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

World Bank

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Overview

Identification

ID NUMBER
KEN_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. The STEP Survey for Kenya is expected to provide insights on (i) individuals' skills sets and labor market opportunities and (ii) inform the design of education and training policies to boost employability and productivity. There is a direct link between the study and the country's needs, as expressed by both the Government and the civil society.

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).

GEOGRAPHIC UNIT
Cities and core urban areas

UNIVERSE
The target population is defined as all non-institutionalized persons aged 15 to 64 (inclusive) living in private dwellings in the urban areas of the country at the time of the data collection. This includes all residents, except foreign diplomats and non-nationals working for international organizations

The following are considered "institutionalized" and excluded from the STEP survey:

- 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

Other acceptable exclusions are:

- Persons living outside the country at the time of data collection, e.g., students at foreign universities

Deviation Requested from the Standard: The statistical population is composed of core urban households and excludes the categories identified here, as well as itinerants (as classified in the Population Census 2009 in Kenya).

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
Maria Laura Sanchez Puerta	World Bank	STEP Co-Task Team Leader, Social Protection and Labor Global Practice
Tania Rajadel	World Bank Consultant Project Coordinator	Technical assistance in project management, data collection, data processing and data analysis
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

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
2015-02-12

DDI DOCUMENT VERSION
Version 01 (February 2015)

DDI DOCUMENT ID
DDI_KEN_2013_STEP_v01_M_WB

Sampling

Sampling Procedure

The Kenya sample design is a stratified 3 stage sample design. The sample was stratified by 4 geographic areas: 1-Nairobi, 2-Other Large Cities (over 100,000 households), 3- Medium cities (60,000 to 100,000 HHs), and 4-Other Urban Areas. For detailed description of the sample design and sampling methodologies, refer to Part 3 of the National Survey Design Planning Report (NSDPR) as well as the STEP Survey Weighting Procedures Summary. Both documents are provided as external resources.

Deviations from Sample Design

War marred and unstable regions of Kenya were excluded from the survey. Itinerants (as classified in the Population Census 2009 in Kenya) were also excluded.

Response Rate

An overall response rate of 91.8% was achieved in the Kenya STEP Survey. Table 21 of the STEP Survey Weighting Procedures Summary provides the detailed percentage distribution by final status code.

Weighting

The weighting was carried out by the STEP Survey Methodologist. The weighting process is outlined in section 3.7 of the STEP NSDPR for Kenya as well as the STEP Survey Weighting Procedures Summary. Both documents are provided as external resources.

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 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
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- 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
2013-08-01	2013-11-30	Fieldwork

Data Collection Mode

Face-to-face [f2f]

Data Collection Notes

In Kenya, each component of the STEP Survey was carried out by a personal visit using a Paper And Pencil Interview (PAPI) method.

The STEP program requires all surveys to be implemented in a standardized way:
(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 appartment 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.

Questionnaires

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(d) Health
- Overall life satisfaction
- Height, weight, present or previous chronic health problems and severity
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- 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)
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- Make formal presentations as part of job

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(h) Language and Family Background
- Native language, other specific language proficiency
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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
Étude Économique Conseil Inc.	EEC Canada	

Supervision

The STEP Consortium provided the survey fiirm with a techical standards for field supervision and the STEP Consortium also monitored the fieldwork (see National Survey Design Planning Report (NSDPR) sections 5 and 6 for more details).

Data Processing

Data Editing

EEC Canada Inc. was responsible for data entry and processing.

The STEP Data management process is as follows:

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.

