

Armenia - STEP Skills Measurement Program 2013, Skills Toward Employment and Productivity (Wave 2)

World Bank

Report generated on: February 13, 2015

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Overview

Identification

ID NUMBER

ARM_2013_STEP_v01_M

Version

VERSION DESCRIPTION

Version 1.2.: the data has been checked and cleaned and derived variables were generated.

Overview

ABSTRACT

The STEP Skills Measurement program is the first ever initiative to generate internationally comparable data on skills available in developing countries. The program implements standardized surveys to gather information on the supply and distribution of skills and the demand for skills in labor market of low-income countries. The surveys include newly-designed modules that measure the cognitive skills (reading, writing and numeracy), socio-emotional skills (personality, behavior and preferences) and job-specific skills (subset of transversal skills with direct job relevance) of a representative sample of adults aged 15 to 64 living in urban areas, whether they work or not. The cognitive skills module also incorporates a direct assessment of reading literacy based on the Survey of Adults Skills instruments.

KIND OF DATA

Sample survey data [ssd]

UNITS OF ANALYSIS

The units of analysis are the individual respondents and households. A household roster is undertaken at the start of the survey and the individual respondent is randomly selected among all household members aged 15 to 64 included. The random selection process was designed by the STEP team and compliance with the procedure is carefully monitored during fieldwork.

Scope

NOTES

1. Household Level Information

(a) Household Roster

- Age, gender, relationship to head for all household members
- Education status and self-reported literacy of all members aged 6 and over
- Marital and labor force status of all members aged 15 and over

(b) Dwelling Characteristics

- Dwelling construction materials, number of rooms, source of water and energy, toilets
- Tenure status
- Inventory of household consumer goods, appliances, and vehicles, number of books
- Ownership of bank accounts, receipt of social benefits

2. Individual Respondent Information

(c) Education and Training

- Level of formal education and whether academic or vocational
- Field of study for highest qualification (13-15 categories)
- Reasons for dropping out (if applicable)
- Apprenticeship (y/n) and trade
- Number of training courses, participation in literacy courses
- School class rank, parental encouragement

(d) Health

- Overall life satisfaction
- Height, weight, present or previous chronic health problems and severity
- Insurance coverage

(e) Employment

- Employment status, whether work on own account and casual work
- Reason not working, job search methods, reason not looking for work (if not working)
- Reservation wage, occupations for which qualified (if not working)
- Occupation, tenure, industry, hours worked, other occupations for which qualified
- Class of worker (wage/salary, daily or piecework, self-employed with(out) employees)
- Wage, salary, or profits per time period, in-kind payments
- Employer (government, individual, domestic or foreign firm, NGO)
- Establishment size, social benefits coverage

(f) Job Skill Requirements

- Inventory of reading tasks performed on job (or in general), length of longest document read
- Inventory of writing tasks performed on job (or in general), length of longest written document
- Inventory of math tasks performed on job (or in general)
- Whether lack of reading and writing skills hindered employment, promotion, or pay raise
- Frequency of difficult problem solving on job
- Level of involvement with customers, clients, students, or public on job
- Make formal presentations as part of job
- Supervisory responsibilities, job autonomy, repetitiveness, continuous learning
- Level of physical job demands

- Inventory of technology use on job (including computer use and inventory of software use)
- Computer use outside work and inventory of software use
- Whether lack of computer skills has hindered employment, promotion, or pay raise
- Usefulness of own studies at school for current job
- Level of education and related job experience required for job, length of job learning time
- Job search skills, whether employer required formal credentials or other proof of skills

(g) Personality, Behavior and Preferences

- Thirty-one personality items on the frequency of diagnostic behaviors (e.g., extroversionextraversion)
- Seven-item risk preference scale

(h) Language and Family Background

- Native language, other specific language proficiency
- Mother's and father's educational attainment
- Family size, composition, and socio-economic status when 12 years old, adverse family events
- Experience as child laborer, occupation

(i) Reading Literacy Test Assessment

- Core
- Reading Components
- Exercise booklets

(j) Interviewer Impressions

- Comprehension of questions, reliability and candor, distractions

Coverage

GEOGRAPHIC COVERAGE

- The STEP target population is the urban population aged 15 to 64 (inclusive).
- Areas are classified as urban based on Armenia's official definition.

