor force:* Anyone who has not worked for money (responds with “No” to Q1) or for something else (responds “No” to INK1), and who has not looked for work (JS1=no) and would not take a job if offered (JS2=no) is not in the labor force (see Appendix C for more details).

- Special Note: A respondent who says they have looked for work (JS1=yes) but would not accept a job (JS2=no) or that they have not looked for work (JS1=no) but would accept a job (JS2=yes), needs special consideration. In this case, look at their reasons for unemployment (UNEMP). If they are unemployed because their business is closed (3), it is not the right season (4), or they could not find work (5), then they may still be in the labor force but unemployed. Activities will need to exercise judgement and use knowledge of the context to make this determination.

## CALCULATING INDICATOR EG.6-12

After weighting the data, if appropriate, partners should examine the *employment status* variable for all participants for whom the activity has both baseline and endline data (due to the requirements of longitudinally measuring change in employment, respondents without baseline and endline data must be dropped from the sample) and follow the below steps:

1. Determine the number of participants who were unemployed at baseline and select this sub-set.
2. Within this sub-set, determine the number of participants who were employed at endline. This is the numerator for this indicator.
3. The denominator for this indicator is all participants or all participants in the sample if a sample is being used.
4. To compute the indicator, divide the numerator (step 2) by the denominator (step 3), and multiply that number by 100. Note that if the activity is using a sample, the numerator and denominator will need to be extrapolated onto the activity population before reporting to USAID.

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**Indicator Universe:** This indicator is to be reported for all participants.

**Denominator:** The total number of participants in the activity population.

**Numerator:** The total number of participants in the activity population who were not employed at baseline but report having worked for money or something else at endline.

**Percent of Individuals with New Employment:** (Numerator/Denominator) \* 100.<sup>9</sup>

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## CALCULATING EG.6-11: AVERAGE PERCENT CHANGE IN EARNINGS

“Earnings” is defined as the remuneration in cash paid to employees or earned by the self-employed, at regular or irregular intervals, for time worked or work done. *Anyone who did not work for money is considered to have no earnings.* Earnings may be calculated as either monthly or weekly. Activities may

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<sup>9</sup> Percent with New Employment = 
$$\frac{\text{\# of participants who said "No" to Q1 and INKI at Baseline BUT said "Yes" to Q1 or INKI at Endline}}{\text{Total participants completing the program}} * 100$$

decide, depending on the context, which calculation is more accurate for that context; once decided, activities should consistently use either the weekly or monthly measure, but not both.

### VARIABLES TO DERIVE FROM THE WORQ

Calculating EG.6-11 requires implementing partners to first calculate key variables from items in the WORQ package. Items are referenced below by their code in Appendix B; for example, the item that asks “What is your usual take-home pay?” is coded as W4b in Appendix B and referenced as W4b below.

***Baseline earnings*** and ***endline earnings***. These two variables are continuous variables that indicate a respondent’s weekly or monthly cash earnings at baseline and endline, respectively. Baseline earnings of those who were not in the labor force or not earning money at baseline should be counted as 0. Endline earnings of those who are in the labor force but not employed for money (i.e. not earning in money) should be counted as 0. Earnings—for both the baseline and endline variables—must be calculated differently for each employment type:

- **Regular Wage Workers:** Activities should use the person’s usual take home pay (W4b) and how often they are paid (W4d) to obtain weekly or monthly wage.

**FIGURE 6.** Regular Wage Calculations

CALCULATING MONTHLY WAGES	
Frequency of Payment (W4d)	Formula
Daily	Multiply W4b by number of days worked in a week (W3X2) and by 4.35 <sup>10</sup>
Weekly	Multiply W4b by 4.35
Every two weeks	Multiply W4b by 2.17 <sup>11</sup>
Two times a month	Multiply W4b by 2
Monthly	Multiply W4b by 1 or leave as is
CALCULATING WEEKLY WAGES	
Frequency of Payment (W4d)	Formula
Daily	Multiply W4b by number of days worked in a week (W3X2)
Weekly	Multiply W4b by 1 or leave as is
Every two weeks	Divide W4b by 2
Two times a month	Divide W4b by 2.17
Monthly	Divide W4b by 4.35

**Irregular Wage Workers:** Activities should use the amount the person reports as having earned in the last week or last seven days (W4NEWa) for weekly earnings and the amount the person reports as having earned in the previous month (W4NEWb) as monthly earnings. Earnings in one time period may also be adjusted to obtain earnings for another time period—for example, multiply weekly earnings (W4NEWa) by 4.35 to obtain monthly earnings; or divide monthly earnings (W4NEWb) by 4.35 to obtain weekly earnings.

**Self-Employed or in Own-Employment:** Activities should use the amount the person reports as having earned in the last week or last seven days (OB5Fa) for weekly earnings and the amount the person reports as having earned in the previous month (OB5Fb) as monthly earnings. Earnings in one time period may also be adjusted to obtain earnings for another time period—for example, multiply weekly earnings (OB5Fa) by 4.35 to obtain monthly earnings; or divide monthly earnings (OB5Fb) by 4.35 to obtain weekly earnings. Next, adjust the earnings based on if the person reported gross or net earnings (OB5g). If the person reported their profit or net earnings, then no adjustment is required. If the person reported gross earnings, then adjust earnings based on information on their monthly

<sup>10</sup> The multiplier of 4.35 to convert weeks to months (also a divisor when converting months to weeks) is based on a weighted average of 30.42 days in a month. 30.42 days in a month divided by 7 days in a week equals 4.35.

<sup>11</sup> The multiplier of 2.17 to convert bi-weekly pay to months (also a divisor when converting semi-monthly pay to weeks) is based on a weighted average of 30.42 days in a month. There are 15.21 days in half a month; 15.21 divided by 7 days in a week equals 2.17.

expenditure (OB7)—subtract monthly expenditure from earnings if the person reported gross earnings (for weekly, divide the monthly expenditure (OB7) by 4.35 and subtract from weekly earnings).

**Household enterprise:** Activities should use the amount the person reports as having earned in the previous month (HB4) for monthly earnings. Divide the monthly earnings (HB4) by 4.35 to obtain weekly earnings.

- **Employment for in-kind remuneration:** Activities should record earnings as 0.

***Inflation-adjusted baseline earnings:*** This is a continuous variable derived from the *baseline earnings* variable, which must be adjusted for inflation to more accurately compare against endline earnings. Inflation should be adjusted using the following formula (use the relevant consumer price index or CPI information):

$$\text{Inflation-Adjusted Baseline Average Earnings} = \frac{\text{baseline average earnings} * \text{endline CPI}}{\text{baseline CPI}}$$

If no new CPI is released between the baseline CPI and endline implementation or before the data is reported, then the inflation adjustment should be based on the average rate of exchange against the U.S. dollar for the month preceding data collection. When a sample is used, the statistical significance of the sample's change should be calculated after the inflation adjustment is made.

***Employment status:*** This variable is a categorical variable that indicates who is employed, who is unemployed, and who is not in the labor force. Instructions for calculating this indicator are included above, in the section, Calculating Indicator EG.6-12.

### CALCULATING INDICATOR EG.6-11

After weighting the data, if appropriate, partners should examine the earnings variables—from both baseline and endline—for all participants who are in the labor force at endline only.<sup>12</sup> Partners should follow the below steps:

1. Determine those who are in the labor force at endline by looking at the *employment status* variable **and select the sub-set** that are employed or unemployed.
2. Within this sub-set, calculate the change in earnings for each participant.

$$\text{Change in Earnings} = (\text{Endline Earnings} - \text{Inflation-Adjusted Baseline Earnings})$$

3. Calculate the percent change in each individual's earnings by dividing the change in earnings by the inflation-adjusted baseline earnings, and then multiply that number by 100.

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<sup>12</sup> The reason that this indicator is calculated only for those who are in the labor force at endline is to account for those who were not in the labor force at baseline but entered it sometime during or within six months of completing the program. These participants should be included as their change in earnings will most likely be meaningful. This indicator will capture negative, positive, and no change in earnings among those in the labor force at endline.

$$\text{Percent Change in Individual Earnings} = \frac{\text{Change in Earnings}}{\text{Inflation-Adjusted Baseline Earnings}} * 100$$

- Aggregate the percentage change in individual earnings by adding the percentage change for all participants who were in the labor force at endline. This is the numerator.

$$\text{Sum of Individual Percent Change in Earnings} = \text{Sum (Percent Change in Individual Earnings)}$$

- Divide the sum of individual percent change in earnings by the number of participants in the labor force at endline to obtain the average percent change in earnings.

$$\text{Average Percent Change in Earnings} = \frac{\text{Sum of Individual Percent Change in Earnings}}{\text{Total Participants in Labor Force at Endline}}$$

**Indicator Universe:** This indicator is to be reported only for those individuals who are in the labor force at endline.

**Denominator:** Number of individuals who were in the labor force at endline (those in the labor force are those who are identified as employed or unemployed based on the definition provided above).

**Numerator:** Sum of individual percent changes in earnings.

**Average Percent Change in Earnings:** (Numerator/Denominator) \* 100.

## CALCULATING ES.I-46: PERCENT TRANSITIONING TO FURTHER EDUCATION OR TRAINING

Education or training refers to any program that leads to a certificate or degree. Those who were previously (pre-program) not enrolled in such a program but enrolled in or completed such a program within six months of completing the YWFD program are considered to have transitioned to education or training.

### VARIABLES TO DERIVE FROM THE WORQ

Calculating ES.I-46 requires implementing partners to first calculate key variables from the WORQ package:

**Baseline participation in education or training/endline participation:** These two variables—one for endline and one for baseline—are binary variables (0/1) that should be calculated at both baseline and endline.

- Those who said “Yes” to being enrolled in a class to earn a primary school leaving certificate (EDU3a) OR completing secondary school (EDU3b) OR earning a certificate from a technical, vocational, or professional training (EDU3c) OR college or university (EDU3d) are considered to be **participating in education or training (1)**.



- All other participants, that is those who said “No” to all four items, are considered to be **not participating in education or training (0)**.

### CALCULATING INDICATOR ES.I-46

After weighting the data, if appropriate, partners should examine the participation in education or training variables and follow these steps:

1. Determine the number of individuals who were **not participating** in education or training at baseline **and select this sub-set**.
2. Determine the number of individuals in this sub-set who **are participating** in education or training at endline. This is the numerator. (Double check the date of enrollment, if provided, to check the accuracy of this data on endline participation).
3. The denominator for this indicator is all participants, or all participants in the sample if a sample is being used.
4. To compute the indicator, divide the numerator (step 2) by the denominator (step 3), and multiply that number by 100. Note that if the activity is using a sample, the numerator and denominator will need to be extrapolated onto the activity population before reporting to USAID.

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**Indicator Universe:** This indicator is to be reported for all participants.

**Denominator:** The total number of participants in the activity population.

**Numerator:** Those who were not enrolled in an education or training program at baseline, but were enrolled in an education or training program within six month of completing the YWFD program.