Data Appraisal

No content available

Documentation

Questionnaires

Kenya STEP Skills Measurement Survey 2012-2013

Title	Kenya STEP Skills Measurement Survey 2012-2013
Country	Kenya
Language	English
Table of contents	Module 1 Household Level Information Part A Household Roster 1-3 Part B Dwelling 4-7 Part C FILTER TO CHOOSE INDIVIDUAL RESPONDENT 8 Individual Modules: Module 2 Education 9-15 Module 3 Health 16 Module 4 Employment Part A Labor Force Participation 17-21 Part B Overview of Past Week 22-23 Part C Main and Secondary Job in Past Week 24-28 Module 5 Work Skills Part A Self-reported Literacy/numeracy 29-32 Part B Skills at work 33-37 Module 6 Personality, Behavior and Preferences Part A Personality and Behavior 38-39 Part B Preferences 40 Module 7 Language and Family 41-43 8. INTERVIEWER IMPRESSIONS OF MODULES 2-7 44 Module 9 Reading Exercises 45 10. INTERVIEWER IMPRESSIONS OF MODULE 9 (READING EXERCISES) 46 11. RESULT CODES FOR BACK COVER 47 11. BACK COVER 48
Filename	STEP BQ Kenya.xlsx

Technical documents

STEP Survey Weighting Procedures Summary

Title	STEP Survey Weighting Procedures Summary
subtitle	Kenya
Date	2014-03-28
Country	Kenya
Language	English

Table of contents	Table of Contents 1 Survey Design Overview..... 1 1.1 Target Population..... 1 1.2 Sample Frame ..... 1 1.3 Sample Design ..... 2 2 Data Collection Outcomes ..... 3 3 Weighting Overview ..... 5 4 Files - Weighting Process ..... 6 4.1 Input Files ..... 6 4.1.1 Revisions to Input Data File..... 6 4.1.1.1 Input File - Revised for Weighting ..... 8 4.2 Final Output Files from Weighting Process ..... 10 5 Weight Calculations based on World Bank (WB) Weight Requirement ..... 13 5.1 First-stage Weight (PSU Weight)..... 13 5.1.1 First-stage Response Adjustment ..... 14 5.1.1.1 Response Adjustment Factor for PSU Non-participation ..... 15 5.1.2 Final PSU Weight ..... 15 5.2 Second-stage Weight (Household Weight) ..... 16 5.2.1 Basic Household Weight ..... 16 5.2.2 Second-stage Response-adjusted Household Weight ..... 17 5.2.2.1 Second-stage Household Response Categories ..... 17 5.2.2.2 Eligible Proportion of Households ..... 20 5.2.2.3 Response Adjustment Factor for Household Non-participation ..... 21 5.2.2.4 Response-adjusted Household Weight ..... 22 5.2.3 Second-stage Final Household Weight ..... 22 5.2.4 Weighted Household Counts ..... 23 5.3 Third-stage Weight (Person Weight) ..... 24 5.3.1 Basic Third-stage Person Weight ..... 24 5.3.2 Third-stage Response-adjusted Person Weight ..... 25 5.3.2.1 Third-stage Person-level Response Categories ..... 25 5.3.2.2 Response Adjustment Factor for Selected Person Non-participation ..... 28 5.3.2.3 Response-adjusted Person Weight ..... 29 5.3.3 Third-stage Final Person Weight ..... 30 4 5.3.4 Weighted Person Counts ..... 31 6 Response Rate 32
Filename	KEN-STEP Survey Weighting Summary (28-Mar-2014).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
Description	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. The guidelines are organized in three points: (i) Standards, which describe particular norms the Survey Firm is expected to comply with; (ii) Information to provide During Fieldwork; (iii) Information to provide in the Final Implementation Report. Survey Firms are asked to provide either the full list or the frequency of particular inconsistencies: - 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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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 Full Literacy Assessment
Date 2012-05-06
Country Kenya
Language English
Description The National Survey Design and Planning Report (NSDPR) is aimed at clarifying implementation procedures outlined in background documents provided by the STEP Consortium to the Survey Firm (e.g., Technical Standards, Operation Manual, Interviewer and Supervisor Manual).

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Filename STEP NSDPR - KENYA EDITED - May 6 2013.pdf

Operational Manual

Title Operational Manual
Author(s) The World Bank
Date 2012-12-27
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STEP Skills Measurement Surveys - Innovative Tools for Assessing Skills

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