



USAID
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EG.6-16: PERCEIVED QUALITY OF EMPLOYMENT

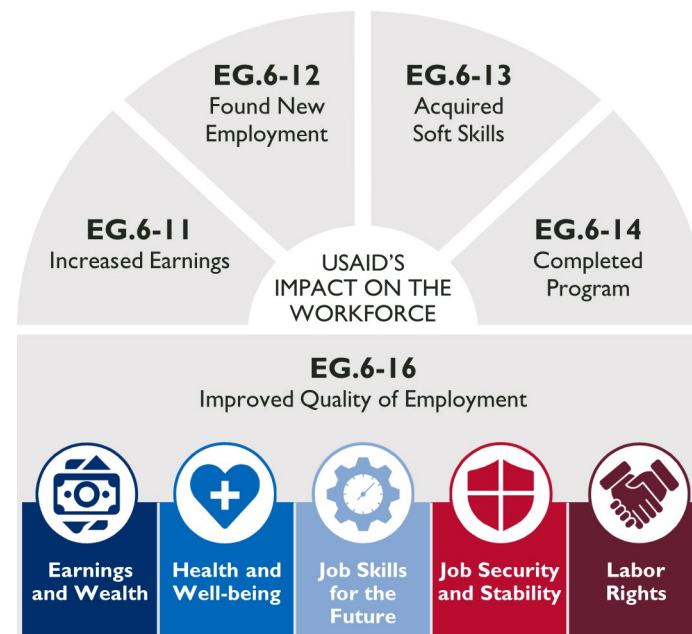
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EG.6-16: *Percent of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs*

BACKGROUND AND PURPOSE

The Center for Education (DDI/EDU) and the Gender Equality and Women's Empowerment Hub (DDI/GenDev) in the United States Agency for International Development's (USAID) Bureau for Development, Democracy, and Innovation (DDI) have developed standard foreign assistance indicator EG.6-16: "Percent of individuals with improved perceived quality of employment following participation in USG-assisted workforce development programs" in order to measure progress on USAID's work to improve quality of employment.¹ EG.6-16 focuses on the participants' perception of whether the changes to their employment are important to their specific interests and needs, thereby allowing participants to define improved quality of employment as it affects their lives. As currently written, EG.6-16 augments other workforce development indicators to tell the story of program participants. For example, EG.6-12 captures "new employment," thereby capturing outcomes for beneficiaries who were not employed at the start of the program, whereas EG.6-16 captures improvement in employment for those beneficiaries who were employed at the start of the activity. As another example, while EG.6-11 captures participants' earnings, EG.6-16 can capture whether those earnings are sufficient for their needs. Likewise, while EG.6-13 captures whether participants build their soft skills, EG.6-16 can capture whether participants have opportunities to apply those skills on the job. It is important to note that EG.6-16 complements the other workforce development indicators, it does not replace them.

Exhibit 1: USAID Workforce Development Indicators



¹ This indicator replaces prior indicators such as EG.6-1 ("Percent of individuals with new or better employment following participation in USG-assisted workforce development programs") and EG.6-15 ("Percent of individuals with better employment following participation in USG-assisted workforce development programs").



EG.6-I6 CONCEPTUAL FRAMEWORK

There are many different frameworks to conceptualize quality of employment and related terms such as “better employment,” “decent work,” and “quality jobs.” Some of these frameworks focus on the worker perspective, while others focus on the firm/enterprise perspective, and still others attempt to conceptualize both. EG.6-I6 focuses on the individual worker’s perspective and is rooted in achieving gender equality, women’s empowerment, and other aspects of diversity and inclusion. To provide grounding for EG.6-I6, USAID has adapted domains from the [Quality Jobs Framework](#) developed by the Global Impact Investing Network (GIIN).

