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# THE WORKFORCE OUTCOMES REPORTING QUESTIONNAIRE (WORQ): COGNITIVE FINDINGS

Prepared by Mousumi Sarkar with oversight and input from Rebecca Povec Pagel. This How-To Note was produced under United States Agency for International Development (USAID). The contents are the responsibility of Mousumi Sarkar through the Education Support Initiative managed by Dexis Consulting Group and do not necessarily reflect the views of USAID or the United States Government.

#### 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

ILO	International Labour Organization
MEL	Monitoring, Evaluation, and Learning
NGO	Non-Governmental Organization
SDG	Sustainable Development Goal
USG	U.S. Government
USAID	United States Agency for International Development
WORQ	Workforce Outcomes Reporting Questionnaire
YWFD	Youth Workforce Development

## INTRODUCTION

The Workforce Outcomes Reporting Questionnaire (WORQ) package of tools—developed by the U.S. Agency for International Development’s (USAID) Office of Education—is designed to measure youth’s employment and earnings. The data generated from the tools will enable USAID to understand the contribution of its youth workforce development (YWFD) programming to improving individuals’ employment situations around the world. The two key indicators the tools are designed to measure are:

- EG. 6-11: Average percent change in earnings following participation in USG-assisted workforce development programs
- EG. 6-12: Percent of individuals with new employment following participation in USG-assisted workforce development programs

Activities may also use the tool to measure and report against ES. I-46: Percent of individuals who transition to further education or training following participation in USG-assisted programs.<sup>1</sup>

To establish the WORQ’s construct validity, USAID cognitively tested the tool in five countries. This report explains the methodology and findings from cognitive testing.

## COGNITIVE TEST METHODOLOGY

In order to test the survey instrument and to establish construct validity, USAID conducted face-to-face cognitive testing of the tools with USAID activities in five countries. The activities and countries were selected using a convenience sampling strategy (based on availability of programs and the feasibility of conducting testing in those countries). The activities and countries participating in the cognitive study were, in order of implementation:

- The MYDev activity in the Philippines—interviews were conducted in Davao City, Zamboanga, and Iligan City
- The K-YES activity in Kenya—interviews were conducted in Nairobi and near Kericho
- The Puentes para el Empleo or Bridges to Employment activity in El Salvador—interviews were conducted in San Salvador, Ahuachapan, and Santa Ana
- The Enhancing Employability and Civic Engagement of Youth activity in Kyrgyzstan—interviews were conducted in Bishkek and Naryn
- The Huguka Dukore activity and graduates from the Akazi Kanoze activity in Rwanda —interviews were conducted in Nyarugenge and Bugesera districts, which included Kigali and rural areas in the districts.

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<sup>1</sup> Items related to this indicator were not tested for validity or reliability.

Each of these activities provides 3- to 9-month training to youth and helps connect youth with jobs. After each cognitive test, the WORQ items were revised based on findings from that cognitive test.

## DATA COLLECTION

To cognitively test the tool, WORQ, Extra WORQ, and Impact WORQ items were tested with youth in each country after being translated. Trained interviewers implemented the cognitive tests, with youth reading questions on a tablet and the interviewer recording responses on a paper copy of the tool. Interviewers asked probing questions to help youth explain their understanding of and approach to answering each question, recording responses on paper. After each cognitive test, interviewers asked participants a series of debrief questions to elucidate their experience of the tool as a whole. Researchers debriefed with each interviewer after each interview to obtain details on each interview and also to provide feedback on interviewing techniques.

## SAMPLE

Cognitive testing was implemented with a convenience sample of at least 20 youth per country, with a goal of 10 males and 10 females each. Youth were selected to participate by the activity in which they were participating based on their availability and willingness to participate.

Participants received a small stipend. A total of 107 cognitive interviews were conducted: 24 in the Philippines, 23 in Rwanda, and 20 each in Kenya, El Salvador, and Kyrgyzstan. Table I shows the details of who was interviewed.