UNIVERSE

The target population for the Armenia STEP survey comprises all non-institutionalized persons 15 to 64 years of age (inclusive) living in private dwellings in urban areas of the country at the time of data collection. This includes all residents except foreign diplomats and non-nationals working for international organizations.

The following are excluded from the sample:

- Residents of institutions (prisons, hospitals, etc)
- Residents of senior homes and hospices
- Residents of other group dwellings such as college dormitories, halfway homes, workers' quarters, etc

- Persons living outside the country at the time of data collection

In some countries, extremely remote villages or conflict-ridden regions could not be surveyed.

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
World Bank	

OTHER PRODUCER(S)

Name	Affiliation	Role
Alexandria Valerio	World Bank	STEP Co-Task Team Leader, Education Global Practice
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Gaelle Pierre	World Bank Consultant Senior Labor Economist	Technical assistance in project management, questionnaire design, and data analysis
Valerie Evans	World Bank Consultant Survey Consultant	Technical assistance in questionnaire design, sampling methodology, and data collection
Sebastian Monroy Taborda	World Bank Consultant Research Analyst	Technical assistance in data processing and data analysis

FUNDING

Name	Abbreviation	Role
Multi-Donor Trust Fund Labor Markets, Job Creation and Economic Growth		Funding
Bank Netherlands Partnership Program	BNPP	Funding

OTHER ACKNOWLEDGEMENTS

Name	Affiliation	Role
Educational Testing Services		Designed the Reading Literacy Assessment Module and conducted the preliminary analysis of the reading literacy data, including generating plausible values for the Extended Assessment

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Development Economics Data Group	DECDG	The World Bank	Documentation of the DDI

DATE OF METADATA PRODUCTION

2014-06-06

DDI DOCUMENT VERSION

Version 01 (June 2014)

DDI DOCUMENT ID

DDI_ARM_2013_STEP_v01_M_WB

Sampling

Sampling Procedure

Sampling methodologies are described for each country in two documents:

- (i) the National Survey Design Planning Report (NSDPR)
- (ii) the weighting documentation (available for all countries)

Response Rate

An overall response rate of 50.3% was achieved in the Armenia STEP Survey. Table 18 of the STEP Survey Weighting Procedures Summary provides the detailed percentage distribution by final status code.

Weighting

While the Armenia three-stage stratified cluster design greatly enhanced the operational feasibility of data collection, it resulted in differential probabilities of selection for the selected persons. Consequently, each selected person in the survey does not necessarily represent the same number of persons in the target population. To account for differential probabilities of selection due to the nature of the design and to ensure accurate survey estimates, STEP requires a sampling weight for each person that participated in the survey.

In general, the objectives of the STEP weighting are to construct a set of survey weights to:

- 1) Compensate for unequal probabilities of selection;
- 2) Compensate for household-level non-response and person-level non-response;
- 3) Adjust the weighted sample distribution for key variables of interest (for example, age, gender, education) so that it conforms to a known population distribution for these variables.

The general weighting procedure for the Armenia STEP survey required the following tasks.

1. Creation of a data file to input into the weighting process
2. World Bank (WB) Weight Requirement: Create survey weights for sampled cases of households and persons that provided sufficient data to be considered a participant in the survey. This requirement does not necessarily include the completion of an assessment General Booklet, nor does it necessarily include the completion of all household and individual questionnaire modules.
 - a) Calculation of a PSU weight for 200 sampled PSUs;
 - b) Calculation of a household weight for each sampled household;
 - Calculation of a household-level non-response adjustment independently for each PSU.
 - c) Calculation of a person weight for each selected person (SP);
 - Calculation of a non-response adjustment independently for each sampled person.
3. The required output from the weighting process is a final Armenia data file with the survey design weights (i.e., for each sampled PSU, household, person) appended to each data record.

