



Growing Up in Ireland

-the National Longitudinal Study of Children

The Economic and Social Research Institute and Trinity College, Dublin

Data Workshop

**Covering Child Cohort (Cohort '98)
and Infant Cohort (Cohort '08)**



Contents of Presentation

1. Introduction and background to *Growing Up in Ireland*
2. Sample design and weighting
3. Content and structure of the data

4. Overview of practical steps in using the GUI data
 - a. Online resources
 - b. Questionnaires and documentation
 - c. GUI literature review
 - d. Apply for AMF through ISSDA
 - e. Familiarise yourself with the data – variable naming
 - f. Apply for RMF if necessary
 - g. Inform ISSDA/CSO when finished & delete the data

5. Using the data:
 - a. Using weights
 - b. Matching files
 - c. Practical examples of basic analyses



1. Introduction and background to ***Growing Up in Ireland***



Background to *Growing Up in Ireland*

- Growing Up in Ireland is the national longitudinal study of children in Ireland.
- It is funded by the Department of Children and Youth Affairs, with a contribution from The Atlantic Philanthropies in Phase 2 (2015-19).
- The study is managed and overseen by the Department of Children and Youth Affairs in association with the Central Statistics Office.
- It is carried out by a consortium of researchers led by the Economic and Social Research Institute (ESRI) and Trinity College Dublin.
- Very strong policy focus.



Objectives of *Growing Up in Ireland*

- to study the lives of children/young people in Ireland
- to establish what is typical and normal as well as what is atypical and problematic
- to identify the key factors that most help or hinder children's development
- to establish the effect of early child experiences on later life
- to identify the persistent adverse effects that lead to social disadvantage and exclusion, educational difficulties, ill health, deprivation etc.
- to obtain children's views and opinions on their lives
- to provide evidence for the creation of effective and responsive policies and services for children and families



Scale of *Growing Up in Ireland*

Two Cohorts for study

Child Cohort

8,500 9-year olds

Infant Cohort

11,000 9-month olds

120 households for in-depth qualitative assessment for both cohorts
(Wave 1 only)



Phases of *Growing Up in Ireland*

- ***Growing up in Ireland (GUI)*** began in 2006:
- Two phases of funding
 - Phase 1 - *GUI1* - 2006-2014
 - Phase 2 - *GUI2* - 2015-2019
 - Phase 3 – *GUI3* – 2020-2022



Data Sweeps, *GUI1* and *GUI2*

Child Cohort

Phase 1:

(2007/08) Wave 1 - 9 years

(2011/12) Wave 2 - 13 years

Phase 2:

(2015/16) Wave 3 - 17 years

(2018) Wave 4 - 20 years

Infant Cohort

Phase 1:

(2008/09) Wave 1 - 9 mths

(2010/11) Wave 2 - 3 years

(2013) Wave 3 - 5 years

Phase 2:

(2015/16) Wave 4 - 7 years (postal)

(2017/2018) Wave 5 - 9 years





Where are we now?

	Wave	Age	Fieldwork	Archived
Infant Cohort	1	9 months	Sept 08 – Apr 09	Yes
	2	3 years	Dec 10 – July 11	Yes
	3	5 years	Mar 13 - Sept 13	Yes
	4	7 years	Feb 16 – Sept 16	Yes
	5	9 years	Completed Fieldwork July 2018	Yes
	6	13 years	Consultation and planning phase	N/A
Child Cohort	1	9 years	Aug 07 – Jun 08	Yes
	2	13 years	Aug 11 – Mar 12	Yes
	3	17 years	Oct 15 – July 16	Yes
	4	20 years	July 18 – Completed Fieldwork April 2019	N/A



Longitudinal design of *Growing Up in Ireland*

- Cross-sectional studies involve independent, representative samples. Different respondents in each sample.
- Longitudinal design involves interviewing same sample of respondents on several occasions.
- Longitudinal study design – tracks the progress of the same child and his/her family over a period of time
- Longitudinal design allows us to consider:
 - Why there is a problem and how it developed
 - What are the policy sensitive factors
 - When and how it is best to intervene
 - How effective was the intervention
 - How durable are the results



International Examples of Child Cohort Studies

- Longitudinal Study of Australian Children (LSAC) – started in 2004
- Australian Temperament Project – 1983 – 13 Waves
- Dunedin Multidisciplinary Health and Development Study - 1972/73
- Millennium Cohort Study, Britain 2001 - 18,700 children
- British Cohort Study 1970
- National Child Development Study, Britain 1958
- National Survey of Health and Development 1946 - 16,500 children
- Danish National Birth Cohort - 1997
- Norwegian Mother and Child Cohort Study – 2000
- National Longitudinal Survey of Children and Youth, Canada–1994
- US Child Development Supplement to Panel Survey of Income Dynamics
- Useful list available on: https://en.wikipedia.org/wiki/Longitudinal_study



2. Sample design and weighting



The Samples of **9-year-old children** and **9-month-old infants**

- 56,497 **9-year-olds** in population
- Random sample of 8,500 9-year-olds resident in Ireland
- Two stage, clustered sample design
- Stratified random sample of Primary schools
- Random sample of children within school
- 73,662 **infants** (less than one year old) in population
- Random sample of 11,000 9-month-olds resident in Ireland
- Child Benefit Register used as sampling frame
- Sampled over 7 month period
- Simple, systematic selection procedure, random start and constant sampling fraction



Cohort '98 The Sample of Schools

- 1,105 schools randomly selected from population of over 3,000
- 910 schools participated in the sample – 82.3% response rate at school level
- Introductory letter and info sheets sent to principal
- Interviewer called to school
- List of all 9 year olds – if <40 all selected. If >40 , a random sample selected