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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 cognitive tests, 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 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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**TABLE I: COGNITIVE INTERVIEW PARTICIPANTS**

CHARACTERISTICS	PHILIPPINES	KENYA	EL SALVADOR	KYRGYZ-STAN	RWANDA	TOTAL
Dates of Interviews	9/10/18-9/12/18	9/18/18-9/21/18	9/29/18-10/3/18	2/11/19-2/12/19	3/1/19-3/3/19	9/10/18-3/3/19
TOTAL INTERVIEWS	24	20	20	20	23	107
Gender						
Male	11 (46 percent)	11 (55 percent)	9 (45 percent)	10 (50 percent)	11 (48 percent)	52 (49 percent)
Female	12 (50 percent)	9 (45 percent)	11 (55 percent)	10 (50 percent)	12 (52 percent)	54 (50 percent)
Other (transgender)	1 (4 percent)				--	1 (1 percent)
Education						
Less than high school	8 (33 percent)	20 (100 percent)*	8 (40 percent)	1 (5 percent)	23 (100 percent)*	60(56 percent)
High school	5 (21 percent)		6 (30 percent)	--	--	11 (10 percent)
Some college	10 (42 percent)		2 (10 percent)	--	--	12 (11 percent)
In college	NA	NA	NA	3 (15 percent)	--	3 (3 percent)
College graduate	1 (4 percent)		4 (20 percent)	16 (80 percent)	--	21 (20 percent)
Average Age	23.3 years	26.5 years	23.3 years	24.5 years	23.5 years	24.3 years
Marital Status						
Married	6 (25 percent)	7 (35 percent)	1 (5 percent)	NA	NA	14 (22 percent)
Unmarried	15 (63 percent)	13 (65 percent)	19 (95 percent)	NA	NA	47 (73 percent)
Other	3 (12 percent)	--	--	NA	NA	3 (5 percent)
Primary Type of Work**						
Wage (permanent/regular)	2 (8 percent)	1 (5 percent)	5 (25 percent)	10 (50 percent)	3 (13 percent)	21 (20 percent)
Wage (temporary/irregular)	3 (13 percent)	4 (20 percent)	4 (20 percent)	3 (15 percent)	6 (26 percent)	20 (19 percent)
Wage (internship)	2 (8 percent)	1 (5 percent)	7 (35 percent)	NA	NA	10 (9 percent)



**TABLE 1: COGNITIVE INTERVIEW PARTICIPANTS**

CHARACTERISTICS	PHILIPPINES	KENYA	EL SALVADOR	KYRGYZ-STAN	RWANDA	TOTAL
Self-employed	13 (54 percent)	13 (65 percent)	1 (5 percent)	6 (30 percent)	8 (35 percent)	41 (38 percent)
Household enterprise	1 (4 percent)	1 (5 percent)	1 (5 percent)	1 (5 percent)	1 (4 percent)	5 (5 percent)
Unemployed	3 (13 percent)	--	--	--	5 (22 percent)	8 (7 percent)
Not in labor force	--	--	2 (10 percent)	--	--	2 (2 percent)

NA means Not Asked – the marital status item was deleted from the survey after the cognitive interviews in Philippines, Kenya, and El Salvador.

\* In Kenya, nine or 45 percent completed Grade 10, another four or 20 percent completed Grade 11, another five or 25 percent completed Grade 8, and of the remaining two, one completed Grade 9 and another completed Grade 6. In Rwanda, three respondents completed 4<sup>th</sup> grade, four completed 6<sup>th</sup> grade, another three completed 7<sup>th</sup> grade, six completed 8<sup>th</sup> grade, five completed 9<sup>th</sup> grade, one finished 10<sup>th</sup> grade, and one attended 12<sup>th</sup> grade.

\*\* About half the respondents (47 percent) reported secondary employment: 15 were self-employed for their secondary employment, another six had a temporary wage job, one reported an internship, another one said he had been in a permanent job that he quit, and one reported helping in a household enterprise. *Note, secondary employment was only asked about in Philippines, Kenya, and El Salvador – not enough of the youth had multiple earning sources that were substantial to warrant asking about more than one type of employment.*

## INTERVIEWER TRAINING

Interviewers attended a two-day training that focused on cognitive interviewing techniques and on conducting these interviews for the WORQ. Interviewers practiced by mock interviewing each other.

A detailed and structured cognitive interview guide was created to help interviewers conduct the interviews. The guide included structured probes for interviewers to use and debrief questions at the end of the interview to capture overall thoughts on the survey.