In a comprehensive review of over 300 enterprise and workforce development programs, the GIIN identified five main domains that comprise quality jobs. In this framing, quality jobs:

- Improve individuals’ **earnings and wealth** through wage employment and/or entrepreneurship
- Protect individuals’ **health and well-being** in the workplace
- Allow opportunities for individuals to use or further develop **jobs skills for the future**, including skills for new technology and management practices that will allow for greater career mobility
- Increase **job security and stability** for workers
- Improve individuals’ **labor rights, respect, and engagement in the workplace**, including anti-discrimination and inclusion in the workplace

USAID borrowed from this framework because it rests on extensive research by both the GIIN and the International Labour Organization (ILO). In this research, the GIIN and ILO identified these domains as particularly important for women and other groups that have typically been excluded from high-quality jobs, reflecting USAID’s interests in promoting equitable access and inclusion. Furthermore, the GIIN framework highlights the multi-dimensional nature of quality of employment and encourages programs to identify indicators that speak to a program’s intended results and the beneficiaries’ context. USAID aims to reflect this same flexibility.



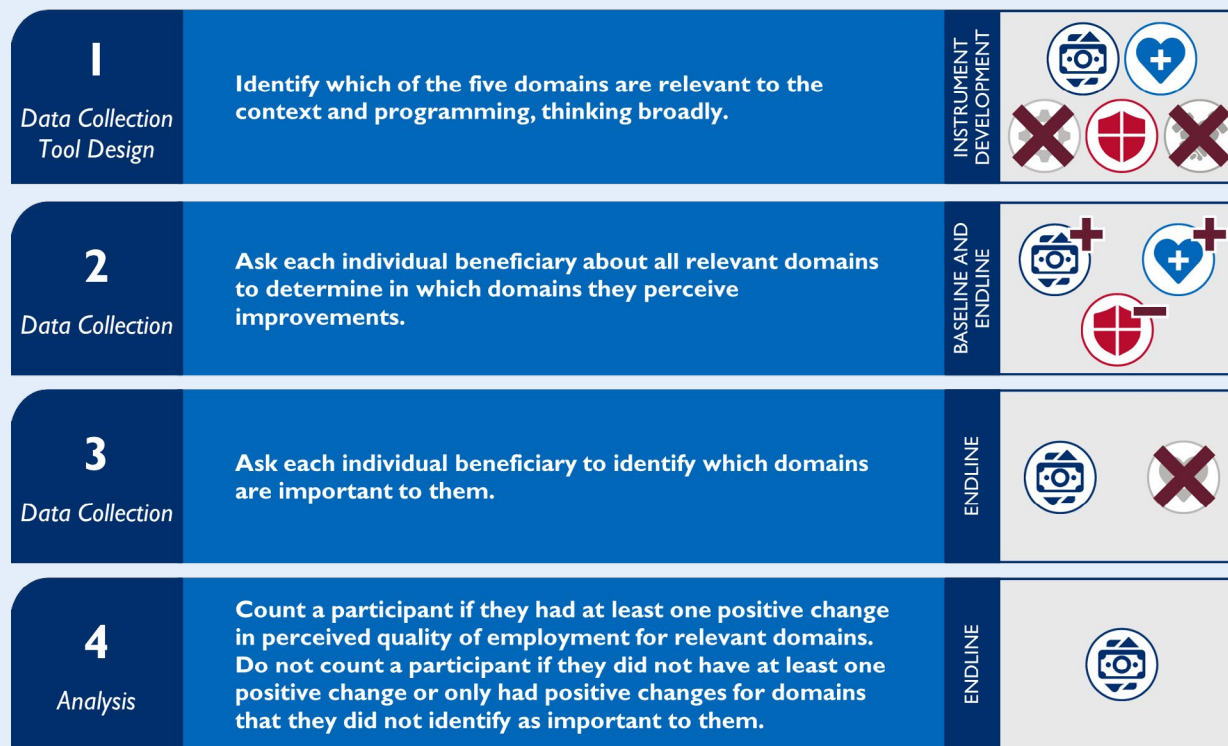
MEASURING EG.6-I6

The programs that most effectively measure quality of employment use indicators that are highly tailored to their specific program objectives, beneficiaries, and contexts. Quality of employment is a highly complex construct that looks different across and within countries; what constitutes quality employment can be different for people of different education levels, ages, and sexes. **No single approach can capture this complexity in a meaningful way for all activities and beneficiaries.**