Questionnaires

Overview

The STEP survey instruments include:

- (i) A Background Questionnaire developed by the WB STEP team
- (ii) A Reading Literacy Assessment developed by Educational Testing Services (ETS).

All countries adapted and translated both instruments following the STEP Technical Standards: 2 independent translators adapted and translated the Background Questionnaire and Reading Literacy Assessment, while reconciliation was carried out by a third translator.

The WB STEP team and ETS collaborated closely with the Armenian survey firm during the process and reviewed the adaptation and translation to Armenian (using a back translation).

- The survey instruments were both piloted as part of the survey pretest.
- The adapted Background Questionnaires are provided in English as external resources. The Reading Literacy Assessment is protected by copyright and will not be published.

Description of the Background Questionnaire:

1. Household Level Information

(a) Household Roster

- Names, age, gender, relationship to head for all household members
- Education status and self-reported literacy of all members aged 6 and over
- Marital and labor force status of all members aged 15 and over

(b) Dwelling Characteristics

- Dwelling construction materials, number of rooms, source of water and energy, toilets
- Tenure status
- Inventory of household consumer goods, appliances, and vehicles, number of books
- Ownership of bank accounts, receipt of social benefits

2. Individual Respondent Information

(c) Education and Training

- Level of formal education and whether academic or vocational
- Field of study for highest qualification (13-15 categories)
- Reasons for dropping out (if applicable)
- Apprenticeship (y/n) and trade
- Number of training courses, participation in literacy courses
- School class rank, parental encouragement

(d) Health

- Overall life satisfaction
- Height, weight, present or previous chronic health problems and severity
- Insurance coverage

(e) Employment

- Employment status, whether work on own account and casual work
- Reason not working, job search methods, reason not looking for work (if not working)
- Reservation wage, occupations for which qualified (if not working)
- Occupation, tenure, industry, hours worked, other occupations for which qualified
- Class of worker (wage/salary, daily or piecework, self-employed with(out) employees)
- Wage, salary, or profits per time period, in-kind payments
- Employer (government, individual, domestic or foreign firm, NGO)
- Establishment size, social benefits coverage

(f) Job Skill Requirements

- Inventory of reading tasks performed on job (or in general), length of longest document read
- Inventory of writing tasks performed on job (or in general), length of longest written document

- Inventory of math tasks performed on job (or in general)
- Whether lack of reading and writing skills hindered employment, promotion, or pay raise
- Frequency of difficult problem solving on job
- Level of involvement with customers, clients, students, or public on job
- Make formal presentations as part of job
- Supervisory responsibilities, job autonomy, repetitiveness, continuous learning
- Level of physical job demands
- Inventory of technology use on job (including computer use and inventory of software use)
- Computer use outside work and inventory of software use
- Whether lack of computer skills has hindered employment, promotion, or pay raise
- Usefulness of own studies at school for current job
- Level of education and related job experience required for job, length of job learning time
- Job search skills, whether employer required formal credentials or other proof of skills

(g) Personality, Behavior and Preferences

- Thirty-one personality items on the frequency of diagnostic behaviors (e.g., extroversionextraversion)
- Seven-item risk preference scale

(h) Language and Family Background

- Native language, other specific language proficiency
- Mother's and father's educational attainment,
- Family size, composition, and socio-economic status when 12 years old, adverse family events
- Experience as child laborer, occupation

(i) Reading Literacy Test Assessment

Part 1: Core - Reading Components

Part 2: Exercise booklets

Notes:

- Part 2 is only administered to respondents having passed the Core Assessment, i.e., having met a minimum reading literacy threshold.
- The following countries only administered Part 1: Lao PDR, Sri Lanka, Yunnan Province of China

(j) Interviewer Impressions

- Comprehension of questions, reliability and candor, distractions

Data Collection

Data Collection Dates

Start	End	Cycle
2013-04-01	2013-05-30	Fieldwork

Data Collection Mode

Face-to-face [f2f]