## ANALYSIS AND REVISIONS

Researchers analyzed cognitive test data as cognitive tests were implemented, sometimes between cognitive and pilot testing within a country, and sometimes after implementation in a given country had come to a close. While USAID began with a longer survey in the style and content of the World Bank’s Living Standards Measurement Study (LSMS), significant revisions produced the WORQ package of tools:

- After testing in the Philippines, the tool was simplified and shortened based on data suggesting that the tool needed to better specify items for those working permanent/regular wage jobs and those working temporary/irregular wage jobs, especially as it pertained to hours worked and amount earned.
- Both the original, longer tool and the shortened tool were cognitively tested in Kenya and El Salvador. After this round of testing, only the shortened tool was retained. Additional changes to the shortened tool included changing the terminology of “permanent” to “regular” and “temporary”



to “irregular” and categorizing items asking about a secondary source of earnings, as very few interviewees had significant earnings from secondary sources.

- Cognitive testing in Kyrgyzstan resulted in more nuanced changes to item wording, such as changing references to “the last month or last 30 days” to “previous month, that is, [insert month year]”.
- At the end of cognitive interviewing in Rwanda, no further changes were made to the instrument. The revised, final instrument was piloted in Rwanda.

Note that in addition to the changes in question wording, interviewer probes and instructions were also created to address some of the issues unearthed during the cognitive interview process. In some instances, the findings from the cognitive interviews did not result in changing the survey item wording, but were used to provide interviewers with additional guidance while interviewing. The rest of this report explains in more detail findings from cognitive testing and changes made to the tool as a result.

## **FINDINGS**

The survey instrument was adjusted throughout the cognitive interviewing process as issues were identified. Many of these revisions were minor wording revisions or additions to clarify survey items. This section discusses the WORQ item by item, focusing on key items for calculating indicators, and details cognitive test findings and revisions made to the WORQ as a result.

### **WORK STATUS**

The WORQ asks respondents, “did you do anything to earn money?” (Q1)<sup>2</sup> and “did you do any work for which you got paid with something other than money?” (INK1). Respondents generally understood what working for money and working for something else meant. Almost all respondents understood work to mean a “paid job, work that I do and earn money.” Only two respondents experienced difficulties with the questions designed to assess their work status.

- One respondent in Kenya had sold some chickens in the time frame and was not sure if she should include that as work, as that was not something she did on a regular basis.
- A respondent in Kyrgyzstan defined working to earn money as “to work overtime for additional cash, besides the daily job” – as he had a full-time job and no additional jobs on the side, he opted to answer “no” to the question, when his answer should have been “yes.”

Because so few participants struggled to understand and answer questions on work status, these questions were not changed.

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<sup>2</sup> Question codes refer to coding presented in the Appendix to Measuring Employment and Earnings using [WORQ: A Toolkit](#).

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### FINAL QUESTIONS – EMPLOYMENT STATUS:

Q1. In the [time-frame], did you do anything to earn money?

1. Yes                      2. No

INK1. In the [time-frame], did you do any work for which you got paid with something other than money?

1. Yes                      2. No
- 

### LABOR FORCE PARTICIPATION STATUS

Non-working individuals were asked questions about “the main reason they did not do anything to earn money or receive payment” (UNEMP), “if they have looked for a job” (JS1), and if they “would be willing to take one” (JS2) if offered. Participants experienced no challenges understanding and responding to these questions, so they were retained.

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### FINAL QUESTIONS – LABOR FORCE STATUS:

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 [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) \_\_\_\_\_

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
- 

### TYPE OF WORK

#### DEFINING TYPE OF WORK

Respondents were asked to identify the “main way” they earned money over the previous three months: “work for someone in your household,” “work for yourself,” or “work for someone else to

earn money” (Q2). While most respondents understood the different employment categories, some respondents had difficulties interpreting these categories.