**Percent Transitioning to Education/Training:** (Numerator/Denominator) \* 100.

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## DATA USE AND REPORTING

USAID’s Office of Education promotes a culture of using data to inform implementation. While this includes reporting the three indicators discussed in this guidance note to missions and USAID Washington as discussed in the [Office of Education’s 2019 Indicator Toolkit](#), this also includes using data at the activity and mission level.

### ACTIVITY LEVEL

The WORQ package of tools—especially the Extra WORQ—has the potential to provide much more than indicator data. USAID encourages implementing partners to use the WORQ to learn more about the nature of work for activity participants or to answer key research questions. For example, an activity might examine the correlation between variables produced by the WORQ and a soft skill assessment in order to understand which soft skills are key for workforce success for a specific

population. Or an activity might use data from the WORQ to understand how a specific, targeted, sub-population—such as women or individuals with a certain level of disability—experiences work in order to better deliver programming.

## **MISSION LEVEL**

Missions can use indicator data reported by activities in one of two ways: 1) to understand and manage each distinct activity and 2) to understand trends across all activities reporting to the mission on the same indicator. For example, indicator data on a specific activity that shows rapid increases in transition to school and small gains in new employment could be a key topic for discussion between a COR/AOR and activity staff in order to develop a better understanding of the needs and most desired outcomes for that activity's population. At a higher level, a mission could aggregate data from all activities that report on the same indicator in order to understand where USAID is having the greatest impact in the context and how well that impact fits with mission goals and plans.

## **CONCLUSION**

This guidance note has provided guidance on using surveys—the WORQ package of tools (available in Appendix B)—that have been designed by USAID's Office of Education for the purpose of reporting on indicators Eg.6-11, EG.6-12, and ES.1-46. Following the guidance presented here on preparing and implementing these surveys, as well as on calculating indicators, will allow for consistent and systematic measurement and reporting across different programs, countries, regions, languages, and cultural contexts.

## APPENDIX A: BACKGROUND AND DEFINITIONS

### JUSTIFICATION FOR DEVELOPING THE WORQ

In addition to the challenges summarized in the [Introduction](#), several notable challenges around measuring employment and earnings have also been identified. The WORQ was developed to mitigate some of these challenges

- Challenges to measuring changes in employment come from the variety of employment types, and collecting data on these various types of employment categories across countries can be challenging due to the conceptual or definitional ambiguities and variations that exist across countries.<sup>13</sup>
- Self-reported hours and income are generally under-reported when recall periods are even as long as one week; overestimated when asked to estimate over a longer period of time, such as several months to one year; and subject to current circumstances, which affect retrospective reporting of hours worked and income earned.<sup>14</sup>
- Measuring earnings in terms of cash received is restrictive, especially in rural areas of developing countries as farmers generally keep a part of their produce for domestic consumption and many workers may receive wages in-kind (i.e., in goods and services).<sup>15</sup>
- Additionally, due to the large number of people working in informal sectors in developing countries, many households have multiple and continually changing sources of income.<sup>16</sup>

### DEFINING EMPLOYMENT AND EARNINGS

The first step in designing the survey entailed defining what constituted employment and earnings.

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<sup>13</sup> Non-standard employment around the world: Understanding challenges, shaping prospects

International Labour Office – Geneva: ILO, 2016. Available at:

[http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms\\_534326.pdf](http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_534326.pdf).

<sup>14</sup> Heath, Rachel; Manusri, Ghazala; Sharma, Dhiraj; Rijkers, Bob; and Seitz, William. (2017). “Measuring Employment in Developing Countries: Evidence from a Survey Experiment.” World Bank. Gaddis, Isis; Oseni, Gbemisola; Palacios-Lopez, Amparo; and Pieters, Janneke. (Oct 2017). “Measuring Farm Labor: Survey Experimental Evidence from Ghana.” World Bank. Available at: [http://conference.iza.org/conference\\_files/GLMLICNetwork\\_2017/gaddis\\_i8319.pdf](http://conference.iza.org/conference_files/GLMLICNetwork_2017/gaddis_i8319.pdf). Arthi, Vellore; Beegle, Kathleen; De Weerd, Joachim; and Palacios-López, Amparo. (2016). “Not Your Average Job: Measuring Farm Labor in Tanzania.” Policy Research Working Paper; No. 7773. World Bank, Washington, DC.

<https://openknowledge.worldbank.org/handle/10986/24854> License: CC BY 3.0 IGO.” de Nicola, Francesca and Giné, Xavier. (Jul 2013). “How accurate are recall data? Evidence from Coastal India.” IFPRI and World Bank. Available at: [http://siteresources.worldbank.org/DEC/Resources/Recall\\_July\\_13.pdf](http://siteresources.worldbank.org/DEC/Resources/Recall_July_13.pdf). Godlonton, Susan; Hernandez, Manuel; and Murphy, Mike. (March 2018). “Anchoring Bias in Recall Data: Evidence from Central America.” American Journal of Agricultural Economics, vol. 100 (2):479-501.

<sup>15</sup> Kumar, Krishna. (Sep 1989). “Indicators for Measuring Changes in Income, Food Availability and Consumption, and the Natural Resource Base: A.I.D. Program Design and Evaluation Methodology No. 12.” USAID. Available at: <https://pdfs.semanticscholar.org/1de1/fa997e2eedfddca2ebaac929281b88e9a2a0.pdf>.

<sup>16</sup> “Measuring Living Standards: Household Consumption and Wealth Indices.” Quantitative Technique for Health Equity Analysis – Technical Note #4, World Bank. Available at: [http://siteresources.worldbank.org/INTPAH/Resources/Publications/Quantitative-Techniques/health\\_eq\\_tn04.pdf](http://siteresources.worldbank.org/INTPAH/Resources/Publications/Quantitative-Techniques/health_eq_tn04.pdf).

The ILO standard definitions of both employment and earnings were used as the basis for defining both these terms in this survey. The definitions were adapted somewhat to fit within the context and goals of USAID programming.

## DEFINING EMPLOYMENT

In October 2018, the 20<sup>th</sup> International Conference of Labor Statisticians convened by the ILO put forth a revised classification system for measuring employment. The International Classification of Status in Employment (ICSE-I8), released in October 2018, classified employment based on two main work-related aspects – the **type of authority** the worker is able to exercise and the **type of economic** risk to which the worker is exposed.<sup>17</sup> These aspects are further classified as:

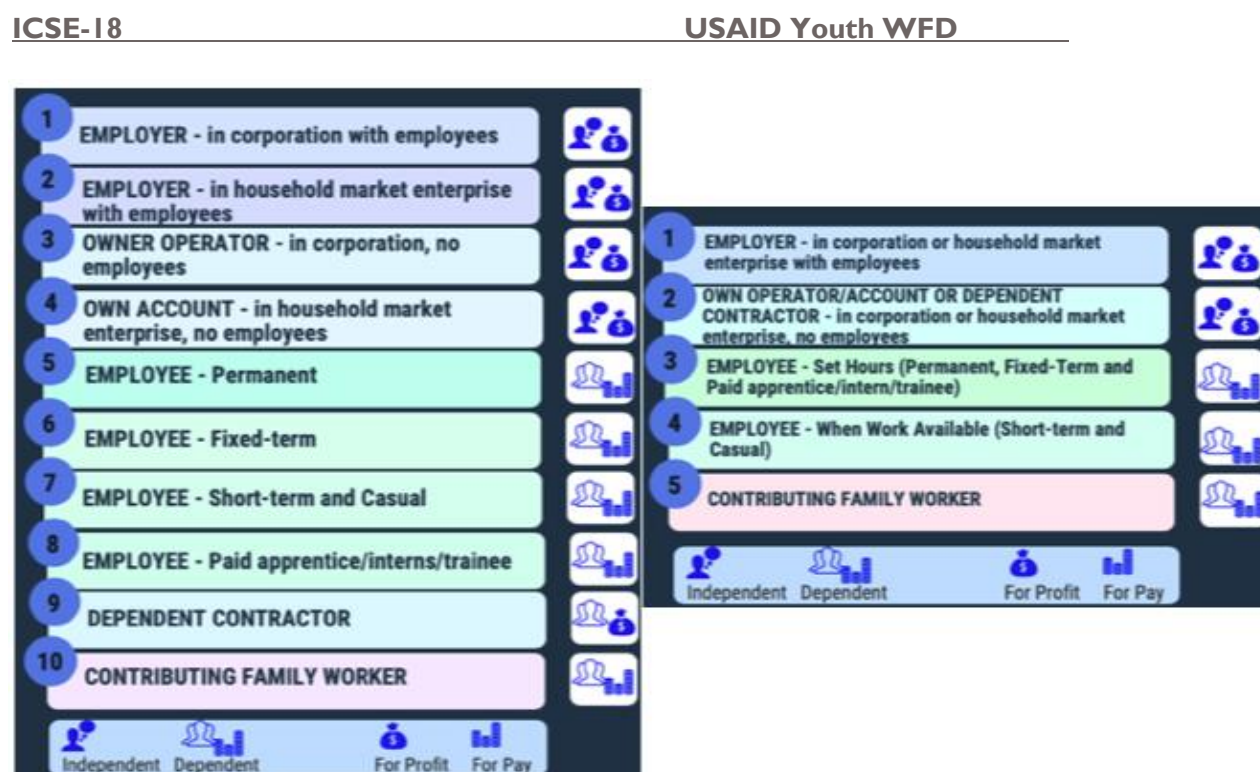
- **Authority Based:** *Independent* (has complete authority over own work and decisions and is unsupervised) versus *Dependent* (does not have complete control over work and decisions related to work) worker categories; and
- **Economic-Risk Based:** *For profit* (remuneration based on profit; no wages or salary) versus *for pay* (remunerated for time worked or pieces created) worker categories.

Based on these two aspects and classifications, ICSE-I8 lays out ten detailed categories for employment, as shown in Figure 6 below. Figure 6 also shows how these ten categories map to the categories developed for USAID's YWFD programs.

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<sup>17</sup> See [https://unstats.un.org/unsd/demographic-social/meetings/2018/tokyo-globalforum-genderstat/Paper/Session%201\\_Gender%20and%20the%20updated%20International%20Classification%20of%20Status%20in%20Employment%20\(ICSE-I8\).pdf](https://unstats.un.org/unsd/demographic-social/meetings/2018/tokyo-globalforum-genderstat/Paper/Session%201_Gender%20and%20the%20updated%20International%20Classification%20of%20Status%20in%20Employment%20(ICSE-I8).pdf)

FIGURE 7. ICSE-I8 Employment Classification



## DEFINING EARNINGS

The ILO defines earnings in terms of price of labor, as employment income of workers, and as a cost to the employer.<sup>18</sup> For the purposes of measuring change in earnings among beneficiaries (and among youth in control or comparison groups) of USAID’s YWFD programs, the second definition of earnings—employment income of workers—was used. Earnings from employment include wages earned from paid employment and earnings from self-employment.