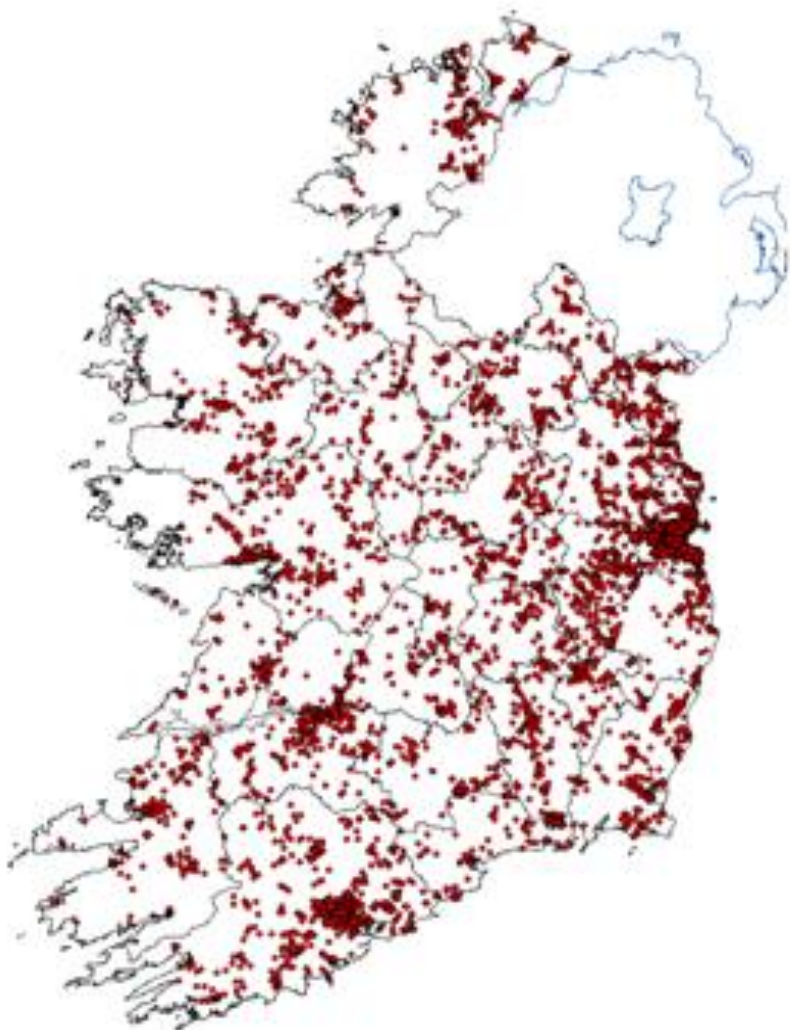
Securing informed consent from families

- Information Sheets, Consent and Assent forms sent to families of selected children
- Multiple mail shots sent to the families
- Signed consent and assent before any work undertaken with the children
- Family response rate for Cohort '98 was 57%
- Family response rate for Cohort '08 was 64.3%
- Some differential response in terms of **disadvantaged status of school**, family social class of child, level of educational attainment of child's mother

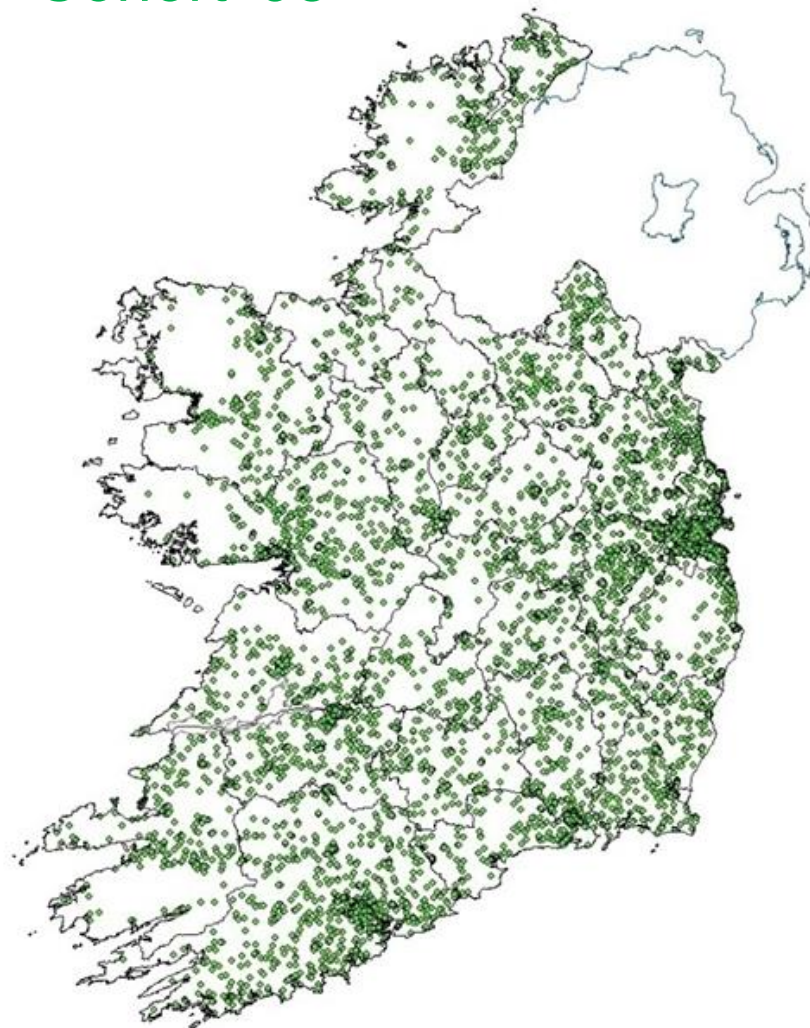


Distribution of Samples

Cohort '08



Cohort '98





Wave 2/3 Follow up

- Tracing information collected at Wave 1
 - PPSN
 - Family / friend contact details
- Initial contact to child's home from Head Office
- Face-to-face visit from interviewer
- If possible, same interviewer as Wave 1
- C.85-90% response rate at subsequent waves
- Fixed panel design



Re-weighting the sample

- Differential responses – by education, social class and family type
- Data were re-weighted or statistically adjusted to account for any differences in structure of population and completed sample
- Statistical re-weighting is a standard procedure and should be carried out in respect of all sample surveys prior to analysis
- Minimum information loss algorithm used to generate the weighting scheme. System used in ESRI is called GROSS – similar to CALMAR and ADJUST. Iterative column marginal approach.

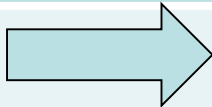
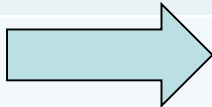




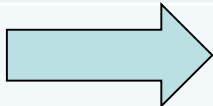

Child/Infant Cohort adjustment factors

- 2 statistical adjustment factors included on file
- Weighting factor – weights to total number of children in GUI sample (use for descriptive analysis & tests of statistical significance)
- Grossing factor – grosses to total number of children in Irish population (Use for population estimates across – viable across early waves of data collection)
- Both provide same structural/percentage breakdown



Sample size and populations

Cohort '98	Sample		Population
Wave 1	8,568		56,497
Wave 2	7,525		55,796
Wave 3	6,216		55,300

Cohort '08	Sample		Population
Wave 1	11,134		73,662
Wave 2	9,793		70,500
Wave 3	9,001 (8,712 all 3 waves)		69,300