Data Collection Notes

1. Each component of the STEP Survey in Armenia was carried out by a personal visit using a Paper And Pencil Interview (PAPI) method. The implementation language was Armenian.
2. As the STEP program requires all surveys to be implemented in a standardized way, particular attention was provided to implementation processes:
 - (i) Each participating country (survey firm) wrote up a National Survey Design Planning Report (NSDPR) detailing how it intended to implement the STEP survey while complying with the STEP Technical Standards. The NSDPRs were submitted to the WB STEP team for approval.
 - (ii) The WB STEP team and Educational Testing Services (ETS) provided 2 workshops to all survey firms. The first was a 2-day workshop provided via video conference and aimed at presenting the STEP Technical Standards. The second workshop was organized over 2 full weeks at the WB's Headquarters and consisted in a training course to project managers from each survey firm on the survey instruments - Background Questionnaire and Reading Literacy Assessment - as well as on implementation and data management procedures.
 - (iii) Based on the STEP Technical Standards, the survey firms adapted and translated the STEP survey instruments, the Interviewer Manual, and all training materials.
 - (iv) Once the instruments had been adapted and translated, survey firms carried out a pre-test, usually including 20-30 interviews. Findings from the pre-test were discussed with the WB STEP team and ETS to finalize the adaptation and translation of the STEP survey instruments.
 - (v) Each survey firm provided a 2-week training course to its enumerators, using training materials developed by the WB STEP team (after translation and adaptation). The WB STEP team's Survey Consultant helped organize the training and was present in the country for the first few days at least of the training. In addition, the WB STEP team in Washington DC provided just-in-time technical assistance, answering questions sent by the survey firm during the training. The training included in-field mock interviews in addition to in-class courses. At the end of the training, survey firms only retained enumerators having demonstrated a good understanding of the instruments.
 - (vi) As per STEP Technical Standards, data collection started within a few days of the end of the enumerators' training course. The composition of each country's fieldwork teams is described in the NSDPR, as well as reporting procedures and quality control processes. Weekly reports were sent to the WB STEP team, which provided just-in-time technical assistance during fieldwork to answer questions or concerns. Regular calls or VCs were also held between survey firms and the WB STEP team to discuss progress. Matters discussed usually involved questions on how to deal with specific situations, strategies to reduce non-response, the activation of reserve households, and general pace of progress. Non-response rates were high in Bolivia and Colombia, in part due to difficult access to apartment buildings and gated communities, although survey firms worked hard to gain local community leaders' support. In a few instances - all documented in the weighting documentation - a couple of EAs were replaced due to security concerns or because an EA had been completely altered (e.g. construction site, dwellings converted into a large shopping center).
 - (vii) Interviews lasted between 120 and 150 minutes, depending on respondents' reading proficiency.

Detailed information on the survey processes is provided in the National Survey Design Planning Report (NSDPR) provided as an external resource. The document describes the project management structure, fieldwork teams and reporting processes.

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Part 2: Exercise booklets

Notes:

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- The following countries only administered Part 1: Lao PDR, Sri Lanka, Yunnan Province of China

(j) Interviewer Impressions

- Comprehension of questions, reliability and candor, distractions

Data Collectors

Name	Abbreviation	Affiliation
Armenia Caucasus Research Resource Center for Armenia	CRRC-Armenia	

Supervision

Team Supervisors - Each interviewer team will report to a Team Supervisor

Team Supervisors' responsibilities include:

- Coordinating fieldwork in each assigned PSU
- Full-time work with the interviewer team and on-going monitoring of each interviewer's work
- Documenting non-response, activation of reserves, problems encountered
- Assigning literacy booklets
- Communicating regularly with the Field Manager
- Selecting households to be interviewed following procedures outlined in the Technical Standards (if selection will be done in Headquarters, please specify)

Quality control by Team Supervisors:

- At least one meeting per week with each interviewer to discuss progress and/or problems
- Random spot visits during interviewers' work to observe household and individual interviews. For each interview observed, Team Supervisors will fill out the Interview Evaluation Form (Appendix 5)
- Check each accepted questionnaire for completeness and accuracy, and fill out Visual Scrutiny Form for each questionnaire (Appendix 7)
- Submit household listings and sample selections to the Project Manager
- Follow-up of non-response households/ individuals according to the table in Appendix 6 which details the revisits required for each situation and whether a reserve household should be activated