The ILO notes that while most people work to earn money, in many parts of the world, “access to adequate and regular wages is not guaranteed” and non-payment of wages is a significant issue in many countries.<sup>19</sup> However, given the requirements—including the burden of data collection--of indicator reporting, USAID measures earnings as cash earnings only.

It should also be noted that for purposes of measuring the indicators, USAID examines individual and not household income. This complicates measurement of earnings for those involved in household enterprises, where earnings are often shared by those living in the household and may be held in common. Measuring individual earnings also complicates measuring changes in earnings in terms of consumption, as again these are usually measured at the household and not individual level.

<sup>18</sup> See [https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-port\\_of\\_spain/documents/presentation/wcms\\_304694.pdf](https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-port_of_spain/documents/presentation/wcms_304694.pdf).

<sup>19</sup> See <https://www.ilo.org/global/standards/subjects-covered-by-international-labour-standards/wages/lang--en/index.htm>.

## APPENDIX B: SURVEY INSTRUMENT

### THE WORKFORCE OUTCOME REPORTING QUESTIONNAIRE (WORQ)

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
DEMOGRAPHICS				
WORQ	SEX. What is your gender? <i>ADAPT RESPONSE CATEGORIES BY COUNTRY</i>	Male Female Other	Collect demographic information to be used in analyzing the data.	
WORQ	LIVE. What is the name of the place where you live?		Collect enough information on where respondent lives so they can be located again for follow-up surveys.	NOTE NAME OF CITY/VILLAGE/COUNTY and other specifics required to find respondent again.
WORQ	AGE. What is your age?	_____ (RECORD AGE IN YEARS); OR IF UNABLE CHECK ONE CATEGORY BELOW 1. Younger than 15 years 2. 15 to 17 years 3. 18 to 20 years 4. 21 to 24 years 5. 25 to 29 years 6. 30 to 34 years 7. 35 years and older	Collect demographic information to be used in analyzing the data.	RECORD AGE IN YEARS.  If respondent does not know or cannot give exact age, then read out categories and ask respondent to pick one.  PROBE: How old are you? In what year were you born?  If needed, PROBE respondent for age by asking a) when they finished a specific grade/class; b) if there were any major events the year they were born and what was it; c) if relevant, about how old they were when they got married or had their first child.
WORQ	EDU. What is highest level of education you have completed? <i>ADAPT RESPONSE CATEGORIES BY COUNTRY</i>	77. Never Enrolled 0. Pre-Primary (nursery, KG) 1. Grade 1 2. Grade 2 3. Grade 3 4. Grade 4 5. Grade 5	Collect demographic information to be used in analyzing the data.	PROBE: What was the last grade, which they finished, so they could have gone on to the next grade, if they continued?



SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
		6. Grade 6 7. Grade 7 8. Grade 8 9. Grade 9 10. Grade 10 11. Grade 11 12. Grade 12 13. Some college 14. Bachelor's degree 15. Master's degree, PhD., MD or JD 88. Don't know		
WORQ	EDU2. Did you complete any technical or vocational training?	1. Yes (what type of technical or vocational training did you complete?):  2. No	To find out if participant completed any other training or certification program. Note if participant mentions this program—should be coded as separate category.	PROBE: In addition to this program, did you complete/Beside this program, did you complete any other technical or vocational training?
WORQ	EDU3. Are you currently/Since completing the training provided by [insert program name] have attending/attended any classes or that will result in...  [ASK ONLY IF EDU < PRIMARY] Earning a primary school leaving certificate? [ASK ONLY IF EDU < SECONDARY] Completing secondary school?  Earnings a certificate from a technical, vocational, or professional training?  Earning a degree from a TVET, that is, a technical vocational training institute, or a college or university?	CODE EACH AS:  Yes when did you enroll in these classes? ____ month ____ year  No	To determine if the participant has transitioned back to education. Note, ask about currently at baseline; and if they have attended in the last six months, that is, since completion at endline.	PROBE: Did you enroll since completed [insert USAID program name]?  NOTE: C and D differ slightly; one asks about earning a certificate while the other asks about earning a degree.
Extra	MAR. Are you... (READ CATEGORIES) ADAPT RESPONSE CATEGORIES BY COUNTRY	Married Have never been married, or	To capture information on marital status.	

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
		Something else? (specify: _____)		
Extra	HHSIZE. Including yourself, how many people live in your household?  <i>ADAPT DEFINITION OF HOUSEHOLD BY COUNTRY</i>	_____ RECORD NUMBER	The number of people who live with the participant.	PROBE: Did you count everyone? Is there someone you may have left out? Who is that? Why did you not count them?
Extra	KID. Do you have any children of your own?	1. Yes <input type="checkbox"/> How many own children do you have? _____ (RECORD NUMBER)  2. No	To assess participants' responsibilities. Intent of the item is to capture the number of own children.	PROBE: Do you have any children of your own who may live somewhere else who you did not count?
Extra	HHDEP. How many people, who live in or outside your household, depend on you financially to meet their basic needs, such food and housing?	_____ (RECORD NUMBER)	To assess the financial burden on participants, that is, how many people are they financially responsible for, i.e. responsibility for food, housing and other day-to-day needs. Do not include if the person just provides occasional support to someone or provides support for a specific need, such as school fees.	PROBE: Is that everyone who depends on you financially? How many live whose daily needs you are responsible for? Do you have any relatives living somewhere else to whom you send money on a regular basis?
EMPLOYMENT STATUS (TIME FRAME: PREVIOUS MONTH)				
WORQ	Q1. In the previous month, meaning in [month year], did you do anything to earn money?	Yes  No ( <i>GO TO INKI</i> )	Key item intended to determine employment status. Did the respondent work for money in the previous month? Do not include if the respondent worked for something other than money. Note, working for money includes working for self, household enterprise or for someone else.	PROBE: In the last 30 days, did someone give you money to do something? Did you earn money in the last 30 days?
Impact	Q1A. In the previous month, meaning in [insert month year], how many different jobs did you do to earn money? Please count any jobs where you were working for yourself as one job, even if you provided services to multiple people. If you worked for wages for different people, please count each of those jobs separately.	_____ (RECORD NUMBER OF JOBS)	Intended to determine the number of different jobs the participant has. The intent is to find out the different wage works the participant may have, and the different types of activities the participant may engage in to earn money.	PROBE: Are these different employers who paid you wages? Were you working for yourself at this job but providing services to different people? Make sure respondent in not counting different tasks within the same job.

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
WORQ	<p>Q2. Now, think what you did to earn <u>most of your income</u> in [month, year]. Was that activity:</p> <p>helping in a business that is run by someone who is related to you and who lives with you [to earn money]; or</p> <p>was it running a business that you own alone or you own with someone else, that is, working for yourself [to earn money]; or</p> <p>was it working for someone else [to earn money]? (CHECK ONE)</p>	<p>Help in business run by someone who is related and lives in household (GO TO Q3/Q5/SCR)</p> <p>Run own business owned alone or with someone else (GO TO Q3/Q5/SCR)</p> <p>Work for someone else</p>	<p>Key item intended to determine the type of work the respondent does. This item in combination with the Q2a is used to determine which module of questions should be asked of respondents in order to obtain earnings and time worked information. Determine who the respondent works for: a household business, for self, or for someone else. Working for someone else is considered to be wage employed. Working for self is running own business, which the respondent may own alone or with someone else. Helping in a household business means the person is working for or helping out in a business run by a person to whom the respondent is related and who the respondent is living with.</p> <p>The item is also intended to identify the respondent's main source of earnings. Respondents may have multiple sources of earnings. This item is designed to determine the respondent's main source of earnings, that is, the work the respondent does in which they earn the highest proportion of their overall earnings.</p>	<p>PROBE: Do you have an employer? Is it the same person or organization for whenever do you this work or does the person or organization change from time to time?</p> <p>PROBE: Is this how you get most of your earnings? If not, what is your main source of earning?</p> <p>Maybe you did multiple things to earn money. From which source did you get the most of your money in [month year]?</p>
WORQ	<p>Q2A. Is the work you did for someone else in [month year]:</p> <p>Regular, that is, something you do for a set number of hours every week, or</p> <p>Irregular, that is, something that you did when work was available?</p>	<p>Regular/set hours</p> <p>Irregular/when work is available</p>	<p>Key item to determine the kind of wage work the respondent engages in – this item in combination with Q2 is used to determine which module of questions should be asked of respondents in order to obtain earnings and time worked information. For wage workers, that is, those who are working for someone else, determine whether they have set or regular hours at this job or only work when work is available or work irregularly. Note, hours worked and earnings items are different for those working set hours versus those working only when work is available.</p>	<p>PROBE: Is this work you did for which you had a set schedule in [month year]? Is this work you went to regularly whether there was work available or not? Or did you do this work only when work was available?</p>

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
Impact	Q3. [ASK IF: Q1A > 1] In the previous month, meaning in [insert month year], did you do anything else to earn money?	Yes No (GO TO Q5/SCR)	The intent of this item is to determine if participant did anything else to earn money and double check the response provided in Q1A, if participant gave a number more than 1.	PROBE: Did you earn money from more than one job in [insert month]?
Impact	Q4. Was that: <ul style="list-style-type: none"> <li>helping in a business that is run by someone who is related to you and lives with you; or</li> <li>was it running a business that you own alone or you own with someone else, that is, working for yourself [to earn money]; or</li> <li>was it working for someone else [to earn money]? (CHECK ONE)</li> </ul>	Help in business that is run by someone who is related and lives in household (GO TO Q5/SCR) Run own business, owned alone or with someone else (GO TO Q5/SCR) Work for someone else	This item is intended to determine the economic activity that provides participants with their second largest amount of earnings.	PROBE: Is this your second biggest source of income in [insert month]? If not, what is it?
Impact	Q4A. Is this work you did for someone else in the previous month, meaning in [insert month year]: <ul style="list-style-type: none"> <li>something you do for a set number of hours every week, or</li> <li>something that you did when work was available?</li> </ul>	Regular/set hours Irregular/when work is available	If secondary economic activity is wage work, then this item is intended to find out the type of wage work, that is, is the job regular with set hours and pay, or is it something the participant does only when the work is available.	PROBE: Is this work you did for which you had a set schedule in [month year]? Is this work you went to regularly whether there was work available or not? Or did you do this work only when work was available?
Extra	Q5. Did the [insert program name] program Help you get this job? Teach you skills that help you to do this job?	I. Yes 2. No 8. Don't know I. Yes 2. No 8. Don't know	To determine the programs' role in helping the respondent a) obtain this specific job, and b) in providing the skills the respondent needs to perform in this specific job.	NOTE: Help you get this job means the program connected you with the place where you now work by sending you over there, setting up an interview, sending your information to them, or something similar.
<p>SCR. INTERVIEWER – Complete following:</p> <p>RESPONDENT'S PRIMARY SOURCE OF EARNINGS (Q2 and Q2A): _____ 1=Family Work; 2=Own Employment; 3=Wage – Set Hours; 4=Wage – When Work Available</p> <p>RESPONDENT'S SECONDARY SOURCE OF EARNINGS (Q4 and Q4A): _____ 1=Family Work; 2=Own Employment; 3=Wage – Set Hours; 4=Wage – When Work Available</p> <p>Note: If primary and secondary are same type of economic activity, then re-ask the same module the second time for secondary economic activity. For example, respondent may have two separate wage-paying jobs, in which case, the Wage Employment Section should be asked twice – first for the wage paying job in which they earn the most, and then for the one in which they earn the next most.</p>				