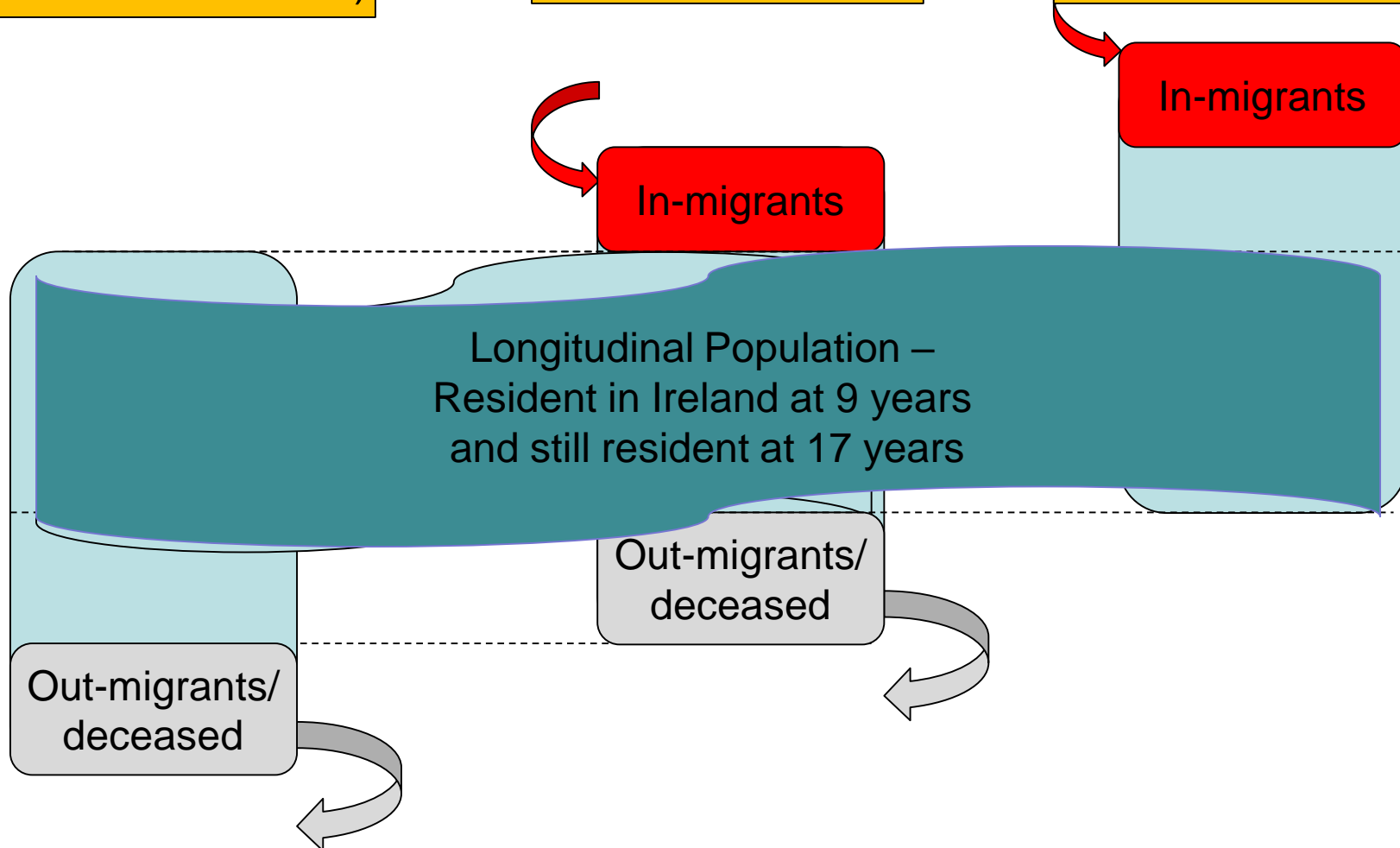


Child Cohort Longitudinal Population

Wave 1
(9 year olds
resident in Ireland)

Wave 2
(13 year olds
resident in Ireland)

Wave 3
(17 year olds
resident in Ireland)



