SERISS WP8 Survey Codings workshop

Coding socio-economic variables at Ipsos

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Today’s session

1. International Social Research at Ipsos
2. Measuring educational attainment across the European Union
3. Occupation and industry: an approach to coding
4. Conclusions
International Social Research team at Ipsos

Our team specialises in cross-national survey research, often with an EU focus
Examples of projects

**EU Work**
European Union Agency for Fundamental Rights (FRA)
- EU MIDIS II (EU28), CAPI
- DAJ II (12 EU countries), CAWI
- Fundamental Rights Survey (EU28), Push to web & CAPI

Eurofound
- European Working Conditions Survey 6 & 7
- (EU28 + candidate countries et al.) CAPI

European Investment Bank (EU 28)
- EIB Group Survey of Investment and Investment Finance, CATI

**Non-EU Work**
World Bank (WBG) and European Bank for Reconstruction & Development (EBRD)
- African Enterprise Survey
- BEEPS surveys in Eastern Europe

Sustainable Development work
DFID & GUI Galway
- Survey of VAWG in Ghana, South Sudan and Pakistan

OSCE
- Survey of VAWG in Eastern Europe and Western Balkans

WASH project evaluations in Bangladesh, surveys for charities in LATAM
Measuring educational attainment across the European Union
Educational Attainment

- Frequently used on multiple EU-wide surveys.
- Challenges include measurement equivalence both within and across countries;
  - National level – qualifications change, as do educational systems
  - Cross-national level – education systems differ e.g. Germany, Latvia
- Seek harmonisation through International Standard Classification of Education (ISCED 2011) levels.
ISCED levels (2011)

- ISCED 0: Pre-primary education
- ISCED 1: Primary education
- ISCED 2: Lower secondary
- ISCED 3: Upper secondary education
- ISCED 4: Post-secondary, non-tertiary education
- ISCED 5: First stage of tertiary education
- ISCED 6: Second stage of tertiary education

ISCED 0: Never been in primary education

ISCED 0: Never completed primary education

ISCED 34: Upper secondary education

ISCED 35: Vocational training
How do we collect this information?

- What is the highest level of education you have completed in [country]?
  - ISCED codes localised to the country specific education system.
  - Visible or verbal map of the educational levels of that country.
  - Depending on the mode we will use showcards, drop-down menus.
  - Offer additional guidance e.g. prompts for interviewers to clarify terminology.
Mapping to ISCED: A UK example

**ISCED 0: Pre-primary education**
- Never attended school
- No qualification, left school before the age 11

**ISCED 1: Primary education**
- No qualification, left school between age 11 and 14
- No qualification, left school after age 14
  - Key Skills, Skills for Life Level 1, Functional Skills Level 1, NVQ Level 1, GNVQ or GSVQ Foundation level, BTEC or SCOTVEC Introductory, First or General Certificate, RSA Levels 1 – 3, City & Guilds Part 1, YT or YTP

**ISCED 2: Lower secondary education**
- CSES below Grade 1, one or more GSCEs or O Levels
Reflections from the field

- Confident of our lists but things change and misclassification happens so an updated, standardised system is important.
- How do we account for migrants and those educated outside of the EU within cross-national surveys conducted in the EU?
- And how can we attain similar standards of measurement and implementation outside of the EU?
Reflections on the CAMCES/SERISS tool

Harmonised approach used by all survey practitioners is welcomed.

Open text entry potentially reduces respondent burden.

Ambition to make it a world wide database is interesting.

Integration with existing software and implementation across Modes.

Timeframe for completion.

Updates and maintenance post-project lifecycle.
Occupation and industry: an approach to coding

Case study: 6th European Working Conditions Survey
Objectives

- To collect survey data on occupation and economic activity across the EU 28, 5 candidate countries and Norway & Switzerland.
- Open-ended questions used in field to collect information.
- Office coding of responses using ASCRIBE.
- Economic activity using NACE rev 1.1 and NACE Rev.2. (3 digit level).
- Occupation using ISCO classification 88 and 08 (4 digits).
The coding process

TESTING

Local language coding 1
Local language coding 2

Ipsos Global Coding 3 (English & French)

ADJUDICATION

Compare local coders and Ipsos coding
Evaluating codes, comments, changing codes

CODING PHASE

Fourth coding
Verification, assigning final ISCO/NACE codes
Using ASCRIBE for complex coding

- ASCRIBE provides a uniform software that provides an online centralised coding system and access to central code-frame.
- Used throughout Ipsos so our teams are familiar with the functionality.
- However, NACE and ISCO codebooks are only available in English and French – this limits capacity and requires a very nuanced translation into English/French in order for the multi-step coding process to occur.
Reflections on the CASCOT/SERISS tool

✓ Ability to perform both automated and manual coding.
Potential to reduce time & costs in coding process.
Multilingual database from which to build a frame.

?q Coverage of the tool e.g. all EU languages, country variations.
Comparative analysis of coding by humans versus the algorithm.
Conclusions

- SERISS coding module for socio-economic survey questions provides valuable and interesting tools for the research community.
- Lots of potential, looking forward to seeing the demos.

- Aside from tool specific points mentioned earlier in the presentation, general questions around:
  - Feasibility to cover all markets in the European Union?
  - Longer term sustainability as we move towards the end of the funding period?
  - What opportunities are there for future collaboration and testing of the tools?
Thank you!

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