Visit verification and selection of individual respondent verification:

- The Supervisor or Field Manager (or assistants) will revisit 15% of each interviewer's finalized cases.
- In the event that a respondent is not available during the initial follow-up visit, a telephone follow-up may be carried out for no more than one third of the revisits.
- The households to revisit will be selected randomly by the Field Manager.
- During each revisit, the Supervisor will complete a Check up Visit form (Appendix 8).
- The Fieldwork Manager should participate with the Team Supervisor in some of these revisits, unannounced, with households chosen by the Field Supervisor, in order to check on the Team Supervisors.

- The STEP Consortium may also ask to attend verification revisits, and randomly choose the Households to revisit.

Field Supervision details are laid out in point #5 of the Fieldwork section 2.6 (p24) of the NSDPR provided as an external resource.

Data Processing

Data Editing

STEP Data Management Process:

1. Raw data is sent by the survey firm
2. The WB STEP team runs data checks on the Background Questionnaire data.
 - ETS runs data checks on the Reading Literacy Assessment data.
 - Comments and questions are sent back to the survey firm.
3. The survey firm reviews comments and questions. When a data entry error is identified, the survey firm corrects the data.
4. The WB STEP team and ETS check the data files are clean. This might require additional iterations with the survey firm.
5. Once the data has been checked and cleaned, the WB STEP team computes the weights. Weights are computed by the STEP team to ensure consistency across sampling methodologies.
6. ETS scales the Reading Literacy Assessment data.
7. The WB STEP team merges the Background Questionnaire data with the Reading Literacy Assessment data and computes derived variables.

Detailed information data processing in STEP surveys is provided in the 'Guidelines for STEP Data Entry Programs' document provided as an external resource. The template do-file used by the STEP team to check the raw background questionnaire data is provided as an external resource.

Other Processing

Data entry processes, including team composition are described in the National Survey Design Planning Report (NSDPR) available as an external resource. In most countries, data entry took place at the survey firm's headquarters.

1. Background Questionnaire Data
 - For the Background Questionnaire data, survey firms could use the WB STEP Data Entry Program (DEP) or design their own. In the latter case, the WB STEP team checked their DEP to ensure it complied with STEP Technical Standards. The STEP DEP was developed in Excel and mirrored the Background Questionnaire. Armenia developed their own DEP in CPro.

(i) Countries which used the STEP DEP

- Yunnan Province of China
- Ghana
- Vietnam

(ii) Countries which developed their own DEP in CPro

- Armenia
- Georgia
- Bolivia
- Colombia
- Lao PDR
- Sri Lanka

Standards for Data Entry are detailed in the 'Guidelines for STEP Data Entry Programs' and summarized in the NSDPR. Double data entry process was required. All range checks and skips were controlled by the program. Consistency checks were also included in the data entry program.

2. Reading Literacy Assessment Data

All survey firms were required to score the Reading Literacy Assessment booklets and to enter the data using the Data Entry Program developed by ETS. Double data entry process was required. Consistency checks were also included in the data entry program.

Data Appraisal

Estimates of Sampling Error

A weighting documentation was prepared for each participating country and provides some information on sampling errors. Please refer to the STEP Survey Weighting Procedures Summary provided as an external resource.

Documentation

Questionnaires

Armenia STEP Skills Measurement Survey 2012-2013

Title	Armenia STEP Skills Measurement Survey 2012-2013
Country	Armenia
Language	English
Contributor(s)	The World Bank
Filename	step_bq_armenia.xlsx

Reports

Armenia Skills toward Employment and Productivity Survey Findings (Urban areas)

Title	Armenia Skills toward Employment and Productivity Survey Findings (Urban areas)
Country	Armenia
Language	English
Filename	Armenia STEP Skills Report____Final_Jan 31 2015.pdf

Technical documents

STEP Weighting Procedures Summary

Title	STEP Weighting Procedures Summary
subtitle	Based on The World Bank Weight Requirement
Author(s)	The World Bank
Date	2013-11-14
Country	Armenia
Language	English
Publisher(s)	The World Bank