- A few respondents interpreted doing any kind of work for money to mean helping out their families and hence categorized it as helping in a household enterprise. For example, a respondent in the Philippines said: “Working for someone in the household means I’m giving my income or helping the family through my income.” One respondent in Kenya described working for someone in the household as “management and help doing marketing activities like advertising,” that he did for his own business while at home.
- Other respondents who were self-employed categorized themselves as working for someone else or being in wage employment because they were commissioned by others to do the work they did and hence considered themselves to be working for others. For example, one respondent in El Salvador categorized his work painting murals to be “working for someone else” when it should have been categorized as “working for self or self-employment.” Another respondent in Kenya defined “working for someone else” as “being an employee or being freelance.” Similarly in Kyrgyzstan, one respondent received orders from clients to make hand-made gifts, but felt she “worked for these people” and not for herself.
- One respondent in the Philippines had trouble categorizing herself as being self-employed because she was in partnership with someone else.
- Respondents in Rwanda interpreted “helping in a business run by someone in your household” to mean helping out a family member or relative with their business. But because Rwandan families can be extended, the category created some confusion regarding when it should be used to indicate helping in a household business and when it meant working for someone else.

Participants also had difficulty with the time horizon over which they were asked to remember their work situations.

- Some had difficulty defining what “three months”, the tool’s original time horizon, meant. For example, one respondent in Kenya identified three months to be 90 or 91 days, but then said it comprised of two months (June and July) and left out the month immediately before the survey or the survey month. Another respondent in Kenya consistently mentioned Monday through Saturday when asked about the last three months.
- Respondents also generally did not count the days in the month of the interview, and instead largely answered for the previous three months by often extrapolating from the previous month or week. When asked, respondents were most likely to say that they could remember up to one month ago.

To clarify employment types and improve the time horizon for recall, the question to determine the type of work in which the respondent earns money or something else was revised and a follow-up question strengthened:

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## FINAL QUESTIONS – TYPE OF EMPLOYMENT:

Q2. Now, think about what you did to earn most of your income in [insert month, year]. Was that activity:

- helping in a business that is run by someone who is related to you and lives with you [to earn money]; or
- was it running a business that you own alone or you own with someone else, that is, working for yourself [to earn money]; or
- was it working for someone else [to earn money]? (CHECK ONE)

INK2. For whom did you do that work in the previous month, that is, in [insert month, year]?

- Worked for someone in my household
  - Worked for someone else
  - Both
- 

## ITEMS ON WAGE WORK

### DIFFERENT TYPES OF WAGE WORK (PERMANENT, TEMPORARY, OR INTERNSHIP)

In the Philippines, Kenya, and El Salvador, respondents working for someone else or in wage work in the last month or 30 days were asked, “is this job permanent, fixed term with duration less than or equal to one year, temporary, seasonal, freelance, or an internship?” Respondents often had difficulty categorizing the type of wage work in which they were engaged.

- Several respondents interpreted “permanent” to mean something one would do for their whole lives, and given that they were not planning on doing their current job for their whole lives, they considered their current job, even when it was a job with regular hours and regular pay, to be temporary. For example, one respondent in Kenya defined permanent as “work that you do for life.” Several other respondents interpreted permanent to be a government job.
- Most respondents did not understand “seasonal,” often interpreting it as work that was done on a temporary basis or being unable to provide a definition. In addition, most were unable to provide a definition of “freelance” and “internship,” though locally-adapted language, such as “on-the-job training” in the Philippines or “attachment” in Kenya helped clarify this term.

As a result of these findings, and to better align the WORQ with International Labour Organization (ILO) definitions, the item was edited to focus on irregular and regular work. Further testing on this revised item in Kyrgyzstan and Rwanda revealed that respondents, when asked what regular or irregular meant, were able to provide definitions that closely matched the survey definition. For example, respondents in Kyrgyzstan defined “regular” as “go to work every work day for set hours;” or “when you have a set schedule and predictable salary.” They defined “irregular” as meaning “unpredictable schedule;” or “not every day, not predictable;” or “is [his] side job, which depends on clients and availability.” Based on these findings, the item was revised to ask respondents about regular/set hours and irregular/when work available.

