



НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ

Mixed-mode Data Collection in the Russian Panel Study 'Trajectories in Education and Careers'

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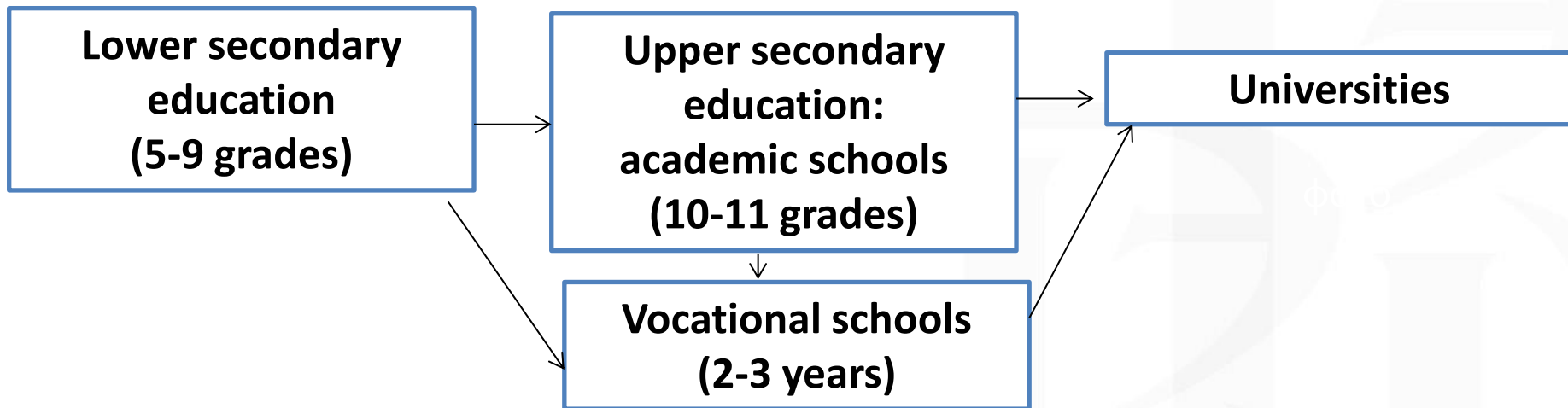
7th of October, Bamberg, SLLS conference

Russian Panel Study `Trajectories in Education and Career` (TrEC)

- Initiated in 2009 by the Institute of Education of NRU HSE
- Gathers panel data about educational and occupational trajectories of youth in Russia
- Consists of one national and several regional panels of school and university students
- Enriched with in-depth interviews with 1-2% of panel participants

- National panel is based on the TIMSS 2011 sample of 8 grade students (13-14 y.o.)
 - *210 schools in 42 regions of Russia*
 - *5 ths. respondents*
- Conducted yearly
- The same schools and respondents participated in PISA 2012 as an additional sample

Educational trajectories in Russia and their influence on fieldworks



- After 9th grade about 57% of students go to academic schools and 50% stay at the same school
- About $\frac{3}{4}$ of upper secondary academics schools enter universities