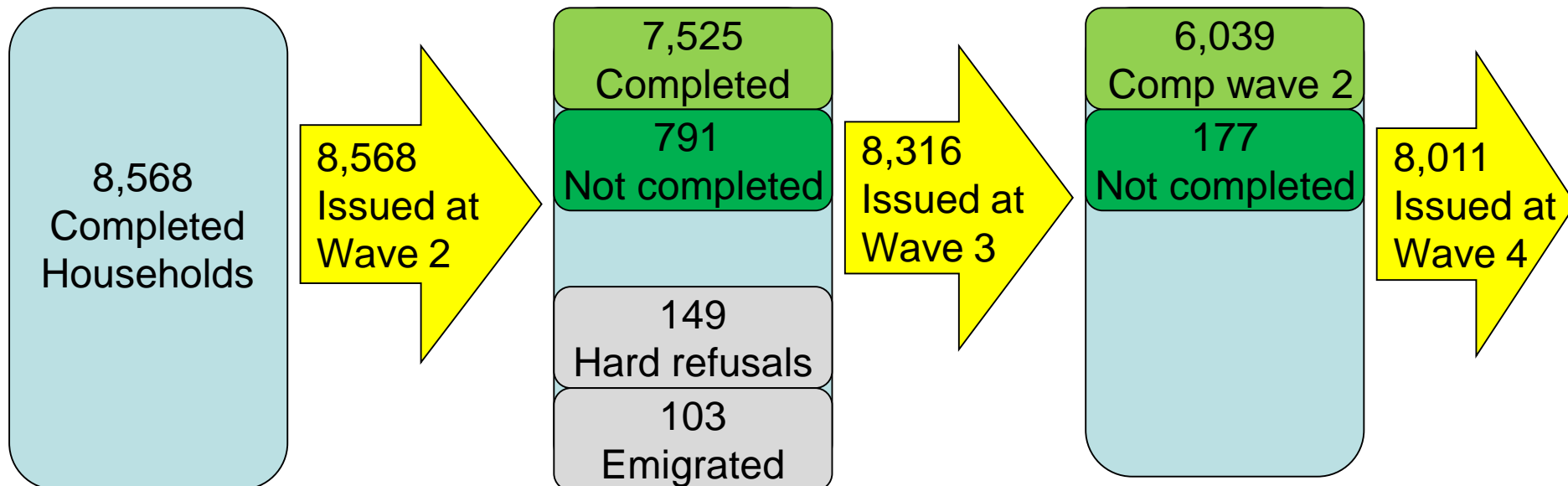


Child Cohort Longitudinal Sample

Wave 1
(at 9 years)
8,568

Wave 2
(at 13 years)
7,525

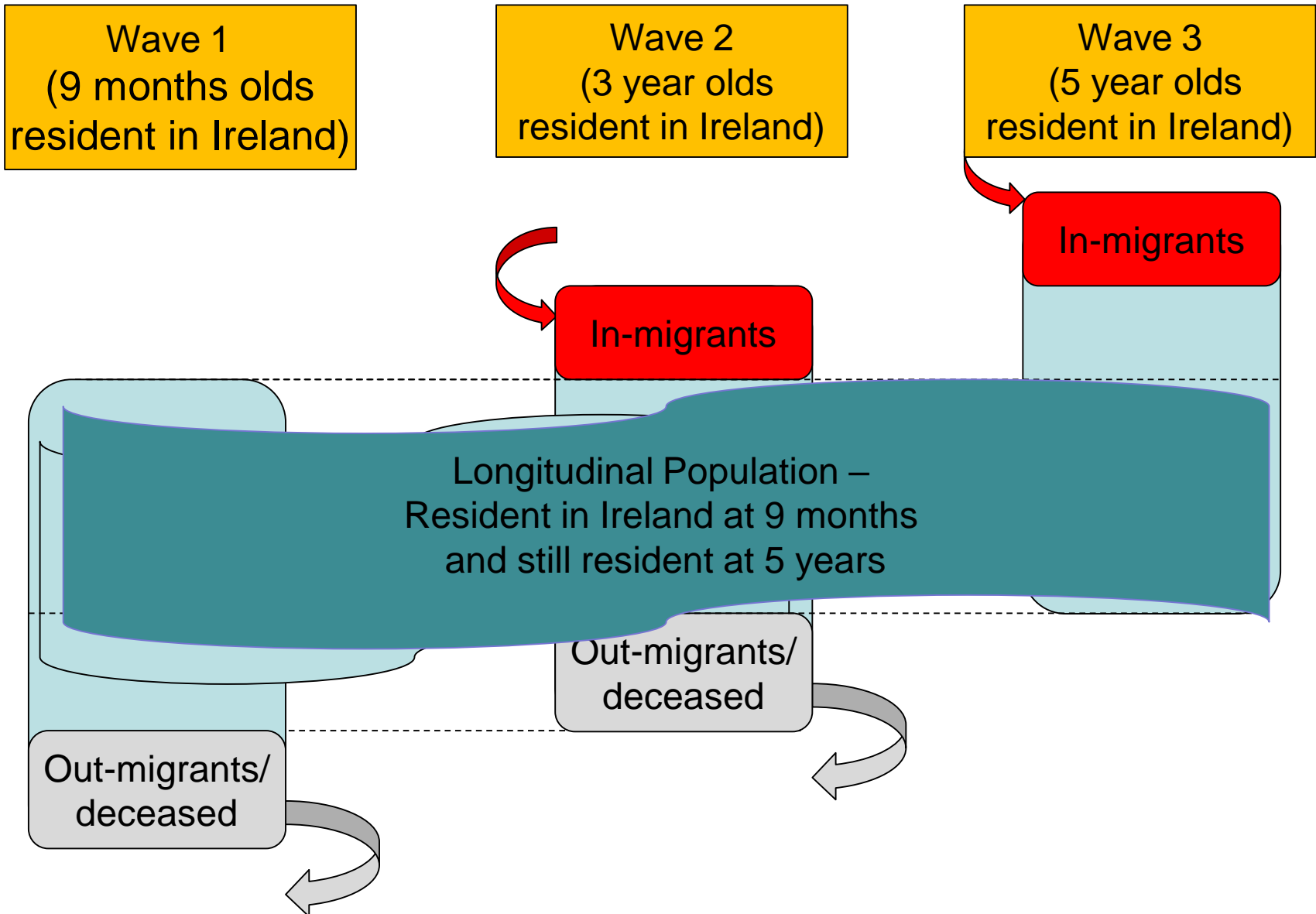
Wave 3
(at 17 years)
6,216



Longitudinal sample of 6,039 have completed all three waves



Infant Cohort Longitudinal Population



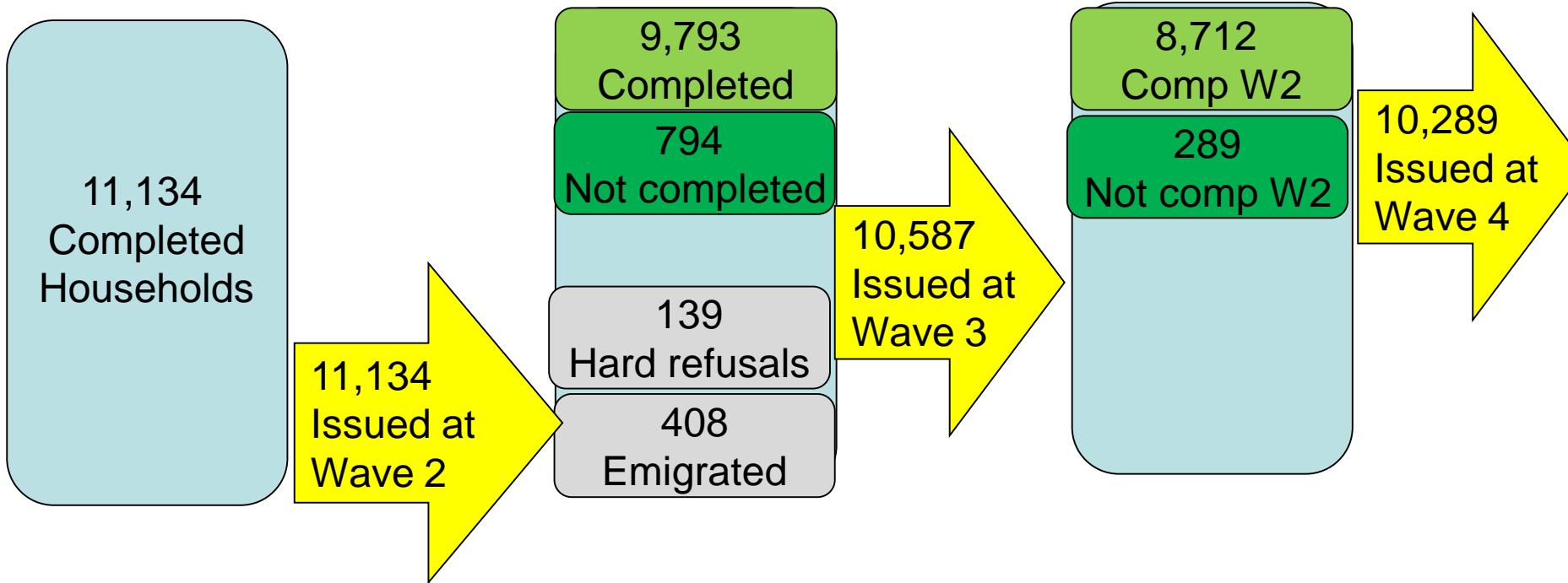


Infant Cohort Longitudinal Sample

Wave 1
(at 9 months)
11,134

Wave 2
(at 3 years)
9,793

Wave 3
(at 5 years)
9,001



Longitudinal sample of 8,712 completed all three waves



Example of 'Edge Cases' Child Cohort at 17 years

- Data becomes increasingly complex as multiple patterns of participation become possible
- Parent and Young Person (YP) give consent individually. This may lead to fragmentary cases

Wave 3		Interview from Parent		
		No	Yes	
Interview from YP	No	-	214	214
	Yes	59	6,157	6,216

- YP deemed to be most important source of information from Wave 3 onwards
- Only the 6,216 cases containing a YP interview included in the AMF/RMF (214 Parent interviews with no YP are not published)
- SES for 59 cases with no Parent interview can be taken from the previous wave²⁵



3. Content and structure of the data



Infant and Child Cohorts: Respondents

Multiple sources of information:

- Primary Caregiver (PCG)*
- Secondary Caregiver (SCG)**
- Child Interview
- Child Cognitive Tests
- Principal
- Teacher (Waves 3 & 5, Wave 1)
- Physical Measurements
- Time Use Diaries (Wave 5, Waves 1, 2, 3, 4)

* PCG self-defined as person who provides most care to the child / knows child best – usually mother

**SCG self-defined as resident spouse/partner of PCG - usually father



Data Collection

- Interviews in the home conducted on a Computer Assisted Interview (CAI) basis
 - Main interview – administered by interviewer on Computer Assisted Personal Interview (CAPI) basis
 - Sensitive interview – self-administered on Computer Assisted Self Interview (CASI) basis
- School based interviews were self-completed on pen-and-paper basis
- Food frequency and Time Use Diaries left behind and posted to field office on pen and paper