Cognitive testing of this item in Kyrgyzstan and Rwanda revealed challenges with the time horizon of reference. Respondents were confused by the “last month or last 30 days” wording. While some

respondents considered 30 days and one month to be the same thing, others thought they represented different time periods. As one respondent in Rwanda said, “Ordinarily a month has 30 days, therefore it is different from 30 days ago. Since today is Feb 18, 30 days ago means Jan 18, but last month means the whole of January, which is different.” Another Rwandan respondent said, “30 days means last month since most months have 30 days, except a few that have 31.” But other respondents equated the two: “last month and 30 days are the same since they both speak of the past month.” Respondents in Kyrgyzstan also noted that it would be easier to answer the question if they were “asked about a specific month like January or February.” Based on these findings, every reference to “the last month or 30 days” in the survey was revised to “in the previous month, that is [insert month, year]”.

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## FINAL QUESTION – TYPE OF WAGE WORK:

Q2A. Is the work you did for someone else in [insert month, year]:

- Regular, that is, something you do for a set number of hours every week; or
- Irregular, that is, something that you did when work was available? (CHECK ONE)

*Note: using the term Regular and Irregular is optional. Users may instead choose to just use the definitions and refer to the two types of Wage Work as those with Set Hours and those where people work When Work is Available.*

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## TYPE OF EMPLOYER

The WORQ originally asked respondents to describe their employer as either a private company, private individual, government, state-owned enterprise, public works program, church/religious organization, political party, or non-governmental organization (NGO). Respondents in the cognitive testing, however, were largely unable to distinguish between private company and private individual. Testing in Kenya and El Salvador, especially, revealed that respondents often had difficulty categorizing who employed them. Various respondents identified the person who had hired them or given them the job as their employer; they were unaware or unsure if the person was associated with a company. Respondents were also unable to distinguish among the different types of government or public employers (government versus state-owned versus public works); many considered working for the church to be either engaging in volunteer activities or being a priest, and many respondents did not know or were unsure of what an NGO was. Hence, the response categories were revised to 1) private company or person; 2) government; or 3) other (specify).

## EARNINGS AND TIME WORKED

Items on earnings and time worked were revised through the cognitive testing process to meet two goals: 1) to be useful in measuring change over time, and 2) to limit the burden on respondents. Thus, items that were rarely used, very noisy, and important more for calculating annualized earnings as opposed to change over time—such as bonuses—were discarded. The remaining items, discussed below, are useful for calculating change in earnings or for providing important contextual information for the Extra or Impact versions of the tool.

## REGULAR WAGE WORKERS

### *Earnings for Regular Wage Workers*

Regular wage workers were asked, “how much money did you receive for doing this work?” and the time period that this earning covered.

In early cognitive tests, some regular wage respondents provided information on earnings after taxes, while others provided pre-tax information. As a result, a question was added to ask respondents if the earnings they just reported were “take-home.” Most understood the term “take-home” earnings to mean the money they took home after deductions for taxes and other contributions, or the amount that they just took home and had available to them for their personal and household use, but some respondents noted that their employers often made other deductions, for example, for broken items.

To factor in these various deductions (and sometimes allowances that are occasionally part of earnings), the researchers **revised the questions on earnings to ask about “usual” take home pay**. A follow-up Extra WORQ question was created to find out if the respondent had reported earnings before or after taxes, benefits, and other contributions had been deducted; information from this optional item can be used to make necessary adjustments to the earnings calculation, if such adjustments are necessary.

Furthermore, the time period covered by the payment caused confusion among some respondents. Several respondents in El Salvador reported the time period in which they spent the money. In Kyrgyzstan, respondents interpreted the question to mean the length of their employment, the day on which they received their payment, or the period it took the respondent to spend the money. Additional clarification text was added to the question to be used by interviewers on an as needed basis.

Based on these findings, the two following questions were finalized to help calculate earnings for those in Regular/Set Hours Wage Employment.

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### FINAL QUESTIONS – REGULAR WAGE WORKER (EARNINGS):

W4b. How much is your usual take home pay? \_\_\_\_\_ (RECORD AMOUNT)

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.]

1. Daily
  2. Weekly
  3. Once every two weeks
  4. Two times a month
  5. Once a month
  6. Other (specify)
-

### *Time Worked for Regular-Wage Workers*

When it came to reporting time worked, wage workers with regular hours were able to report the number of days and hours they typically worked. As several of them indicated, they were “given a schedule” that they had to commit to, and it was not difficult to remember as this was something they did every workday. The word “typically” was used to obtain information on the hours they usually work instead of what they worked last week or during a specific time period, because responses were then subject to the vagaries of that time period, such as public holidays.