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
W. WAGE EMPLOYMENT SECTION – PRIMARY OR SECONDARY=3 OR 4				
Type of Wage Employment (No specified time frame)				
Extra	<p>W1: Can you describe that job to me?</p> <p>ADAPT CODING INTO CATEGORIES BY COUNTRY. IF NO SPECIFIC CODING SCHEME EXISTS, USE THE FOLLOWING:</p> <ul style="list-style-type: none"> <li>• Manager</li> <li>• Science and engineering professional</li> <li>• Health professional</li> <li>• Teaching professional</li> <li>• Business and administration professional</li> <li>• Information and communication technology professional</li> <li>• Legal, social, and cultural professional</li> <li>• Clerical support worker</li> <li>• Personal service worker</li> <li>• Personal care worker</li> <li>• Sales worker</li> <li>• Protective services workers</li> <li>• Agriculture, forestry, or fishery skilled worker</li> <li>• Building and related trade worker, excluding electricians</li> <li>• Metal, machinery, and related trade worker</li> <li>• Handicraft and printing worker</li> <li>• Electrical and electronic trades worker</li> </ul>	CODE BASED ON OCCUPATIONAL CODES.	Determine the type of occupation the person is engaged in and not business or industry sector. For example, if a person is a database administrator for a mining company, the response will be “database administrator” and not “mining.” In some cases, the occupation and business or industry sector may be the same, such as if the person worker as a miner for the mining company versus as a database administrator for the same company.	Record their responses verbatim. The responses will be coded post-administration.

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
	<ul style="list-style-type: none"> <li>Food processing, wood working, garment, and other craft and related trades worker</li> <li>Plant and machine operator or assembler</li> <li>Cleaners and helpers</li> <li>Agriculture, forestry, and fishery laborer</li> <li>Laborer in mining, construction, manufacturing, and transport</li> <li>Food preparation assistant</li> <li>Street and related sales and service worker</li> <li>Refuse worker and other elementary work</li> <li>Armed forces/military</li> </ul> <p>Refer to <a href="https://www.ilo.org/public/english/bureau/stat/isco/isco08/index.htm">https://www.ilo.org/public/english/bureau/stat/isco/isco08/index.htm</a> for more information on coding these categories and to ensure that categories are up-to-date.</p>			
WORQ	W3a. When did you start working at this job?	____ (RECORD MONTH AND YEAR)	To understand how long the person has been working at this specific job for this specific employer.	PROBE: How many months or years ago did you start working at this job? How long ago did you start working at this job? Help the respondent calculate back, if necessary.
Extra	W1A. How did you find this job? (CHECK ONE)	Through family member, neighbor or friend Through [insert name] program From word of mouth Job advertisement Other (specify) _____	To understand how the respondent found this specific job. Note, one of the response categories (category 2) is Through the program – if the program connected the respondent to the employer either via an internship, or just setting up meeting, then this response category should be used.	Read categories, if needed.
WORQ	W2a. Is your employer at this job...? (READ CATEGORIES) (CHECK ONE)	Private company or person Government	Determine whom the respondent works for. A private company or person means working for a corporation, small business, an	NOTE: Private Company or Person – Private person is an individual/family for whom the respondent might work. For example, an

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
		Something else? (specify) _____	individual, a family, or a household that is not their own. Government can be national, state, regional, state, county, local, or any other jurisdiction. Other response may most often include non-governmental organizations, churches, or some other type of organization.	someone employed as a nanny by a family for whom the respondent works.
Extra	W4e. In addition to your wages, does your employer give you or pay for any of the following? READ LIST AND CHECK ALL THAT APPLY	a. <input type="checkbox"/> Food b. <input type="checkbox"/> Clothing or footwear, including uniforms c. <input type="checkbox"/> Housing d. <input type="checkbox"/> Cooking fuel e. <input type="checkbox"/> Transportation, including fuel f. <input type="checkbox"/> School fees or other education expenses g. <input type="checkbox"/> Consumer goods, such as electronics, phone, etc. h. <input type="checkbox"/> Something else (specify): _____	Use if interested in determining the other types of remuneration respondents might receive other than their monetary wages. Respondents may receive food, clothing, etc. along with their wages. For example, those working in a restaurant may often receive a meal as a part of their remuneration. Do not include if the respondent has to pay for any of these – for example, an employer may offer uniforms, but if the respondent has to pay for the uniform, then clothing or footwear, including uniforms should not be checked. Only check a category if respondent does not or did not pay for it.	NOTE: If respondent pays for what he/she receives, then do not check.  PROBE: Does your employer give it you in addition to your regular pay or: <ul style="list-style-type: none"> <li>do you pay for it from your wages? IF YES, do not check.</li> <li>paid for it upfront? IF YES, do not check.</li> </ul>
Time Spent on Wage Employment and Amount Earned – Set Hours ASK IF PRIMARY OR SECONDARY=3 (Time Frame: Last seven days)				
WORQ	W3X2. In a typical week or seven-day period, how many days do you normally work at this job?	1. 1 day 2. 2 days 3. 3 days 4. 4 days 5. 5 days 6. 6 days 7. 7 days	For respondents working for someone else regularly, that is with set hours and for set days of the week, this item is designed to determine the number of days per week they usually work. The number of days usually worked may be different from the number of days they worked the previous week. The intent is to find out how many days per week they normally work.	PROBE: Which days of the week do you usually work at this job?
WORQ	W3X3. On a typical day, approximately how many hours per day do you work at this job?	_____(RECORD NUMBER OF HOURS)	For respondents working for someone else regularly, that is with set hours and for set days of the week, this item is designed to determine the number of hours per day they usually work. The number of hours per day usually worked may be different from the	PROBE: At what time do you start work and when do you end work on a typical day? Do you get time off for lunch?  Now help the respondent calculate the typical number of hours they work on a normal day.



SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
			number of hours per day they worked last week or yesterday. The intent is to find out the number of hours per day they normally work.	
Extra	W4b I. When was the last time you got paid at this job?	<p>_____ (RECORD DATE);</p> <p>OR IF UNABLE CATEGORIES BELOW. (CHECK ONE)</p> <ol style="list-style-type: none"> <li>1. This week</li> <li>2. Last week</li> <li>3. About two weeks ago</li> <li>4. About three weeks ago</li> <li>5. About one month ago</li> <li>6. More than one month ago</li> <li>7. Have not been paid yet</li> </ol>	Experts in the field indicated that youth in vulnerable employment may often not have been paid for extended periods or at all, despite working regularly. This item is designed to gauge if participants are in employment where they have not been paid for extended periods or at all.	Record the actual date if respondent is able to provide it. Otherwise, read out the categories below and help the respondent choose one.
WORQ	W4b. How much is your usual take home pay?	<p>_____ (RECORD AMOUNT)</p>	Key item to determine the amount of money respondent takes home, i.e., their earnings. This should be the amount after taxes and other contributions are deducted, if the employer does that. If the employer does not deduct, it should be the respondent's gross pay. Note, the item asks for usual pay. In many cases, youth may have taken home a different pay in the last pay period than what they usually take home. This could be due to a variety of reasons, for example, a participant working in a restaurant may have taken home less than the usual, because they broke some glasses and the amount was deducted from their last paycheck. Conversely, participants may have taken home more than their usual amount in the last pay period, because of a bonus that was included or amount they received to compensate for an expense. The intent of this item is to obtain information on what they	Take home pay is the pay that the respondent actually takes home. It may be that the employer deducted taxes and other contributions from their pay or the employer may not have done so. But the amount recorded, regardless, is the amount that the respondent actually takes home.

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
			normally or usually take home without factoring in these variations.	
WORQ	W4d. What period of time does that payment of your wage cover? [IF NEEDED: By period of time we mean the range or amount of time, such as a day, a week, a month or something else that you worked to earn your usual take home pay.]	Daily Weekly Once every two weeks Two times a month Once a month Other (specify): _____	Determine the period of work time the above take home pay is for. Note, some respondents may provide information based on how long the money lasts them and not how long it took them to earn that money. This item is designed to obtain information on the length of time the respondent worked to earn that take home pay.	Make sure they are responding with the period of time the payment covered and not something else.
Extra	W4DNEO. Did your employer deduct taxes, benefits or anything else from the payment that you last received?	Yes No	Determine if the take home pay is gross or net. This item can also be used to determine the formality of the job. Programs focusing on placing participants in formal employment may want to use this item.	PROBE: Is the amount you just gave me, the amount you receive after your employer takes out taxes and deducts for other things such as healthcare, retirement, uniforms, travel or something else? Or, is this the amount you receive before anything is taken out?
Extra	BEN. Does your employer give you any of the following:  Paid days off for when you are sick, for government holidays or to take time off with your family?  pay toward a program that helps you save money for when you get old and can no longer work, such as [insert retirement program name]?  pay toward a program that helps pay for any healthcare needs you might have on a regular basis, such [insert health insurance program name]?  Special bonus at the end of the year or during the festival season?  ADAPT BY COUNTRY – add country-specific programs to definition.	1. Yes 2. No   1. Yes 2. No   1. Yes 2. No   1. Yes 2. No	This item can be used to assess the quality or formality of the job. Only participants employed in the formal sector are likely to have paid days off, contributions toward a retirement program, health insurance, or other benefits. Programs focusing on placing participants in formal employment may want to use this item. Note, adapt to include country-specific names of programs and other adaptations, as needed.	PROBE FOR A: Do you still get paid when you are sick and cannot work or if you have take time off for other reasons?  NOTE: Mention names of national or relevant local programs in these items. The question is designed to determine if the respondent receives paid time off (vacation, sick and/or holidays), healthcare, and retirement benefits. Some countries also require employers to pay a special end of year bonus or a bonus during the main festival season, sometime called 13 <sup>th</sup> month pay. Terms appropriate to the locality should be used.
Time Spent on and Earnings From Wage Employment – When Work Available ASK IF PRIMARY OR SECONDARY= 4 (Time Frame: Previous month)				