Summary of information recorded

	Wave	PCG	SCG	Child	Cognitive Tests	Principal	Teacher	Physical Measures	Time Use
Infant Cohort	1 (9mth)	✓	✓					✓	
	2 (3yr)	✓	✓		✓			✓	
	3 (5yr)	✓	✓		✓	✓	✓	✓	
	5 (9yr)	✓	✓	✓	✓	✓	✓	✓	✓
Child Cohort	1 (9yr)	✓	✓	✓	✓	✓	✓	✓	✓
	2 (13yr)	✓	✓	✓	✓	✓		✓	✓
	3 (17yr)	✓	✓	✓	✓	✓		✓	✓
	4 (20yr)	✓		✓	✓			✓	✓



Outcome domains

- Socio-emotional, behavioural
 - Health
 - Education / cognitive development
 - Economic and Civic Participation (Introduced in Cohort 98 - Wave 3)
 - Time Use
-
- Plus classificatory variables



Socio-emotional, behavioural domain

Themes:

- Child's relationships
- Child's lifestyle (habits & routines) / play and activities
- Child's socio-emotional development
- Family context/parenting
- Marital/Partner relationship
- Non-resident parent



Health domain

Themes:

- Pregnancy / pre-natal care
- Child's birth
- Child's health / healthcare utilisation
- Child's nutrition /diet/ breastfeeding
- Child's physical activity levels/exercise
- Child's physical development
- Physical measures (Expanded in waves 3 and 4)
- Parental health and lifestyle



Education / cognitive development domain

Themes:

- Childcare arrangements
- Child's education / home learning environment
- Child's cognitive development
- Teacher characteristics and perception of child
- Principal / school characteristics



Economic and Civic Participation Domain

Themes:

- Young Person's economic status
- Young Person's labour force experience
- Young Person's Income
- Political and community engagement
- Religion and spirituality
- Confidence in state institutions
- Perceived discrimination



Time Use

- 96 15-minute slots in the day – from 00:00-00:15 to 23:45-24:00
- List of activities – tick box to indicate which activity was being undertaken in each time slot
- Completed by Study Child and/or Primary Caregiver
- Specified diary day to ensure an even spread of weekday and weekend data
 - Returned via pre-pay envelope



Classificatory variables

Themes:

- Household composition
- Parental Health and lifestyle
- Socio-demographics
- Neighbourhood and community



Scales

- Standardized measures
- Set of questions measuring an underlying concept
- Used internationally
- Tested for reliability and validity
- Advantages – quality, comparison, replicability

- Examples in GUI: SDQ, SMFQ, CES-D, DASS21, FAST



Structure of the data file

- Data from all sources matched together by wave
 - N.B. (Standalone Time-use files requires a matching procedure to main data file)
- Most records involve a one to one match
- Some school level data involves a one to many match. E.g., Principal completes one questionnaire (one record) and multiple child records are matched to this



Overview of steps in using the GUI data

A. Online resources



GUI website

- <https://www.growingup.ie/>
- General study information
- Questionnaires (individual)
- GUI publications
- Other publications using GUI data
- Data workshops & resources



ISSDA website

- <https://www.ucd.ie/issda/data/guichild/>
 - Child
- <https://www.ucd.ie/issda/data/guiinfant/>
 - Infant
- Apply for the data (AMF)
- Questionnaires (combined)
- Study documentation
- GUI register of use



DCYA/CSO websites

DCYA website

- General: <http://www.dcy.gov.ie/>
- Specific: <https://www.gov.ie/en/organisation-information/699d8f-growing-up-in-ireland/>
- General study information
- GUI publications
- Application and access to RMF through CSO: <https://www.cso.ie/>

(Covered in detail in section F of presentation)



Overview of steps in using the GUI data

B. Questionnaires and documentation



Download questionnaires & documentation

Download
questionnaires
&
documentation
from ISSDA
website

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Irish Social Science Data Archive

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Growing up In Ireland Child Cohort
Study number (SN): 0020-01 (Wave 1)
[Growing up In Ireland Child Cohort Wave 1](#)
Study number (SN): 0020-02 (Wave 2)
[Growing up In Ireland Child Cohort Wave 2](#)
Study number (SN): 0020-03 (Wave 3)
[Growing up in Ireland Child Cohort Wave 3](#)

Tools
Print
Email

ABOUT THE STUDY
Growing Up in Ireland is the national longitudinal study of children and youth in Ireland. It started in 2006 and follows two cohorts of children aged 9 years (child cohort) and 9 months (infant cohort). It is the most significant survey of its kind ever to take place in this country, and will help us to improve our understanding of children and their development. The main aim of the study is to paint a full picture of children in Ireland and how they are developing in the current social, economic and cultural environment. This information will be used to assist in policy formation and in the provision of services which will ensure all children have the best possible start in life.

The Child Cohort started in 2008 with 8,500 children aged 9 years. Information was collected from parents, teachers, Principals and the children themselves. Additional perspectives were collected by post from non-resident parents and regular carers of the Study Child. This cohort was revisited at age 13 years and most recently at age 17/18 years. This cohort will be visited again in the latter part of 2018 when they are 20 years old.

MAIN TOPICS
Emotional Development/ Child Behaviour

- Family life
- Life styles
- Play/ Leisure time activities
- Emotional development
- Family environment
- Parental role

Adapting to Diversity: Irish schools and newcomer students

Attitudes to Older People in Ireland

All Ireland Traveller Health Study

Business in the Community's (BITC) 'Time to Read' Pupil Mentoring Programme

CDI: Community Safety Initiative, 2010 & 2011

CDI: Doodle Den Literacy Programme, 2008-2011

CDI: Early Childhood Care and Education (ECCE), 2008 – 2011

CDI: Mate-Tricks, 2012

CDI: Process Evaluation, 2008 - 2012

Census of Population

Central Statistics Office (CSO)



Questionnaires

- All original questions are included in the Questionnaire documentation – (Except for scales under copyright)
- CAPI programme was based on these questionnaires
- Instructions to interviewers
- Routing
- Exact question wording and response categories



Summary Guide Document

- Background to the study
- Sample design
- Instrument development
- Fieldwork and implementation
- Structure and content of the datasets
- Ethical considerations



Summary data dictionary

- Short version of data dictionary
- Lists only variable name and label
- Colour coded by source questionnaire



Sample Design and Instrumentation reports

- Introduction
- The population, sampling frame and response rates
- Reweighting the data



Overview of steps in using the GUI data

C. Conduct a GUI literature review



GUI literature review

- Literature review of previous research using GUI data
 - GUI publications

<https://www.growingup.ie/growing-up-in-ireland-publications/>

- Other publications using GUI data

<https://www.growingup.ie/information-for-researchers/all-publications-using-growing-up-in-ireland-data/>

- ISSDA register of use

www.ucd.ie/issda/data/growingupinirelandgui/guiregisterofuse/



Official publications from the Infant Cohort

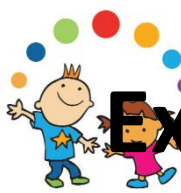


Growing Up in Ireland – Official publications from the Infant Cohort

Research Reports

Wave 1

- [Growing Up in Ireland: Maternal Health Behaviours and Child Growth in Infancy](#)
- [Growing Up in Ireland: Report on the Qualitative Study of Infants and their Parents at Wave 1 \(Nine Months\)](#)
- [Growing Up in Ireland: Parenting and Infant Development](#)
- [Growing Up in Ireland: Mothers' Return to Work and Childcare Choices for Infants in Ireland](#)
- [Growing Up in Ireland: The Infants and their Families](#)



External Publications Using Growing Up in Ireland Data

Official Growing Up in Ireland publications can be found [here](#).