Therefore, activities that are measuring EG.6-I6 do not need to measure change along all five domains, but should measure only domains relevant to the activity’s work and theory of change. Critically, while implementing partners should only measure those domains that are relevant to the context and their programming, partners should not impose their perception of quality of employment on beneficiaries. Rather, during data collection partners should ask each individual beneficiary about all relevant domains and ask the beneficiaries to identify the areas that are important to them. Improvements should only be counted in domains that are important to the beneficiary. For example, if an individual beneficiary improved only in the job skills domain but does not feel that using these skills is an important part of quality of employment for them, then they should not be counted as having improved perceived quality of employment. Relatedly, if an individual perceives improvement in one domain but decline in another (e.g., the individual reports that they feel safer at work but are earning less), that individual is still counted as having improved quality of employment as long as the domain in which they improved is important to them.² If an individual beneficiary identifies different domains as important between baseline and endline, EG.6-I6 should be calculated using the domains they identified at endline. Exhibit 2 demonstrates how to determine the domains to count for an individual participant when calculating EG.6-I6.

² This approach has been adopted in order to ease the potential measurement burden on partners and beneficiaries.

Exhibit 2: Determining Domains for EG.6-16



Importantly, unlike EG.6-11, which focuses on increased income, EG.6-16 focuses on whether those changes improve the quality of employment. Activities that report on EG.6-16 should not rely on measuring change in income to see whether the quality of a beneficiary's earnings and wealth improved. Similarly, while EG.6-13 focuses on the acquisition of soft skills generally, EG.6-16 focuses on the application and growth of skills on the job.

An individual with employment at baseline is considered to have "improved quality of employment" if they report that, of the domains measured by a particular activity, they perceive that their employment has improved in any of the domains they feel are important to them between baseline and endline, either because they have changed employment or because the conditions at their workplace have improved. EG.6-16 does not track such changes in employment, but programs are encouraged to do so if it would support their learning.

Exhibit 3: Operationalizing the Framework Categories






DOMAIN	AREAS MEASURED	ILLUSTRATIVE MEASURES
 Earnings and Wealth	<ul style="list-style-type: none"> • Cash or in-kind earnings (employed) • Savings and other assets 	<ul style="list-style-type: none"> • Sufficiency of earnings to meet needs • Ability to save
 Health and Well-being	<ul style="list-style-type: none"> • Occupational health and safety • Workplace violence • Physical and mental well-being 	<ul style="list-style-type: none"> • Safety at or on the way to work • Workplace stress • Number of hours worked
 Job Skills for the Future	<ul style="list-style-type: none"> • Technical skills • “Soft” skills • Skills in new technologies 	<ul style="list-style-type: none"> • Skills gained/improved • Skills used in employment • Advancement as a result of skills
 Job Security and Stability	<ul style="list-style-type: none"> • Consistency of work • Work precarity 	<ul style="list-style-type: none"> • Control over schedule • Necessity of multiple income streams • Contractual work relationships
 Labor Rights	<ul style="list-style-type: none"> • Equity of opportunity • Equity of treatment • Employee Engagement 	<ul style="list-style-type: none"> • Usability of policies and procedures for equity • Usability of communication channels

Exhibit 3 provides definitions of each of the domains in the conceptual framework along with examples of how implementing partners might measure these domains. These examples are not exhaustive.

Implementing partners are neither expected nor required to use the same tools, questions, or indicators to measure any of the five domains. Rather, implementing partners should measure the domains using questions that are relevant to the context and the activity. The domains may often require more than one question to fully explore.

CONTEXT MATTERS



Activities should measure the different constructs included in “quality of employment” using contextually relevant measures. For example, in contexts where informal labor is common, activities do not need to measure creation of workplace contracts as a measure of security and stability, but rather could measure other markers of stability such as predictability of working hours or diversity of clients. In other contexts, where contractual work is common and the activity seeks to increase beneficiaries’ access to contract work, then this measure could be used.