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
WORQ	<p>W3aI. How many days did you work at this job in the...</p> <p>LAST WEEK OR LAST seven DAYS?</p> <p>PREVIOUS MONTH OR [INSERT MONTH YEAR]? (<i>Extra WORQ</i>)</p>	<p>_____</p> <p>RECORD DAYS</p> <p>_____</p> <p>RECORD DAYS</p>	<p>For respondents working for someone else irregularly, that is when work is available, this item is designed to determine the number of days they worked in the last week and in the previous month. The number of days they worked last week may be multiplied by 4.33 (number of weeks in a month, on average) to obtain the number of days the respondent may have worked in a month, but this number may not equal the number of days they worked in the previous month. Because these respondents do not work a set number of days per week on a regular basis, chances are that the number of days per month so calculated will be different from the number of days in the previous month reported by the respondent. The intent of the item is to obtain a sense of the number of days the respondent works to earn the amount they report. As the intent is to only obtain a general idea and not calculate a day rate, the number of days a respondent worked in the previous month is optional.</p>	<p>PROBE: How many days did you work at this job last week? IF NEEDED, walk back through the days in the week – did you do this job last Monday, how about Tuesday...?</p> <p>What about the first week of [month]? And what about the next week? Walk respondent back through the last four weeks to determine the number of days they worked at this job in that time. Note: this may differ from week to week.</p>
WORQ	W3aHRS. When you last worked at this job, how many hours did you work that day?	<p>_____</p> <p>(RECORD HOURS)</p>	<p>The intent of this item is to obtain a general idea of the number of hours the respondent may be working to earn the amount they report, but it is not intended to allow for the calculation of an hourly rate.</p>	<p>PROBE: When was the last day you worked at this job? How many hours did you work on this job on that day?</p>
WORQ	W4NEW. How much money did you receive as pay for doing this work in the previous month OR [insert month year]?	<p>_____</p> <p>(RECORD AMOUNT)</p>	<p>This is a key item designed to obtain information on the amount the respondent earned in the previous month. Testing determined that it was often easier for respondents to report monthly income compared to weekly income, and these data were found to be more reliable.</p>	<p>PROBE: How much did you receive for doing this job last month? IF NEEDED, you said you worked this job x hours last month – how much did you get for that?</p> <p>What about during the last week of [month]? And what about between [insert date] and [insert date]? Walk respondent back through each week of the month to determine the amount they earned at this job in that time. Note: this may differ from week to week.</p>

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
OB. OWN EMPLOYMENT – ASK IF PRIMARY OR SECONDARY=2				
<i>Type of Own-Employment (No specified time frame)</i>				
Extra	<p>OBI. You said you work for yourself to earn money. Could you describe the work that you do for yourself to earn money?</p> <p>Refer to <a href="https://unstats.un.org/unsd/publication/seriesM/seriesm_4rev4e.pdf">https://unstats.un.org/unsd/publication/seriesM/seriesm_4rev4e.pdf</a> for additional guidance on definitions for each category and how to code for each category. To ensure the most recent classification is being used, please check <a href="https://unstats.un.org/unsd/classifications/">https://unstats.un.org/unsd/classifications/</a>.</p>	<ul style="list-style-type: none"> <li>Wholesale and retail trade (buying and selling)</li> <li>Accommodation and food service activities (hotels, restaurants, selling food products, etc.)</li> <li>Repair of motor vehicles and motorcycles</li> <li>Agriculture, forestry, and fishing</li> <li>Mining and quarrying</li> <li>Electricity, gas, steam, and air conditioning supply</li> <li>Water supply, sewerage, waste management, and remediation activities</li> <li>Manufacturing</li> <li>Construction</li> <li>Information and communication</li> <li>Transportation and storage</li> <li>Professional, scientific, and technical activities</li> <li>Financial and insurance activities</li> <li>Real estate activities</li> <li>Administrative and support service activities</li> <li>Public administration and defense; compulsory social security</li> <li>Education</li> </ul>	<p>The intent of this question is to capture information on the type of industry within which the business can be categorized. This information may be used by programs to assess how the skills they are imparting and the businesses these youth are operating fit within the overall macro economic environment.</p>	<p>Code based on what respondent is saying. DO NOT READ CATEGORIES.</p> <p>Note: Buying and Selling includes retail, owning a shop, etc. However, owning a food stall or truck or operation that makes and sells food should be categorized under Restaurant/food stall.</p> <p>If unsure, please check other and record respondent's answer verbatim.</p>

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
		<ul style="list-style-type: none"> <li>Human health and social work activities</li> <li>Arts, entertainment, and recreation</li> <li>Other service activities</li> <li>Activities of households as employers; undifferentiated good- and service-producing activities of households for own use</li> <li>Activities of extraterritorial organizations and bodies</li> </ul>		
WORQ	OB2NEW. Do you pay someone with money to help you in this work that you do for yourself?	Yes No	The intent of this item is to determine if the self-employed respondent is also an employer. If the respondent answers “Yes” to this item, then they are considered to be an employer.	The intent is to identify if the respondent has any employees, that is, pays someone to help them with their business.
Extra	OB4a. When did you start doing this work for yourself?	_____(MONTH)/ _____(YEAR)	The item is intended to determine the length of time the respondent has been operating this particular business.	PROBE: How many months or years ago did you start working at this job? How long ago did you start working at this job? Help the respondent calculate back, if necessary.
<i>Time Spent on and Earnings from Own Employment (Previous month)</i>				
WORQ	OBX2. In a typical week, how many days do you do this work?	_____ (RECORD NUMBER OF DAYS)	This item is designed to determine the number of days per week self-employed respondents usually work. The number of days per week usually worked may be different from the number of days per week they worked last week.	PROBE: How many days did you work on this business last week? IF NEEDED, walk back through the days in the week – did you do this job last Monday, how about Tuesday...?  Was last week typical of what you do for this work? IF NO: Typically how many days per week do you do this work?
WORQ	OBX3. In a typical day, how many hours do you do this work?	_____ (RECORD NUMBER OF HOURS)	This item is designed to determine the number of hours per day self-employed respondents usually work. The number of hours per day usually worked may be different from the number of hours per day they worked last week or yesterday.	PROBE: When was the last day you worked on this business? How many hours did you work on this business on that day?  Was that last day typical of what you do for this work? IF NO: typically how many hours do you do this work on a day when you do it?  Were there hours in which you waiting for customers at your place of business but did

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
				not work? IF YES: did you count those hours? What were those hours? Add them to the total.
WORQ	OB5f. How much did you earn from this work in the...  LAST WEEK OR LAST seven DAYS?  PREVIOUS MONTH, THAT IS, IN [INSERT MONTH YEAR]?	____ (RECORD AMOUNT)  ____ (RECORD AMOUNT)	This is a key item designed to obtain information on the amount the respondent earned in the previous month. Testing determined that it was sometimes easier for respondents to report monthly income and sometimes weekly income depending on their context. It is suggested both time periods be collected and the data be assessed for reliability.	PROBE: How much did you receive for doing this work last week? IF NEEDED, you said you worked on this business x hours last week – how much did you earn for that?  What about the week before that? And what about between [insert date] and [insert date]? Walk respondent back through the last seven days/last four weeks to determine the amount they earned at this job in that time. Note: this may differ from week to week.
WORQ	OB5g. Are the amount(s) you just gave me your profit from this work, that is, the amount you earned after subtracting your expenses?	Yes (go to next module) No (go to OB7)	Testing also revealed that respondents sometimes report profit or net earnings, and sometimes report gross earnings. This item is intended to determine which one they are reporting. Analysts should bear the difference in earnings based on this information when conducting analyzing the data, as some respondents may report net at one time and gross at another or vice versa. Additionally, to report snapshot numbers, adjustments will be necessary to ensure the data are similar across cases. See section on <i>Calculating Indicators</i> for more details.	PROBE: Are the amounts you just gave me what you earn after you pay for your expenses to run this business, or was it before you accounted for such expenses?
WORQ	OB7. How much money did you spend to pay others or buy supplies to do this work in the previous month, that is, in [insert month year]?	(RECORD AMOUNT)	If respondents reported their gross income, that is, they responded with a “No” to the above question, then this item should be asked. The intent of this item is to determine respondent’s business expenses including paying for supplies, space, and employees among other things. This amount should be subtracted from the amount the respondent reported in OB5F – See <i>Calculation Indicators</i> section for more details.	PROBE: In the last month, how much did you spend on supplies?  What about transportation?  Do you pay rent for the space where you conduct your business?  What about paying people who help you?  Did you have other expenses you paid for in the [insert month year]?  Help the respondent add up all expenses.
HB. FAMILY WORK/HOUSEHOLD ENTERPRISE — ASK IF PRIMARY OR SECONDARY=1				

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
Type of Family Work/Household Enterprise (No specified time frame)				
Extra	<p>HBI. Can you please describe the work that you do for someone in your household to whom you are related for which you earned money?</p> <p>Refer to <a href="https://unstats.un.org/unsd/publication/seriesM/seriesm_4rev4e.pdf">https://unstats.un.org/unsd/publication/seriesM/seriesm_4rev4e.pdf</a> for additional guidance on definitions for each category and how to code for each category. To ensure the most recent classification is being used, please check <a href="https://unstats.un.org/unsd/classifications/">https://unstats.un.org/unsd/classifications/</a>.</p>	<ul style="list-style-type: none"> <li>Wholesale and retail trade (buying and selling)</li> <li>Accommodation and food service activities (hotels, restaurants, selling food products, etc.)</li> <li>Repair of motor vehicles and motorcycles</li> <li>Agriculture, forestry, and fishing</li> <li>Mining and quarrying</li> <li>Electricity, gas, steam, and air conditioning supply</li> <li>Water supply, sewerage, waste management, and remediation activities</li> <li>Manufacturing</li> <li>Construction</li> <li>Information and communication</li> <li>Transportation and storage</li> <li>Professional, scientific, and technical activities</li> <li>Financial and insurance activities</li> <li>Real estate activities</li> <li>Administrative and support service activities</li> <li>Public administration and defense; compulsory social security</li> <li>Education</li> <li>Human health and social work activities</li> </ul>	<p>The intent of this question is to capture information on the type of industry within which the business can be categorized. This information may be used by programs to assess how the skills they are imparting and the businesses these youth are operating fit within the overall macro economic environment.</p>	<p>Code based on what respondent is saying. DO NOT READ CATEGORIES.</p> <p>Note: buying and selling includes retail, owning a shop, etc. However, owning a food stall or truck or operation that makes and sells food should be categorized under restaurant/food stall.</p> <p>If unsure, please check other and record respondent's answer verbatim.</p>



SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
		<ul style="list-style-type: none"> <li>Arts, entertainment, and recreation</li> <li>Other service activities</li> <li>Activities of households as employers; undifferentiated good- and service-producing activities of households for own use</li> <li>Activities of extraterritorial organizations and bodies</li> </ul>		
<i>Time Spent on and Earnings From Family Work/Household Enterprise (Time Frame: Previous month)</i>				
WORQ	HBX2. In a typical week or seven-day period, how many days do you usually help out with or work on this business?	<p>_____</p> <p>(RECORD NUMBER OF DAYS)</p>	This item is designed to determine the number of days per week self-employed respondents usually work. The number of days per week usually worked may be different from the number of days per week they worked last week.	
WORQ	HBX3. In a typical day, how many hours do you usually help out with or work on this business?	<p>_____</p> <p>(RECORD NUMBER OF HOURS)</p>	This item is designed to determine the number of hours per day self-employed respondents usually work. The number of hours per day usually worked may be different from the number of hours per day they worked last week or yesterday.	<p>PROBE: When was the last day you worked on this business? How many hours did you work on this business on that day?</p> <p>Was that last day typical of what you do for this work? IF NO: typically how many hours do you do this work on a day when you do it?</p>
WORQ	HB4. How much money did you receive as pay for doing this work in the previous month, that is, in [insert month year]?	<p>_____</p> <p>(RECORD AMOUNT)</p>	This is a key item designed to obtain information on the amount the respondent earned in the previous month.	<p>PROBE: How much did you receive for doing this work last week? IF NEEDED, you said you worked on this business x hours last week – how much did you earn for that?</p> <p>What about the week before that? And what about between [insert date] and [insert date]? Walk respondent back through the last four weeks to determine the amount they earned at this job in that time.</p> <p>DOES NOT COUNT IF THEY GOT REIMBURSED.</p>
WORQ	HB5. How much money did you contribute toward the expenses of	<p>_____</p>	Respondent may have paid out-of-pocket to support the household enterprise. The intent of this item is to	Record 0 if respondent did not contribute anything.