Requests for corrections to the list should be sent to growingup@esri.ie.

Show entries

Search:

Author(s) ▲	Year ◆	Title ◆	URL
Banks J., McCoy S.	2011	A Study on the Prevalence of Special Educational Needs	https://www.esri.ie/system/files?file=media/file-uploads/2015-07/BKMNEXT198.pdf
Banks J., McCoy S., Shevlin M.	2013	Inclusive Education Research: Evidence from Growing Up in Ireland	https://www.esri.ie/system/files/media/file-uploads/2015-07/JACB201372.pdf
Banks, J., Maitre, B., McCoy, S., Watson, D	2016	Parental Educational Expectations of Children with Disabilities	http://www.esri.ie/pubs/RS50.pdf
Banks, J., McCoy, S	2012	What do we know about special educational needs? Evidence from Growing Up in Ireland	https://www.esri.ie/system/files/media/file-uploads/2015-07/RB20120301.pdf
Banks, J., Shevlin, M., McCoy, S	2012	Disproportionality in special education: identifying children with emotional behavioural difficulties in Irish primary schools	https://www.tandfonline.com/doi/abs/10.1080/08856257.2012.669111



ISSDA Register of use for GUI



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[All Ireland Traveller Health Study](#)

[Business in the Community's \(BITC\) 'Time to Read' Pupil Mentoring Programme](#)

[CDI: Community Safety Initiative, 2010 & 2011](#)

[CDI: Doodle Den Literacy Programme, 2008-2011](#)

[CDI: Early Childhood Care and Education \(ECCE\), 2008 – 2011](#)

[CDI: Mate-Tricks, 2012](#)

[CDI: Process Evaluation, 2008 - 2012](#)

[Census of Population](#)

[Central Statistics Office \(CSO\)](#)

GUI Register of Use

The following themes are an indication of the areas of research being undertaken using the Growing Up in Ireland data.

The projects listed under each theme use the GUI as a core tool. Please note that contact details are provided only where project leaders have given their permission.

Projects will be added regularly, and may be available under more than one theme.

Please contact us if you have any other queries.

Themes:

[Child Development](#)

[Child Well-being](#)

[Children from Minorities](#)

[Children's Media and Technology Use](#)

[Children's Rights](#)

[Childcare](#)

[Data Analysis](#)

[Disability and Special Needs](#)

[Education](#)



Overview of steps in using the GUI data

D. Apply for AMF through ISSDA



Two levels of data file

AMF

Anonymised Microdata File

AMF file available from ISSDA

Top & bottom coding

Collapsed categories

Removal of potentially
identifying variables

RMF

Researcher Microdata File

Accessed through the CSO

Less coding/collapsing

Contains more variables

More restricted access



Anonymised Microdata Files (AMF)

- The AMF is a basic set of variables, approved by the CSO for distribution by the Irish Social Science Data Archive (ISSDA)
- Available from ISSDA at University College Dublin
- Visit www.ucd.ie/issda/data/guiinfant/
or www.ucd.ie/issda/data/guichild/



Anonymised Microdata Files (AMF)

- Download the relevant application form (Research Purposes or Teaching Purposes)
- Complete all sections of the form:
 - Name, address, institution & contact details
 - Dataset requested (including Time Use Diary if needed)
 - Short description of intended use of the data
 - Estimated end date for using the data
 - Consent to register of use
 - List of all users



Anonymised Microdata Files (AMF)

- Sign the End User Licence by digital signature or by inserting a small image of your signature onto the form.
- Email your completed application to issda@ucd.ie
- Allow up to three working days for the application to be processed
- Receive a link to download data + separate password

Adapting to Diversity: Irish
National Travel Survey (NTS)

NCPP Employee Attitudes
Surveys

Opinion Poll Data

Quarterly National Household
Survey (QNHS)

School Leavers Survey

SPHERE

Survey Of Public Attitudes to
Disability

Survey of Public Attitudes
Towards Forestry in Ireland

Growing up in Ireland (GUI): National Longitudinal Study of Children

Accessing the data

The anonymised Growing Up in Ireland data from the Child (9 years) and Infant (9 months and 3 years) Cohorts are available for request for bona fide research purposes only. To attempt to use the data for any purpose other than research is an offence. To access the data, please complete a request form, specifying which cohorts are required, sign it, and send it to ISSDA by email or by post to the following address:

Irish Social Science Data Archive (ISSDA),
UCD Library, Level 3,
University College Dublin,
Belfield,
Dublin 4,
Ireland

Data will be disseminated on receipt of a fully completed, signed form. **Incomplete or unsigned forms will be returned to the data requester for completion.**

For teaching purposes, please complete the teaching request form, and follow the procedures, as above. Teaching requests are approved on a once-off module/workshop basis. Subsequent occurrences of the module/workshop require a new teaching request form.

Please contact us if you have any queries.



Overview of steps in using the GUI data

E. Familiarise yourself with the data



Familiarise yourself with the data

- Questionnaires
- Summary data dictionary
- Data workshop information sheets and worksheets (available from GUI website)
- ‘Variable naming conventions and longitudinal data dictionary’ document (available from ISSDA website)



Variable naming conventions and longitudinal data dictionary

- Types of variables in file
- Outline of both naming conventions
- Full longitudinal data dictionary:
 - All vars in Wave 1, Wave 2 (Wave 3 forthcoming)
 - Convention A name, Convention B name
 - Shows what vars were asked across multiple waves
- How to match the files across waves – SPSS syntax and drop down menus
- Example of analysis – syntax



Variable characteristics

- Note – not all questions from questionnaire are on the anonymised datafile
- Variable labels are shortened version of question wording from questionnaire
- Important to check value labels on the datafile, may not exactly match questionnaire answer categories if categories have been collapsed for anonymisation purposes



Variable Naming

- In Wave 2 a new naming convention was introduced (not yet implemented for Wave 3)
- Convention A – questionnaire-based
- Convention B – topic-based harmonised cross-wave (W1 – W2 only)