A few respondents indicated it was hard to calculate the number of hours, but these respondents were able to provide details of their schedule, such as start time, end time, time for lunch, etc. For example, a respondent in El Salvador said he/she worked for “6 hours - from 8 AM to 5 PM. [It is] difficult since it requires me to remember and calculate the number of hours.” Still, overall, regular wage workers did not have difficulty answering items related to hours they usually work.

The final version of the survey asks respondents to report the number of days they work on a typical or usual week and the number of hours they work on a typical or usual day. This reduces variation from holidays, overtime worked, and other variations that are outside the regular days and hours that the person normally works. Some probes were added for interviewers to use if respondents had trouble calculating the hours they worked.

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### FINAL QUESTIONS – REGULAR WAGE WORKER (TIME):

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

W3X3. On a typical day, approximately how many hours per day do you work at this job?

\_\_\_\_\_ (RECORD NUMBER OF HOURS)

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### IRREGULAR WAGE WORKERS

#### *Earnings for Irregular Wage Workers*

Irregular wage respondents were asked to report the amount they earned in the last seven days and in the last month or previous month. Both time periods were asked because often the earnings from the last seven days are not indicative of earnings over the course of the month, as the hours worked and the earnings can vary substantially from week-to-week.



Some respondents were easily able to provide both. Others found it easier to provide a monthly number, as they knew their earnings by month. Still others found it easier to remember and report just for the last week or last seven-day period. Respondents generally did not have difficulty interpreting last week or the last seven-days, usually reporting back to the last seven-day period or the previous week, based on whichever they could remember better. Generally, respondents were able to report for the most recent one-week period, and usually reported being able to remember that time period more than any other time periods.

While cognitive testing suggested asking about the last week or seven days was the best way to ask about earnings, analysis of pilot test data revealed that monthly earnings data were more reliable for this group than weekly data. As a result, the item asking for weekly earnings was dropped from the survey (see the ***WORQ Pilot Report*** for more details).

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#### FINAL QUESTION – IRREGULAR WAGEWORKER (EARNINGS):

W4NEW. How much money did you receive as pay for doing this work in the previous month OR [insert month year? \_\_\_\_\_] RECORD AMOUNT

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#### *Time Worked for Irregular Wage Workers*

Additionally, those working irregular hours were asked to report the number of hours they worked in the last week or seven days and in the previous month, mainly because time worked can vary considerably from week to week for these respondents. The number of days in the previous month was made optional, based on the findings in the pilot test (see the ***WORQ Pilot Report*** for more details).

Furthermore, because the hours worked in a single day also often vary, and respondents had difficulty remembering back more than a few days, the survey asked respondents to report hours worked for the last day on which they worked at this job. Respondents were usually able to answer this question.

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#### FINAL QUESTIONS – IRREGULAR WAGEWORKER (TIME):

W3a1. 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)  
*(Note this is an optional, Extra WORQ item)*

W3aHRS. When you last worked at this job, how many hours did you work that day?

\_\_\_\_\_ (RECORD HOURS)

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Additional interviewer probes were also created to help interviewers guide respondents through the time and earnings calculation process for the various time periods.

## SELF-EMPLOYED WORKERS

### *Earnings for Self-Employed Workers*

Self-employed workers were asked to report their earnings for the last week or seven days and the last month. Most were able to provide this information, as they said they kept records. As one respondent in Kyrgyzstan said, “This was not difficult, because a specific requirement of my job is to keep records.”

Some respondents, however, especially in Rwanda where many youth tracked daily earnings instead of weekly or monthly earnings, had difficulty calculating from a day to a week and especially from a day or a week to a month. Some Kyrgyz respondents also expressed difficulty in calculating for a month. Therefore, interviewers were provided additional instructions to help respondents calculate both their weekly and monthly earnings—this yielded more reliable results for the monthly earnings. The item asking for earnings in the last week was thus dropped (*see the **WORQ Pilot Report** for more details*).