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
	this family business in the previous month, that is, in [insert month year]?	(RECORD AMOUNT)	capture any such amounts. That amount should be deducted from the earnings they reported in HB4. See <i>Calculating Indicators for more details</i> .	
WORQ	HB6. Did you receive any of the following from someone in your household for doing this work? READ LIST AND CHECK ALL THAT APPLY	a. <input type="checkbox"/> Food b. <input type="checkbox"/> Clothing or footwear, including uniforms c. <input type="checkbox"/> Housing d. <input type="checkbox"/> Cooking fuel e. <input type="checkbox"/> Transportation, including fuel f. <input type="checkbox"/> School fees or other education expenses g. <input type="checkbox"/> Consumer goods, such as electronics, phone, etc. h. <input type="checkbox"/> Something else (specify): _____	Some respondents helping in household enterprises may only be remunerated with things and not money, especially within certain contexts. Programs can choose to administer this item if it is relevant within the context in which they operate.	PROBE: Do you receive this even if you do not work on the family business? If YES, do NOT check.

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
IN-KIND EMPLOYMENT – ASK IF Q1=NO, THAT IS DID NOT WORK FOR MONEY (TIME FRAME: PREVIOUS MONTH)				
WORQ	<p>INK1. In the previous month, that is, in [insert month year], did you do any work for which you got paid with something other than money?</p> <p>Was that work on your household's farm?</p>	<p>Yes</p> <p>No (GO TO UNEMP)</p>	<p>This is a key item required to evaluate a respondent's employment status. If respondents worked during this time period and received pay in something other than money, that is, for in-kind payment, then those respondents are considered to be employed. If the only work the respondents did, however, was to help in a family/household farm for in-kind remuneration, then they are not considered to be employed. Code them as "No" on this item. Those engaging in non-farm activities, such as selling the produce from the farm or selling items made from the farm produce, are considered to be employed—they should be coded as "Yes" on this item.</p>	<p>Note, respondents may have been paid with food, clothes, labor, and other items.</p> <p>PROBE IN RURAL AREAS: Was that helping with the household farm, such as preparing the field, sowing, watering, or harvesting crops?</p>
Extra	INK2. For whom did you do that work in the previous month, that is, in [insert month year]	<p>Worked for someone in my household</p> <p>Worked for someone else</p> <p>Both</p>	<p>If a program is operating within a context where a large number of participants are being paid in-kind, programs may want to use this item to obtain a better sense of whom the youth are working for.</p>	<p>PROBE: Was that for someone in your household or for someone else or both?</p>
Extra	<p>INK3. Which of the following did you receive as payment for this work that you did for someone in your household or someone else for which you did not get paid with money?</p> <p>READ LIST AND CHECK ALL THAT APPLY</p>	<p>a. <input type="checkbox"/> Food</p> <p>b. <input type="checkbox"/> Clothing or footwear, including uniforms</p> <p>c. <input type="checkbox"/> Housing</p> <p>d. <input type="checkbox"/> Cooking fuel</p> <p>e. <input type="checkbox"/> Transportation, including fuel</p> <p>f. <input type="checkbox"/> School fees or other education expenses</p> <p>g. <input type="checkbox"/> Consumer goods, such as electronics, phone, etc.</p> <p>h. <input type="checkbox"/> Something else (specify): _____</p> <p>→ GO TO JSI</p>	<p>If a program is operating within a context where a large number of participants are being paid in-kind, programs may want to use this item to obtain a better sense of how youth are being paid.</p>	<p>PROBE: Do you receive this even if you do not work on the family business? If YES, do NOT check.</p>

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
UNEMPLOYMENT AND JOB SEARCH – ASK IF Q1=NO AND INK1=NO. To Determine if Still in Labor Force (Time Frame: Last 4 weeks or Previous month)				
WORQ	UNEMP. What is the main reason you did not do anything to earn money or receive payment in some other form in the previous month, that is, in [insert month year]? (CHECK ONE)	1. On leave voluntarily 2. Ill – self or family illness 3. Business closed 4. Not the right season 5. Could not find work 6. In school or in training 7. Had to take care of home, children and/or older family members 8. Other (specify): _____	This is a key item that is used to determine the respondents' employment/labor force status. Depending on their responses to JS1 and JS2 below, those in certain response categories may be considered unemployed while others may be considered to not be in the labor force. See <i>Calculating Indicators</i> section for more details.	If respondent gives multiple reasons, probe for the MAIN reason.
JOB SEARCH– ASK IF Q1=NO AND INK1=NO. To Determine if Still in Labor Force (Time Frame = Last 4 weeks)				
WORQ	JS1. In the last four weeks, have you looked for a job to help you earn money or receive payment in some other form?	1. Yes 2. No	This is a key item that is used to determine the respondents' employment/labor force status. See <i>Calculating Indicators</i> section for more details.	Looking for a job is searching for paid work (paid work can either be with cash or something else).
WORQ	JS2. If you were offered a job, would you be willing to take it?	1. Yes 2. No	This is a key item that is used to determine the respondents' employment/labor force status. See <i>Calculating Indicators</i> section for more details.	Note, some respondents may say “Maybe/Depends.” ASK, if the had to choose Yes or No, what would they choose.
OTHER ACTIVITIES – ASK ALL (Time Frame: Last months and Last seven days)				
Extra	A1. Please tell me if you participated in any of the following activities in the previous month, that is, in [insert month year]. Did you engage in this activity in the last week?  Attended school or college  Attended educational or training classes	CODE FOR EACH: 1. Yes, in last week 2. Yes, in last month, but not last week 3. No 4. Can't remember/Don't know	USAID youth WFD programs also encourage participants to engage in other activities, such as going back to school or college, attend training, volunteering in the community, or working in unpaid internships. This and the subsequent two items are	Note, if respondent says Yes, follow up by asking if it was in the last week or last month.

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
	<p>Volunteered in your community</p> <p>Worked at an unpaid apprenticeship or internship</p> <p><i>[IF A1A to A1D NOT EQUAL 1 – GO TO EMPSAT; ELSE ASK A2 and A3]</i></p>		designed to collect information on these activities.	
Extra	<p>A2. <i>[ASK FOR “YES, IN LAST WEEK” in A1]</i> In the last seven days, how many days did you participate in this activity?</p> <p>Attended school or college _____</p> <p>Attended educational or training classes _____</p> <p>Volunteered in your community _____</p> <p>Worked at an unpaid apprenticeship or internship _____</p>	RECORD NUMBER OF DAYS	The intent of this item is to determine how often respondent engaged in the activity in the last week.	PROBE: Did you do this last Monday? How about last Tuesday...? Lead the respondent through each day of the week to determine number of day, if needed.
Extra	<p>A3. <i>[ASK FOR “YES, IN LAST WEEK” in A1]</i> In the last week, approximately how many hours per day did you usually participate in this activity on days you did this activity?</p> <p>Attended school or college _____</p> <p>Attended educational or training classes _____</p> <p>Volunteered in your community _____</p> <p>Worked at an unpaid apprenticeship or internship _____</p>	RECORD NUMBER OF HOURS	The intent of this item is to determine for how long the respondent engaged in that activity in the past week.	PROBE: Ask them, if needed, how many hours they did the activity last Monday, Tuesday, etc. and help them calculate the number of hours they did that activity that week.
<p>PERCEPTION OF EMPLOYMENT AND EARNINGS – ASK IF Q1=YES OR INK1=Yes.</p> <p><i>Determinants of Decent Work (No specified time frame)</i></p>				
Extra	<p>EMPSAT. Are you satisfied with your work situation? Would you say you were completely satisfied, somewhat satisfied, or not satisfied?</p>	<p>Yes, completely (<i>go to P1</i>)</p> <p>Yes, somewhat (<i>go to UNSATNEO</i>)</p> <p>No, not satisfied (<i>go to UNSATNEO</i>)</p>	This item is designed to gauge respondents' satisfaction with their current employment. This and other measures in this section may be used to assess the decency of the employment, but note that these items require further research regarding their ability to predict decent labor.	PROBE: Level of satisfaction. Would that be completely, somewhat, or not at all?

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
Extra	UNSATNEO. What are some of the reasons you are not completely satisfied with your work situation? DO NOT READ CATEGORIES. CHECK ALL THAT APPLY.	a. Not enough pay b. Not enough work/orders c. Dangerous job d. The job is too far/commute too far or expensive e. Hours are inconvenient or too long f. For some other reason (specify): _____	This item is designed to gauge respondents' reasons for dissatisfaction with their current employment. This and other measures in this section may be used to assess the decency of the employment, but note that these items require further research regarding their ability to predict decent labor.	Do not read categories. Code based on what respondent says. Code multiple categories. If not listed, code as other, and record verbatim respondent's answer.
Extra	P1. Can you meet your basic personal and household expenses from what you are currently earning? DO NOT READ CATEGORIES	1. Yes, both personal and household 2. Yes, personal only 3. Yes, household only 4. No 5. Not sure	This item was adapted from the LSMS with the main change being making the response categories comprehensive. It is intended to measure if the respondent can make ends meet based on their earnings.	Respondent may say just yes—PROBE to make sure that it is for both household and personal expenses. Otherwise, code as respondent indicates.
Extra	P2. Can you save a lot, a little, or nothing at all from your current earnings?	A lot A little Nothing Not sure	This item was adapted from the LSMS with minor wording changes. It is intended to measure if the respondent is able to save anything from their earnings.	Note, a response of "Some" means "A little."
<b>QUESTIONS ON FUNCTIONING – ASK ALL</b> <i>To Determine Respondent's Disability Status (No specified time frame)</i>				
WORQ	DIS. Do you have difficulty... (READ CATEGORIES). Would you say you have no difficulty, some difficulty, a lot of difficulty, or is this an activity you cannot do at all?  Seeing, even if wearing glasses Hearing, even if using a hearing aid Walking or climbing steps Remembering or concentrating	No, no difficulty Yes, some difficulty Yes, a lot of difficulty Cannot do at all  FOR EACH	Collect demographic information to be used in analyzing the data.	Note, respondent determines level of difficulty. The interviewer may think that the respondent has a lot or no difficulty, but this item is based on the respondent's own assessment.