Challenges for Wave 4

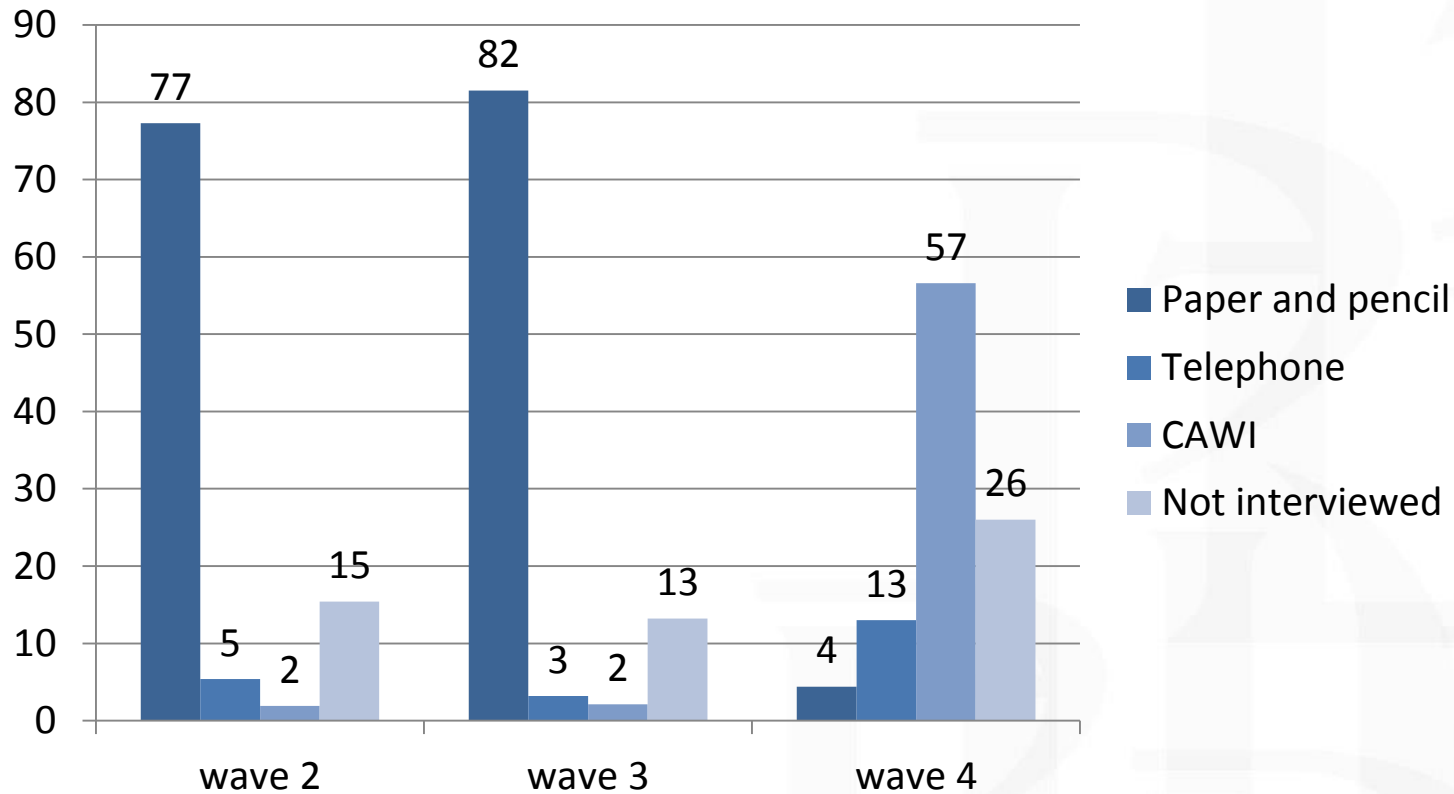
- All students leave initial schools. Many enter universities, change addresses, contact details
- Do not feel obliged to participate being not in a school context
- Not possible to recruit local administrative coordinators who provided access to schools and some of the vocational schools

Waves of Data Collection

Year	2011	2012	2012	2013	2014	2015
Wave	TIMSS	PISA	W1	W2	W3	W4
Status of respondents	8 th grade	9 th grade	9 th grade	11 th grade or voc school	11 th grade or voc school	University or voc school
Sample	4893	4399	3377	4138	4247	3620
Response rate		90%	69%	85%	87%	74%



Data Collection Modes in Waves 2-4



- Main mode of data collection changed for CAWI as all respondents left initial schools in W4

CAWI in TrEC requires prior contacts and recontacts

- Without prior contact: 1 of 86 panelist responded

Algorithm:

- Call to respondent

If unsuccessfully - use home address, peers contacts, parents, social networks, school etc.

- Agreement to participate
- Choose the mode: telephone, CAWI, or appointment for F-t-F
- In case of CAWI, interviewer controls the results, recontacts if needed

Response Rates by Educational Trajectories

	W2	W3	W4
Academic school	93%	94%	80%
Stayed at the same school till 11 th grade	99%	99%	84%
Those who changed school in academic track	63%	73%	60%
Vocational school after 9 th grade	78%	80%	68%

Among those who left schools after 9th grade to continue academic track RR is about 63-73% in W2-W3

We expect that academic school graduates response rate would approximately at the same level, but it is higher

CAWI and telephone modes profiles in wave 4

	CAWI N=2765	Telephone N=634
Girls	53%	48%
Went to academic school (10-11 grade)	67%	57%
University student	58%	49%
Both parents with degree	23%	20%

Conclusions

- Change of mode to CAWI allows preventing high attrition when respondents leave schools
- CAWI as the main mode of data collection helped to keep costs at the level of previous waves
- Should be supplemented by telephone and f-t-f interviews for those who do not want or cannot use this method or less involved in the project



Thank you!

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