Similar to regular wage workers, some self-employed earners reported gross versus net earnings. An item was added to determine which type they were reporting and an item asking about their business expenses is also asked in the survey—the item underwent minor changes in wording during the testing process, with the main change being further simplification of the wording. Thus, a more accurate picture can be obtained of these respondents’ overall earnings from their businesses, though it is important to note that these earnings are usually reported before taxes or other benefits are deducted.

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### FINAL QUESTIONS – SELF-EMPLOYED (EARNINGS):

OB5f. How much did you earn from this work in the...

LAST WEEK OR LAST seven DAYS? \_\_\_\_\_ (RECORD AMOUNT)

PREVIOUS MONTH, THAT IS, IN [INSERT MONTH YEAR]? \_\_\_\_\_ (RECORD AMOUNT)

OB5g. Are the amount(s) you just gave me your profit from this work, that is, the amount you earned after subtracting your expenses?

1. Yes      2. No

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

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### *Time Worked for Self-Employed Workers*

Initially, self-employed respondents were asked to report hours by day for a one-week period. Many problems arose with this approach:

- Many respondents indicated that hours may vary based on their workload, and some did not count hours in which they did not have a paying customer, even though they were at their place of business during those hours.
- Some self-employed workers owned businesses that were commission based, such as selling cell phone minutes, which were not related to the amount of time they spent doing the work. Many of them engaged in such labor made decent earnings from these activities, even though the actual time commitment was rather small.

To circumvent these issues, and given that time worked did not always correlate to the amount earned, the survey asks the respondent for the number of days they work in a typical or usual week and the number of hours they work in a typical or usual day.

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**FINAL QUESTIONS – SELF-EMPLOYED (TIME):**

OBX2. In a typical week, how many days do you do this work? \_\_\_\_\_ (RECORD # OF DAYS)

OBX3. In a typical day, how many hours do you do this work? \_\_\_\_\_ (RECORD # OF HOURS)

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**HOUSEHOLD ENTERPRISES**

***Earnings for Household Enterprises***

The few respondents engaged in household enterprise were mostly unable to provide earnings information. They did not usually receive cash, or received it irregularly. At least one respondent, who appeared to be in business (running a shop) with his mother, said all earnings went toward running their household and paying expenses, and he was unable to separate out his personal earnings and was also reluctant to provide overall earnings information.

Of the few who did report earnings, they were mostly able to answer for a monthly period. As a result, the survey asks those helping in household enterprises to report a monthly earnings number. Respondents are also asked if they contributed toward the household enterprises expenses, which can be then adjusted from their earnings.

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**FINAL QUESTIONS – HOUSEHOLD ENTERPRISE (EARNINGS):**

HB4. How much money did you receive as pay for doing this work in the previous month, that is, in [insert month year]?

\_\_\_\_\_ RECORD AMOUNT

HB5. How much money did you contribute toward the expenses of this family business in the previous month, that is, in [insert month year]?

\_\_\_\_\_ RECORD AMOUNT

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***Time Worked for Household Enterprises***

To assess the amount of time respondents spent in the household enterprise, the survey asked for the number of days in a week or seven-day period that the respondent typically helped out with the household enterprise, and the number of hours they spent helping out on a typical day. Most of the respondents engaged in helping with a household enterprise followed a fairly regular schedule for this work and were able to answer for a typical day.

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### FINAL QUESTIONS – HOUSEHOLD ENTERPRISE (TIME):

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)

HBX3. In a typical day, how many hours do you usually help out with or work on this business?  
\_\_\_\_\_ (RECORD NUMBER OF HOURS)

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## CONCLUSION

Cognitive testing in five countries yielded important changes to the WORQ items that have improved its clarity and strengthened its construct validity. Major changes to the tool made as a result of cognitive testing include:

- The item on employment type—wage work, self-employment, or household enterprise—was strengthened.
- Items that asked respondents to recall the “last month or 30 days” were revised to request information from the previous month and year by name.
- Items asking about money earned were revised to ask for “usual take-home pay.”

As USAID activities implement the WORQ package of tool in new contexts and with new sub-populations, they are encouraged to cognitively test the tool and share resulting translations and suggestions for revisions with USAID in the appropriate sub-group of the Positive Youth Development Learning Network hosted by Youth Power 2: Learning and Evaluation.