Similarly, when measuring the “job skills for the future” domain, activities should ask about some of the specific skills that were a focus of the activity and which are valuable in the beneficiary’s labor market, rather than general “skills,” which would be hard for both the beneficiary to identify and the activity team to interpret.

DEVELOPING A MEASUREMENT TOOL

Since “quality of employment” is intensely context and program-specific, there is no single tool that can be used to measure EG.6-I6 in all contexts for all programs. The specific tool used will depend on the activity’s goals, host country labor policies and regulations, and beneficiaries’ economic context. For most activities, it is likely the implementing partner will have to draw from several tools in order to develop a measurement tool that will measure the relevant domains. That said, some existing survey tools can serve as a basis from which partners can adapt tools. For example, many *Working Conditions Surveys* touch on all five domains, as does the ILO’s school-to-work transition survey (in the module on employed youth). The text box below provides more information about some of these surveys.

RECOMMENDED TOOLS



- Annex I of a recent ILO report on working conditions globally highlights similarities and differences between various working conditions surveys (Eurofound and ILO, 2019).
- The [European Working Conditions Survey](#) has been used as the basis for several other working conditions surveys in other contexts, including Turkey, several countries in East Asia, and Latin America (Eurofound 2015; Eurofound and ILO, 2019).
- Researchers at the University of Texas recently tested a module on workplace violence in the Central American Survey on Work Conditions and Health (Gimeno and Delclos, 2016).
- The [ILO’s school-to-work transition survey](#) also asks about many items that could be used as the basis for a tool to measure EG.6-I6. This survey goes into less detail in these domains than the working conditions surveys (Elder, 2009).

ANALYSIS

EG.6-I6 is measured by a longitudinal pre/post (panel) assessment of a representative sample of the participating population or of the entire participating population. Baseline data should be collected before an individual begins programming. Endline should be collected within six months of the end of the activity.

As noted above, activities are expected to measure participants’ **perceptions** of workplace quality. Therefore, activities are not required to validate if an individuals’ perception is accurate (e.g., activities do not need to determine whether the individual actually increased earnings or if their workplace instituted new workplace safety policies).

CALCULATION

EG. 6-I6 requires a percentage to be reported in order to highlight program achievements. Implementing partners should report both a numerator and a denominator to allow for global aggregation.

Numerator	=	The number of individuals with employment at baseline who report improved quality of employment at endline
Denominator	=	The total number of individuals with employment at baseline who participated in USG-assisted workforce development programs

DISAGGREGATION

USAID requires disaggregation of EG.6-I6 by:

- **Sex**
- **Age (youth aged 15-19)**
- **Disability status**
- **Affected by crisis and conflict**

Missions and activities may add further disaggregates as appropriate for programming and context. For example, activities may consider examining “quality of employment” by education level as well. Research suggests that the lower an individual’s level of education, the lower the probability of their finding high quality employment (ILO 2018; Shehu and Nilson 2014). Since education level can have a determinative effect on an individual’s employment trajectory, it is an important factor to consider when assessing the quality of their employment.

For USAID workforce development projects, these findings point to the difficulty marginalized youth and women, who may face barriers to obtaining education, may face finding a “better job.” Therefore, activities may find it is useful to disaggregate by education level and sex simultaneously. While this disaggregate is not required for routine reporting and submission, activities may collect data and conduct this disaggregation at the activity level if it is useful to them. Similarly, activities should feel free to use other disaggregates that are relevant to the populations they are working with and their employment situations. These may include: type of work, number of years worked in the firm, tenure status (permanent/temporary, part-time/full-time), workers receiving training and those that have not, etc.



LEARNING TOGETHER

In its current iteration, EG.6-I6 is a new indicator for USAID. It is critical that Missions and implementing partners that are working on improving quality of employment adopt the indicator and report about their experience using it. Implementing partners that develop tools to measure the indicator can share both the tools and their experiences developing them with USAID in order to inform further guidance and clarify next steps, such as whether a USAID developed tool would be feasible or useful. Experience and ideas can be shared through the DDI/EDU Indicator Helpdesk at edindicators@usaid.gov.

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