

A satellite view of Earth at night, showing the curvature of the planet and the glowing lights of cities and urban areas. The lights are concentrated in the lower half of the frame, with the dark blue and black of the night sky and the thin white line of the atmosphere visible at the top.

SERISS WP8 Survey Codings workshop

Coding socio-economic variables at Ipsos

Olivia Ryan

Ipsos MORI, International Social Research Institute

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Today's session

1 International Social Research at Ipsos

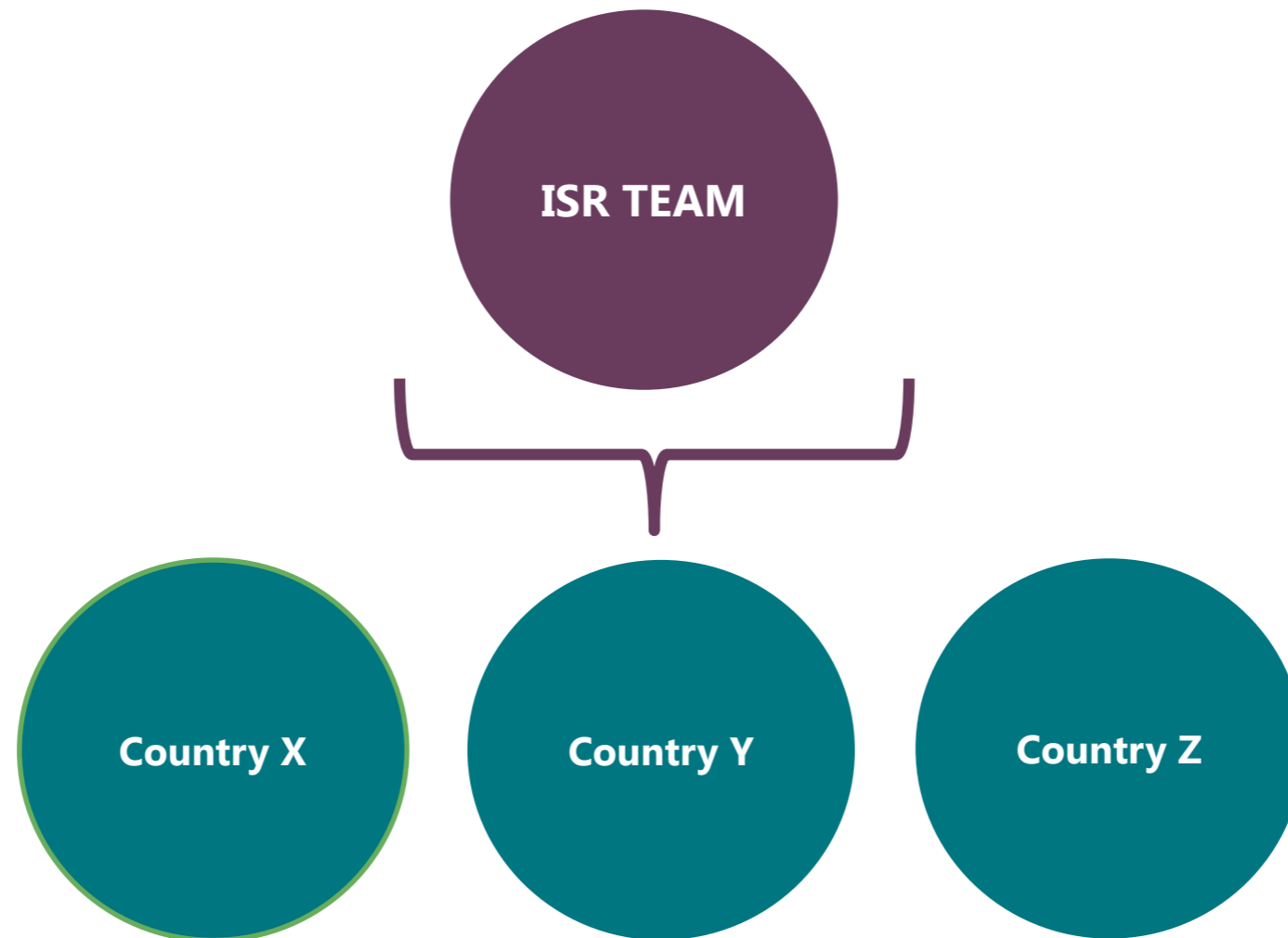
2 Measuring educational attainment across the European Union