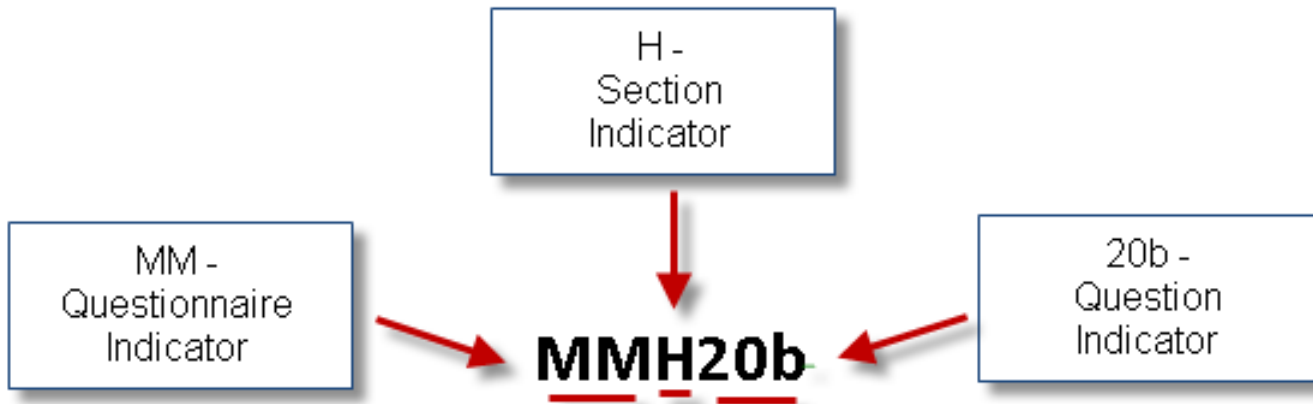


Variable Naming Convention A

- Based on :
 - Questionnaire
 - Section
 - Question number
- File sorted according to questionnaire:
 - PCG Main / Sensitive
 - SCG Main / Sensitive
 - *Child (if relevant)*
 - Scales
 - Derived Variables
 - *School (if relevant)*



Variable Naming Convention A



Note: will not be the same across waves

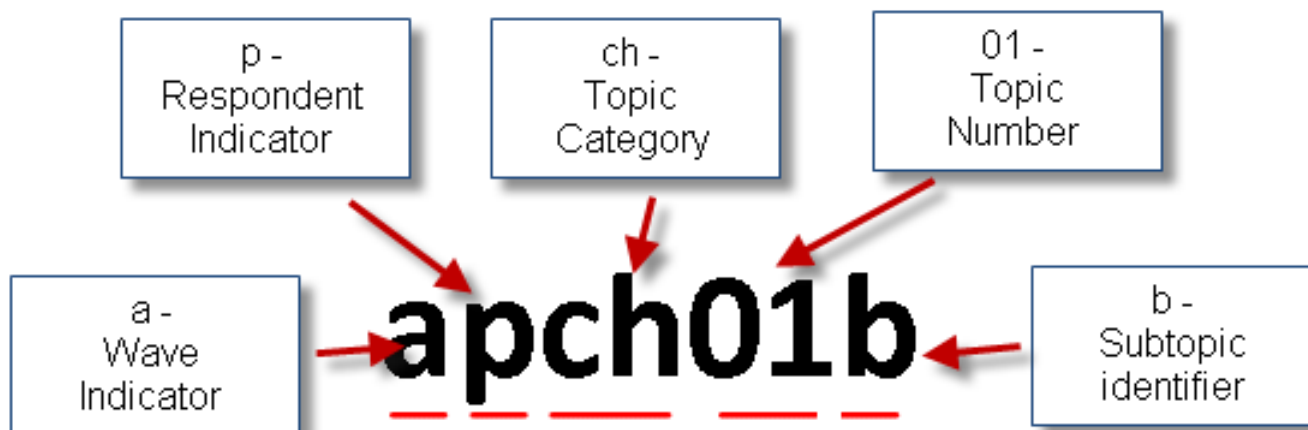


Variable Naming Convention B

- Based on :
 - Wave
 - Respondent
 - Topic category
 - Topic number
 - Subtopic indicator
- File sorted according to topic category



Variable Naming Convention B



Note: will be the same across waves except for wave indicator



Which naming convention to use

- **Convention A**
- Direct match to questionnaires

- **Convention B**
- Required extra steps in identifying questions and topics

- Longitudinal Data dictionary necessary for planning longitudinal analysis.

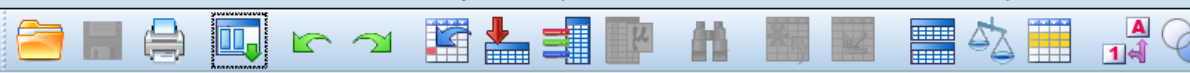


Longitudinal Data Dictionary

TopicCat	Vaname	9yrname	9yrlabel	9yrRMF	9yrAMF	13yrname	13yrlabel	13yrRMF	13yrAMF
PH	sPH11f					sc2s25b	S25. SCG FAST Alcohol Screening Test - Item 2	yes	
PH	pPH11g					pc2s25c	S25. PCG FAST Alcohol Screening Test - Item 3	yes	
PH	sPH11g					sc2s25c	S25. SCG FAST Alcohol Screening Test - Item 3	yes	
PH	pPH11h					pc2s25d	S25. PCG FAST Alcohol Screening Test - Item 4	yes	
PH	sPH11h					sc2s25d	S25. SCG FAST Alcohol Screening Test - Item 4	yes	
PH	pPH11i					pc2s25e	S25. PCG FAST Alcohol Screening Test - Item 5	yes	
PH	sPH11i					sc2s25e	S25. SCG FAST Alcohol Screening Test - Item 5	yes	
PH	pPH12	MMF7	F7. Opinion of body image	yes	yes	pc2c8	C8. Opinion of body image	yes	yes
PH	sPH12	FC7	C7. Opinion of body image	yes	yes				
PH	pPH13	MMF8	F8. How often do you try to lose weight	yes	yes	pc2c9	C9. How often do you try to lose weight through dieting?	yes	yes
PH	sPH13	FC8	C8. How often do you try to lose weight	yes	yes				
PH	pPH14	MMF9	Primary Caregiver's self-reported height in cms	yes	yes				
PH	sPH14	FC9	Secondary Caregiver's self-reported height in cms	yes	yes				
PH	pPH15	MMF10	Primary Caregiver's self-reported weight in kgs	yes	yes				
PH	sPH15	FC10	Secondary Caregiver's self-reported weight in kgs	yes	yes				
PH	pPH16a	MS28	S28. Treated for depression	yes		pc2s30a	S30a. Have you been treated by a medical professional for clinical depression, anxiety,	yes	
PH	sPH16a	FS28	S28. Treated for depression	yes		sc2s30a	S30a. Have you been treated by a medical professional for clinical depression, anxiety,	yes	