SURVEY	ITEM	RESPONSES	INTENT OF THE ITEM	INTERVIEWER INSTRUCTIONS
	With self-care, such as washing all over or dressing  Communicating in your own languages, that is, understanding or being understood			
CONTACT INFORMATION – ASK ALL <i>For Follow-up Surveys (No specified time frame)</i>				
Extra	C1. What is your mobile phone number or a phone number on which we can reach you?	_____ (RECORD NUMBER)	To obtain contact information that would allow for contacting respondent again to conduct follow-up surveys.	Gather any and all contact information the respondent is willing to provide and that is relevant to them. IF THEY ASK: We are collecting this information in case we need to follow-up with you about any of the information you have given us. We may also need to follow-up with you to see how you are doing sometime down the road. This information will not be divulged to any third party, but will be held confidential.
	C2. What is your email?	_____ (RECORD EMAIL)		
	C3. What is your name on Facebook?	_____ (RECORD NAME)		
	C4. What is your mother's mobile phone number?	_____ (RECORD NUMBER)		
	C5. What is your father's mobile phone number	_____ (RECORD NUMBER)		
	C6. [IF MARRIED] What is your wife/husband's phone number?	_____ (RECORD NUMBER)		
	C7. If we need to contact you again in the future, can you give us the name, phone number, and email of two people who will know how to find you?	Name: _____ Email: _____ Phone: _____ 2. Name: _____ Email: _____ Phone: _____		



## THE QUICK WORQ

This survey should be used if seasonality is an issue or if the program is able and can check in on participants on a regular basis to track them over time.

It is recommended that this survey be administered at least monthly once the participant completes the program for a period of six months. Weekly administration is highly recommended. Programs may determine the best mode for administration; use of SMS, Facebook, WhatsApp, and other technologies are encouraged for this survey.

ITEMS	RESPONSES
EMP. In the last week, that is, in the last seven days, did you do anything to earn money?	Yes No
EARN. How much did you earn last week, that is, in the last seven days?	<hr/> (RECORD AMOUNT)
DAYS. How many days did you work last week, that is, in the last seven days?	1. 1 day 2. 2 days 3. 3 days 4. 4 days 5. 5 days 6. 6 days 7. 7 days
HRS. On a typical day, approximately how many hours per day did you work last week, that is, in the last seven days?	<hr/> (RECORD NUMBER OF HOURS)
TYPE. In the last week, that is, in the last seven days, did you... (CHECK ALL THAT APPLY)	Help in business that is run by someone who is related and lives in household Run own business, owned alone or with someone else Work for someone else

## APPENDIX C: CALCULATING VARIABLES

VARIABLES	CATEGORIES	ITEMS TO USE	RESPONSE OPTIONS	CALCULATION USING THE WORQ
EMPLOYMENT STATUS	EMPLOYED	Q1. In the previous month, meaning in [insert month, year], did you do anything to earn money?	Yes No	Q1 = 1 OR INK1 = 1
	NOT EMPLOYED	INK1. In the previous month, that is, in [insert month, year] did you do any work for which you got paid with something other than money?	Yes No	Q1 = 2 AND INK1 = 2 AND (JS1=1 AND JS2=1)  Note: IF Q1 = 2 AND INK1 = 2 AND (EITHER BUT NOT BOTH JS1 OR JS2=1), then examine UNEMP. If UNEMP=3, 4, or 5, the individual may be considered unemployed instead of “not in the labor force.”
	NOT IN LABOR FORCE	UNEMP. What is the main reason you did not do anything to earn money or receive payment in some other form in the previous month, that is, in [insert month, year]? (CHECK ONE)	1. On leave voluntarily 2. Ill – self or family illness 3. Business closed 4. Not the right season 5. Could not find work 6. In school or in training 7. Had to take care of home, children and/or older family members 8. Other (specify) _____	Q1 = 2 AND INK1 = 2 AND (JS1=2 AND JS2=2).  Note: IF Q1 = 2 AND INK1 = 2 AND (EITHER BUT NOT BOTH JS1 OR JS2=1), then examine UNEMP. If UNEMP=1, 2, 6, or 7, the individual may be “not in the labor force.”
		JS1. In the last four weeks, have you looked for a job to help you earn money or receive payment in some other form?	1. Yes 2. No	
		JS2. If you were offered a job, would you be willing to take it?	1. Yes 2. No	
EMPLOYMENT TYPE	WAGE EMPLOYMENT	Q2/Q4. Now, think about what you did to earn <u>most/next most of your income</u> in [month, year]. Was that:	Help in business that is run by someone who is related and lives in household	Q2 or Q4 = 3
	OWN/SELF EMPLOYMENT –			Q2 or Q4 = 2 AND OB2NEW= 2

VARIABLES	CATEGORIES	ITEMS TO USE	RESPONSE OPTIONS	CALCULATION USING THE WORQ
	OWN ACCOUNT	<ul style="list-style-type: none"> <li>helping in a business that is run by someone who is related to you and lives with you; or</li> <li>was it running a business that you own alone or you own with someone else, that is, working for yourself [to earn money]; or</li> <li>was it working for someone else [to earn money]? (CHECK ONE)</li> </ul>	Run own business owned alone or with someone else  Work for someone else	
	OWN EMPLOYMENT – EMPLOYER	OB2NEW. Do you pay someone with money to help you in this work that you do for yourself?	1. Yes 2. No	Q2 or Q4 = 2 AND OB2NEW=1
	FAMILY WORK/HOUSE HOLD ENTERPRISE (HE)			Q2 or Q4 = 1
FORMALITY OF WAGE EMPLOYMENT	FORMAL	Q2/Q3. Now, think about what you did to earn <u>most/next most of your income</u> in [month, year]. Was that: <ul style="list-style-type: none"> <li>helping in a business that is run by someone who is related to you and lives with you; or</li> <li>was it running a business that you own alone or you own with someone else, that is, working for yourself [to earn money]; or</li> <li>was it working for someone else [to earn money]? (CHECK ONE)</li> </ul>	Help in business that is run by someone who is related and lives in household  Run own business owned alone or with someone else  Work for someone else	Q2 or Q4 = 3 AND Q2A or Q4A = 1 AND ((W2a = 2 OR (W4DNEO=1) OR (BENa = 1 OR BENb = 1 OR BENc = 1))
	INFORMAL	Q2A/Q4A. Is the work you did for someone else in the previous month, meaning in [month, year]: <ul style="list-style-type: none"> <li>something you do for a set number of hours every week, or</li> <li>something that you did when work was available?</li> </ul>	1. Set Hours 2. When Work is Available	ANYONE WHO IS IN WAGE EMPLOYMENT (Q2 OR Q4=3) BUT WHO DOES NOT MEET THE ABOVE DEFINITIONS OF “FORMAL” WAGE EMPLOYMENT IS CONSIDERED TO BE IN “INFORMAL” EMPLOYMENT.

VARIABLES	CATEGORIES	ITEMS TO USE	RESPONSE OPTIONS	CALCULATION USING THE WORQ
		W2a. Is your employer at this job...? (READ CATEGORIES) (CHECK ONE)	Private Company or Person Government Something else? (specify)	
		W4DNEO. Did your employer deduct taxes, benefits or anything else from the payment that you last received?	1. Yes 2. No	
		BEN. Does your employer give you any of the following: a. Paid days off for when you are sick, for government holidays or to take time off with your family? b. Pay toward a program that helps you save money for when you get old and can no longer work, such as [insert retirement program name]? c. Pay toward a program that helps pay for any healthcare needs you might have on a regular basis, such [insert health insurance program name]? d. Special bonus at the end of the year or during the festival season? ADAPT BY COUNTRY – add country-specific programs to definition.	1. Yes 2. No  1. Yes 2. No  1. Yes 2. No	
HOURS WORKED  (separate variables should be calculated for weekly and monthly hours)	CONTINUOUS (Upper bound should not exceed what is reasonable for an individual to	W3X2. In a typical week or seven-day period, how many days do you normally work at this job?	1. 1 day 2. 2 days 3. 3 days 4. 4 days 5. 5 days	IF WAGE EMPLOYMENT AND SET HOURS (Q2/Q4=3 AND Q2A/Q4A=1)  # of hours per week (WEEK) = W3X3 * W3X2 # of hours per month (MON) = (W3X3 * W3X2) * 4.35 <sup>20</sup>

<sup>20</sup> The multiplier of 4.35 to convert weeks to months (also a divisor when converting months to weeks) is based on a weighted average of 30.42 days in a month. 30.42 days in a month divided by 7 days in a week equals 4.35.

VARIABLES	CATEGORIES	ITEMS TO USE	RESPONSE OPTIONS	CALCULATION USING THE WORQ
worked; calculations for both are included)	work in a week or a month)		6. 6 days 7. 7 days	-----  IF WAGE EMPLOYMENT AND WORK WHEN AVAILABLE (Q2/Q4=3 AND Q2A/Q4A=2) # of hours per week (WEEK) = W3aHRS * W3aIa OR W3AHRS * (W3aIb/4.35) # of hours per month (MON) = W3aHRS * W3aIb OR W3AHRS * W3aIa*4.35
		W3X3. On a typical day, approximately how many hours per day do you work at this job?	____ (RECORD HOURS)	
		W3aHRS. When you last worked at this job, how many hours did you work that day?	____ (RECORD HOURS)	
		W3aI. How many days did you work at this job in the... LAST WEEK OR LAST seven DAYS?	____ (RECORD DAYS)	
		PREVIOUS MONTH OR [INSERT MONTH YEAR]?	____ (RECORD DAYS)	
		OBX2. In a typical week, how many days do you do this work?	____ (RECORD DAYS)	IF OWN EMPLOYMENT (Q2/Q4=2) # of hours per week (WEEK) = OBX3 * OBX2
		OBX3. In a typical day, how many hours do you do this work?	____ (RECORD HOURS)	# of hours per month (MON) = ( OBX3 * OBX2) * 4.35
		HBX2. In a typical week or seven-day period, how many days do you usually help out with or work on this business?	____ (RECORD NUMBER OF DAYS)	IF FAMILY WORK/HE (Q2/Q4=1) # of hours per week (WEEK) = HBX3 * HBX2 (usually 1 day of rest)
		HBX3. In a typical day, how many hours do you work on this business?	____ (RECORD HOURS)	# of hours per month (MON) = ( HBX3 * HBX2) * 4.35
EARNINGS	CONTINUOUS	W4b. How much is your usual take home pay?	____ (RECORD AMOUNT)	IF WAGE EMPLOYMENT AND SET HOURS (Q2/Q4=3 AND Q2A/Q4A=1) IF DAILY (W4d=1)
		W4d. What period of time does that payment of your wage cover?	1. Daily 2. Weekly; 3. Every two weeks	Weekly = W4b * W3X2 Monthly = (W4b * W3X2) * 4.35