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

ISCED 2: Lower secondary education

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

CSES below Grade 1, one or more GCSEs 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

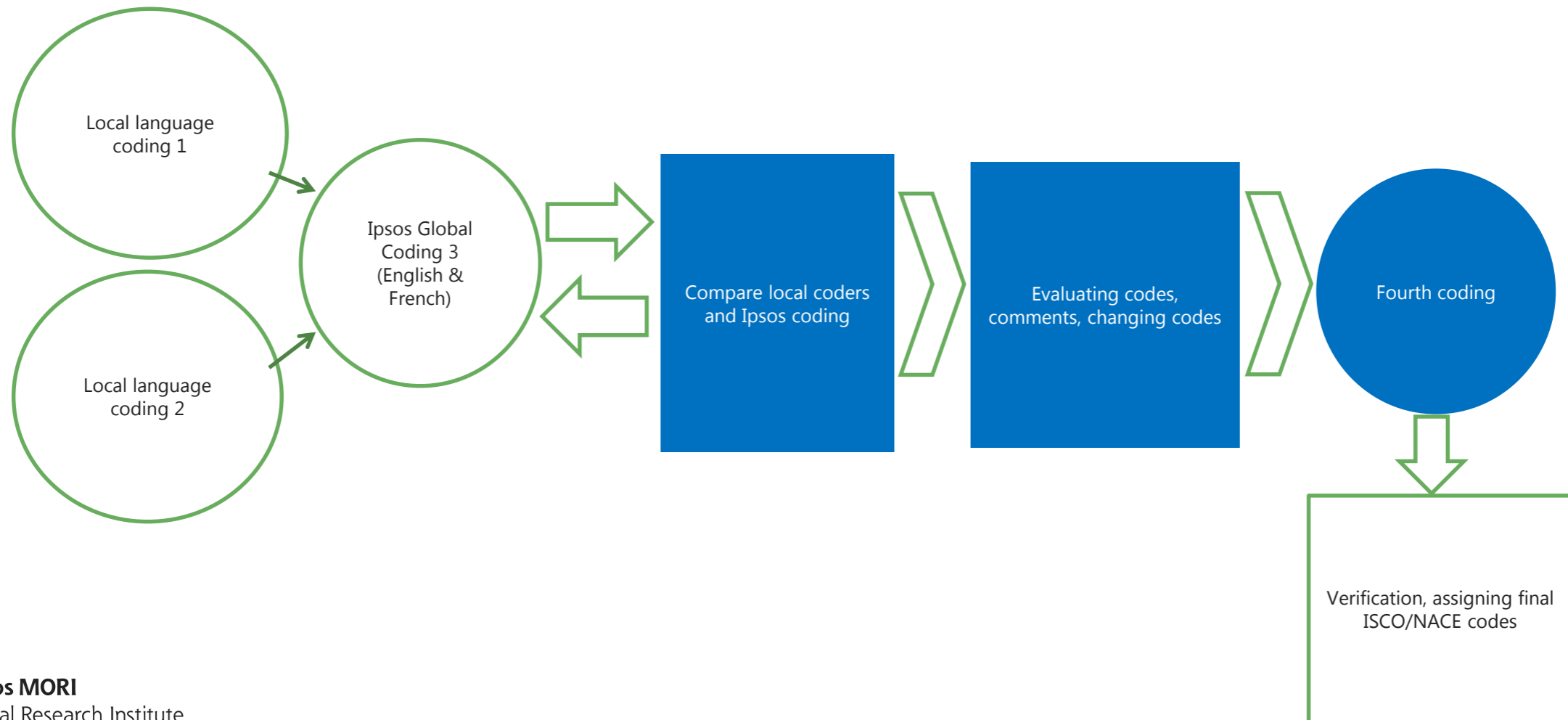
- To collect survey data on occupation and economic activity across the EU 28, 5 candidate countries and Norway & Switzerland.
- Open-ended questions used in field to collect information.
- Office coding of responses using ASCRIBE.
- Economic activity using NACE rev 1.1 and NACE Rev.2. (3 digit level).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

The coding process

TESTING

ADJUDICATION

CODING PHASE



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.



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!

Olivia Ryan

Research Manager, International Social Research Institute

☎ +44 (0) 207 347 3382

✉ olivia.ryan@ipsos.com



Ipsos MORI
Social Research Institute

www.ipsos.com/ipsos-mori/en-uk