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Filename	arm_step_survey_weighting_summary_14_nov_2013_.pdf	

STEP Guidelines for Data Processing

Title	STEP Guidelines for Data Processing
Author(s)	The World Bank
Date	2012-12-11
Language	English
Publisher(s)	The World Bank
	The present document provides guidelines for processing data collected through the STEP Household Questionnaire.
	It is specifically intended for Project Managers and all Data Entry Staff, regardless of the Data Entry Program (DEP) they are using, and details:
	(i) the data entry process and timing;
	(ii) the structure data files must comply with before being submitted to the World Bank STEP Core Team;
	(iii) data checks all Survey Firms are expected to carry out during fieldwork and data cleaning.
Description	<p>The guidelines are organized in three points:</p> <p>(i) Standards, which describe particular norms the Survey Firm is expected to comply with;</p> <p>(ii) Information to provide During Fieldwork;</p> <p>(iii) Information to provide in the Final Implementation Report.</p> <p>Survey Firms are asked to provide either the full list or the frequency of particular inconsistencies:</p> <ul style="list-style-type: none"> - A full list of inconsistencies is required in cases that are unlikely to occur; - Whereas only frequencies are required in cases that are more likely to present errors.
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Filename	step_guidelines_for_step_data_entry_programs_dec_11_2012.pdf

Interviewer's Manual & Team Supervisor's Manual

Title	Interviewer's Manual & Team Supervisor's Manual
Author(s)	The World Bank

Date	2012-12-30
Language	English
Publisher(s)	The World Bank

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National Survey Design Planning Report

Title	National Survey Design Planning Report
subtitle	Skills Toward Employment and Productivity (STEP) - Full Literacy Assessment
Author(s)	The World Bank
Date	2013-03-06
Country	Armenia
Language	English
Publisher(s)	The World Bank
	Introduction: How to Fill Out the NSDPR 3
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Filename	step_nsdpr_armenia_edited_07_mar_2013.pdf

Operational Manual

Title	Operational Manual
Author(s)	The World Bank
Date	2012-12-27
Language	English
Publisher(s)	The World Bank

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STEP Skills Measurement Surveys - Innovative Tools for Assessing Skills

Title	STEP Skills Measurement Surveys - Innovative Tools for Assessing Skills
subtitle	STEP Methodology Note
Author(s)	Gaëlle Pierre (The World Bank) Maria Laura Sanchez Puerta (The World Bank) Alexandria Valerio (The World Bank) Tania Rajadel (The World Bank)
Date	2014-07-09
Language	English
Contributor(s)	Household Survey: Angela Duckworth (University of Pennsylvania), Nancy Guerra (University of California), Michael Handel (Northeastern University), Sergio Urzua (University of Maryland), Irwin Kirsch, Claudia Tamassia, Mary Lou Lennon, Ann Kennedy, Eugene

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A guide to understanding the literacy assessment of the STEP Skills Measurement Survey

Title	A guide to understanding the literacy assessment of the STEP Skills Measurement Survey
Language	English
Filename	A guide to understand the literacy assessment of the STEP Skills Measurement Survey 7Nov2014.pdf

Other materials

Data Checking and Variable Generating STATA Do Files

Title	Data Checking and Variable Generating STATA Do Files
Date	2014-05-01
Language	English
Publisher(s)	The World Bank

This folder contains the following STATA programs:	
- microdata_library_step_wave_2_do_file_to_generate_asset_indices_may_21_2014.do	
- microdata_library_step_wave_2_do_file_to_generate_demographic_education_labor_market_variables_may_21_2014.do	
Description	-
	microdata_library_step_wave_2_do_file_to_generate_derived_variables_for_the_literacy_assessment_data_may_21_2014.do
	- microdata_library_step_wave_2_do_file_to_generate_family_related_variables_may_21_2014.do
	- microdata_library_step_wave_2_do_file_to_generate_skills_aggregation_variables_may_21_2014.do
	- step_data_check_template.do
Filename	Data check and variable generation do files.zip