VARIABLES	CATEGORIES	ITEMS TO USE	RESPONSE OPTIONS	CALCULATION USING THE WORQ
			4. Two times a month	IF WEEKLY ( $W4d=2$ )
			5. Monthly	Weekly = $W4b$
		W3X2. In a typical week or seven-day period, how many days do you normally work at this job?	1. 1 day	Monthly = $W4b \times 4.35$
			2. 2 days	IF EVERY TWO WEEKS ( $W4d=3$ )
			3. 3 days	WEEKLY = $W4b/2$
			4. 4 days	MONTHLY = $W4b \times 2.17^{21}$
			5. 5 days	IF TWICE A MONTH ( $W4d=4$ )
			6. 6 days	WEEKLY = $W4b/2.17$
			7. 7 days	MONTHLY = $W4b \times 2$
		W4NEW. How much money did you receive as pay for doing this work in the...		IF MONTHLY ( $W4d=5$ )
				Weekly = $W4b/4.35$
		a. LAST WEEK OR LAST seven DAYS?	(RECORD AMOUNT)	Monthly = $W4b$
		b. PREVIOUS MONTH, THAT IS, IN [MONTH, YEAR]?	(RECORD AMOUNT)	-----
				IF WAGE EMPLOYMENT AND WORK WHEN AVAILABLE ( $Q2/Q4=3$ AND $Q2A/Q4A=2$ )
				Weekly = $W4NEWa$ or $W4NEWb / 4.35$
				Monthly = $W4NEWa$ or $W4NEWb \times 4.35$
		OB5f. How much did you earn from this work in the ...		IF OWN EMPLOYMENT ( $Q2/Q4=2$ )
		a. LAST WEEK OR LAST seven DAYS?	(RECORD AMOUNT)	Step 1: First compute initial weekly or monthly earnings.
		b. PREVIOUS MONTH, THAT IS, IN [MONTH, YEAR]?	(RECORD AMOUNT)	Weekly initial (WINIT) = $OB5Fa$ or $OB5Fb / 4.35$
				Monthly initial (MINIT) = $OB5Fb$ or $OB5Fa \times 4.35$
				Step 2: Adjust WINIT or MINIT based on if net or gross was reported.
		OB5g. Are the amount(s) you just gave me your profit from this work, that is, the amount you earned after subtracting your expenses?	Yes	IF $OB5g = 1$
			No	Weekly = WINIT
				Monthly = MINIT

<sup>21</sup> The multiplier of 2.17 to convert bi-weekly pay to months (also a divisor when converting semi-monthly pay to weeks) is based on a weighted average of 30.42 days in a month. There are 15.21 days in half a month; 15.21 divided by 7 days in a week equals 2.17.

VARIABLES	CATEGORIES	ITEMS TO USE	RESPONSE OPTIONS	CALCULATION USING THE WORQ
		OB7. How much money did you spend to pay others or buy supplies to do this work in the previous month, that is, in [month, year]?	(RECORD AMOUNT)	IF OB5g = 2 Weekly = WINIT – (OB7 / 4.35) Monthly = MINIT – OB7
		HB4. How much money did you receive as pay for doing this work in the previous month, that is, in [month, year]?	(RECORD AMOUNT)	IF FAMILY WORK/HE (Q2/Q4=1) Weekly = HB4 / 4.35 Monthly = HB4
		INK1. In the previous month, that is, in [insert month, year], did you do any work for which you got paid with something other than money?	Yes No	IF ONLY IN-KIND EMPLOYMENT (INK1=1) Earnings=0
PARTICIPATION IN EDUCATION/ TRAINING	PARTICIPATED IN EDUCATION/ TRAINING	EDU3. Are you currently/Since completing the training provided by [insert program name] have attending/attended any classes or that will result in...  a. [ASK ONLY IF EDU < PRIMARY] Earning a primary school leaving certificate?  b. [ASK ONLY IF EDU < SECONDARY] Completing secondary school?  c. Earning a <u>certificate</u> from a technical, vocational, or professional training?  d. Earning a <u>degree</u> from a TVET, that is, a technical vocational training institute, or a college or university?	1. Yes; when did you enroll in these classes? _____ month _____ year  2. No	EDU3a OR EDU3b OR EDU3c OR EDU3d = 1
	DID NOT PARTICIPATE IN EDUCATION/ TRAINING			EDU3a AND EDU3b AND EDU3c AND EDU3d = 2
DISABILITY STATUS	DISABILITY	DIS. Do you have difficulty... (READ CATEGORIES). Would you say you have no difficulty, some difficulty, a lot of difficulty or is this an activity you cannot do at all?	No, no difficulty Yes, some difficulty Yes, a lot of difficulty Cannot do at all	DISA > 2 OR DISB > 2 OR DISC > 2 OR DISD > 2 OR DISE > 2 OR DISF > 2
	NO DISABILITY	Seeing, even if wearing glasses  Hearing, even if using a hearing aid  Walking or climbing steps	FOR EACH	DISA < 3 AND DISB < 3 AND DISC < 3 AND DISD < 3 AND DISE < 3 AND DISF < 3
	(See USAID's How To Note:			



VARIABLES	CATEGORIES	ITEMS TO USE	RESPONSE OPTIONS	CALCULATION USING THE WORQ
	<a href="#">Collecting Data on Disability in Education Programming</a> and the WG's <a href="#">guidance on analysis</a> for more information on scoring.)	Remembering or concentrating With self-care, such as washing all over or dressing Communicating in your own languages, that is, understanding or being understood		

## APPENDIX D: APPROACHES TO TRANSLATION AND CULTURAL ADAPTATION

### APPROACHES TO TRANSLATION AND ADAPTATION

This section provides information on approaches to translating and adapting tools. USAID recommends a modified committee approach for translating and adapting the WORQ package.

Common approaches to translation/adaptation have included:<sup>22</sup>

- *The Committee or Team Approach:* Team or committee approaches to translation/adaptation have been used since the 1960s, and more recently in the translation/adaptation of data collection instruments.<sup>23</sup> In the traditional committee approach, multiple translators/adaptors translate/adapt the survey instrument independently and then meet to reconcile discrepancies and agree upon a version that combines the best of their independent work. The U.S. Census Bureau, among other organizations conducting cross-cultural surveys, recommends using a team or committee approach for translating/adapting survey instruments.<sup>24</sup> However, the full committee approach can be expensive, requiring multiple translators/adaptors to revise the full instrument.
- *The Modified Committee Approach:* A more affordable option is a Modified Committee Approach, which was first used in 1992. In this method, three translators/adaptors perform a first translation/adaptation by working on one-third of the instrument each, instead of three whole independent translations/adaptations. A joint draft is thus created combining the three parts of the translation/adaptation. The translators/adaptors and an adjudicator then meet to discuss item-by-item and improve on the draft translation/adaptation as a group. This approach has shown to maintain the strength of the full committee approach, yet it is less expensive and less time-consuming. The strength of the committee approach lies in the fact that consensus among bilingual individuals produces more accurate text than the subjective opinion of a single translator. Additionally, by striving for consensus, problems of personal idiosyncrasies, culture, and uneven skill in either language are overcome. The group process in the reconciliation meeting is somewhat akin to a brainstorming session in which the team looks together for alternative translations/adaptations and selects by consensus.<sup>25</sup>

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<sup>22</sup> In the past, the survey research industry, used “back translation,” a translation assessment method for survey instruments in which one translator completes a full translation of the instrument, which is then translated back into the source language (English, in this case) by a second translator, and then the two English versions are compared. The weakness of this method is that it compounds the weaknesses and idiosyncrasies of individual translators. Dissatisfaction among survey researchers with this method led to research on other approaches and eventually to the use of the committee or team approach.

<sup>23</sup> Guillemin, F.; Bombardier, C.; and Beaton, D. (1993). “Cross-Cultural Adaptation of Health-Related Quality of Life Measures: Literature Review and Proposed Guidelines,” *Journal of Clinical Epidemiology* 46: 1417–1432.

<sup>24</sup> U.S. Census Bureau. “Census Bureau Guideline: Language Translation of Data Collection Instruments and Supporting Materials.” Issued April 5, 2004.

<sup>25</sup> Martinez, Gladys; Marin, Barbara; and Schoua-Glusberg, Alisú. (Nov 2006). “Translating from English to Spanish: The 2002 National Survey of Family Growth.” *Hispanic Journal of Behavioral Sciences*, vol. 28 (4), p 1-15. Available at: <https://journals.sagepub.com/doi/abs/10.1177/0739986306292293?journalCode=hjba>.

For the WORQ, USAID recommends using the Modified Committee Approach. Researchers and evaluators should also ensure that translations/adaptations are accurate within their country or regional contexts. For example, a Spanish version of the instruments may be available, but Spanish can vary considerably from country to country and sometimes even within countries. Researchers and evaluators should review existing translations, especially if they have not been previously used in a particular region, country, or with a particular population.

## CULTURAL ADAPTATION

The instrument should be culturally adapted to better fit the needs of the population, location, language, or mode, or any combination of them. Adaptation may entail making adjustments to the content, format, response scales, or just the visual presentation of a question, part of a question, or the instrument as a whole. There are different types of adaptation that are appropriate for different contexts and even for different items within the same questionnaire. These types of adaptation are described below, and one or more of these adaptation techniques should be used, based on the context and appropriateness of using the technique, to ensure that the survey instrument is accurately culturally adapted:

- *System-Driven Adaptation:* Adaptation can be as simple as changing the unit of measurement (currency, for example) in a question wording. Adaptation of this type needs to be aware of any mentions of length, area, volume, capacity, weight, mass, and currency. It is possible that items may also need to be adapted due to the structural differences in government or government policies, such as benefits that wage workers may receive or what constitutes a household. This type of adaptation may also result in changing response categories, such as those for highest level of education completed or marital status.
- *Adaptation to Improve Comprehension:* Adaptation also includes modifying the question to *improve comprehension*. For example, the term “internship” was not widely understood in first two countries where we tested the instrument, but culturally adapting the term (instead using on-the-job training, apprenticeship, etc.) clarified the question and helped obtain more valid responses.
- *Conceptual Coverage Adaptation:* Items should also be adapted to ensure *conceptual coverage*. For example, when asking about in-kind earnings, particular examples of goods and services that are pertinent to the specific community should be used during probing.
- *Cultural Discourse and Sensitivity Adaptation:* Adaptations should also be attentive to *cultural discourse norms* (such as, including appropriate politeness or deference norms in the interview script) and *cultural sensitivities* (for example, being sensitive to gender norms within the cultural context).