A BRIEF LOOK AT THE DATA



Data View – Convention A

	ID	Wgt_9yr	Gross_9yr	Partner	Int_type	MMA2	MMA3	MMA4	mma5ap1	MMagep1	mma5rm
1	1000	.30	1.97	0	2	2	1	2	2	32.00	
2	2000	1.85	12.23	0	2	2	1	2	2	45.00	
3	3000	1.08	7.10	0	2	2	1	2	2	29.00	
4	4000	.86	5.67	0	2	2	1	2	2	48.00	
5	5000	.89	5.86	0	2	2	1	2	2	33.00	
6	6000	.32	2.11	0	2	2	1	2	2	37.00	
7	7000	1.71	11.30	0	2	2	1	2	2	35.00	
8	8000	.56	3.71	0	2	2	1	2	2	50.00	
9	9000	.69	4.53	0	2	2	1	2	2	34.00	
10	10000	.81	5.34	0	2	2	1	2	2	35.00	
11	11000	.96	6.33	0	2	2	1	2	2	34.00	
12	12000	.69	4.56	0	2	2	1	2	2	36.00	
13	13000	1.94	12.79	0	2	2	1	2	2	30.00	
14	14000	2.40	15.79	0	2	2	1	2	2	48.00	
15	15000	1.93	12.71	0	2	2	1	2	2	28.00	
16	16000	.60	3.98	0	2	2	1	2	2	36.00	
17	17000	.59	3.90	0	2	2	1	2	2	32.00	
18	18000	.63	4.16	0	2	2	1	2	2	34.00	
19	19000	1.79	11.78	0	2	2	1	2	2	41.00	
20	20000	1.95	12.84	0	2	2	1	2	2	29.00	
21	21000	.50	3.28	0	2	2	1	2	2	31.00	
22	22000	1.78	11.75	0	2	2	1	2	2	44.00	
23	23000	1.87	12.35	0	2	2	1	2	2	33.00	
24	24000	.70	4.60	0	2	2	1	2	2	37.00	
25	25000	.48	3.14	0	2	2	1	2	2	33.00	
26	26000	.84	5.56	0	2	2	1	2	2	31.00	
27	27000	3.41	22.46	0	2	1	1	2	1	40.00	
28	28000	.51	3.34	0	2	2	1	2	2	43.00	

Variable View – Convention A

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	ID	Numeric	8	0	Household ID	None	None	10	Right	Scale	Input
2	Wgt_9yr	Numeric	8	2		None	None	10	Right	Scale	Input
3	Gross_9yr	Numeric	8	2		None	None	11	Right	Scale	Input
4	Partner	Numeric	8	0	Partner in hou...	{0, No partner}...	None	10	Right	Scale	Input
5	Int_type	Numeric	8	0	Household inte...	{1, Both caregivers i...	None	10	Right	Scale	Input
6	MMA2	Numeric	1	0	A2. Record ge...	{1, male}...	8, 9	6	Right	Nominal	Input
7	MMA3	Numeric	2	0	A3.Resps relat...	{1, biological parent}...	98, 99	6	Right	Nominal	Input
8	MMA4	Numeric	2	0	A4.How many ...	{1, one}...	98, 99	6	Right	Nominal	Input
9	mma5ap1	Numeric	1	0	Gender P1	{1, male}...	8, 9	9	Right	Nominal	Input
10	MMAgep1	Numeric	8	2	Age Person 1 ...	{26.00, 26 years or l...	None	10	Right	Scale	Input
11	mma5rmp1	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	9	Right	Nominal	Input
12	mma5rcp1	Numeric	2	0	Relationship St...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
13	mma5pesp1	Numeric	1	0	PES P1	{1, Pre-school}...	8, 9	5	Right	Nominal	Input
14	mma5ap2	Numeric	1	0	Gender P2	{1, male}...	8, 9	9	Right	Nominal	Input
15	MMAgep2	Numeric	8	2	Age Person 2 ...	None	None	10	Right	Scale	Input
16	mma5rmp2	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
17	mma5rcp2	Numeric	2	0	Relationship St...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
18	mma5pesp2	Numeric	1	0	PES P2	{1, Pre-school}...	8, 9	6	Right	Nominal	Input
19	mma5ap3	Numeric	1	0	Gender P3	{1, male}...	8, 9	9	Right	Nominal	Input
20	MMAgep3	Numeric	8	2	Age Person 3 ...	{50.00, 50 years and...	None	10	Right	Scale	Input
21	mma5rmp3	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
22	mma5rcp3	Numeric	2	0	Relationship St...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
23	mma5pesp3	Numeric	1	0	PES P3	{1, Pre-school}...	8, 9	6	Right	Nominal	Input
24	mma5ap4	Numeric	1	0	Gender P4	{1, male}...	8, 9	9	Right	Nominal	Input
25	MMAgep4	Numeric	8	2	Age Person 4 ...	{25.00, 25 to 29}...	None	10	Right	Scale	Input
26	mma5rmp4	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
27	mma5rcp4	Numeric	2	0	Relationship St...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
28	mma5pesp4	Numeric	1	0	PES P4	{1, Pre-school}...	8, 9	6	Right	Nominal	Input
29	mma5ap5	Numeric	1	0	Gender P5	{1, male}...	8, 9	9	Right	Nominal	Input
30	MMAgep5	Numeric	8	2	Age Person 5 ...	{25.00, 25 to 29}...	None	10	Right	Scale	Input
31	mma5rmp5	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input

Variable View – Convention B

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align
1	zid01	Numeric	8	0	Household ID	None	None	10	Right
2	azid06	Numeric	8	0	Partner in household	{0, No partner}...	None	10	Right
3	azid07	Numeric	8	0	Household interview participation	{1, Both caregivers in househol...	None	10	Right
4	azid08	Numeric	8	0	Primary Caregiver Q Completed	{0, Not completed}...	None	10	Right
5	azid09	Numeric	8	0	Primary Caregiver Sensitive Q Co...	{0, Not completed}...	None	10	Right
6	azid10	Numeric	8	0	Secondary Caregiver Q Completed	{0, No resident partner}...	None	10	Right
7	azid11	Numeric	8	0	Secondary Caregiver Sensitive Q ...	{0, No resident partner}...	None	10	Right
8	azid12	Numeric	8	0	Child Completed Main Child Quest...	{0, Not completed}...	None	10	Right
9	azid13	Numeric	8	0	Child Completed Main Child Q	{0, Not completed}...	None	10	Right
10	azid14	Numeric	8	0	Child Completed Q on Main Carer	{0, Not completed}...	None	10	Right
11	azid15	Numeric	8	0	Child Completed Q on Secondary ...	{0, Not completed}...	None	10	Right
12	azid16	Numeric	8	0	Child Completed Q on Main Carer...	{0, Not completed}...	None	10	Right
13	azid17	Numeric	8	0	Child completed Piers Harris	{0, Not completed}...	None	13	Right
14	azid18	Numeric	8	2	Teacher on child questionnaire co...	{.00, Not completed}...	None	10	Right
15	azid19	Numeric	8	2	Teacher on self questionnaire co...	{.00, Not completed}...	None	10	Right
16	azid20	Numeric	8	2	Principal questionnaire completed	{.00, Not completed}...	None	10	Right
17	azid21	Numeric	8	2	Drumcondra tests completed	{.00, Not completed}...	None	10	Right
18	adwg01	Numeric	8	2		None	None	10	Right
19	adwg02	Numeric	8	2		None	None	11	Right
20	aphc00	Numeric	2	0	A4.How many people in household	{1, one}...	98, 99	6	Right
21	aphc00c	Numeric	1	0	A2. Record gender of Parent 1	{1, male}...	8, 9	6	Right
22	ashc00c	Numeric	1	0	Gender of Resp	{1, male}...	8, 9	10	Right
23	aphc00d	Numeric	2	0	A3.Resps relationship Study Child	{1, biological parent}...	98, 99	6	Right
24	ashc00d	Numeric	2	0	Resp	{1, biological parent}...	98, 99	5	Right
25	aphc01a	Numeric	1	0	Gender P1	{1, male}...	8, 9	9	Right
26	aphc01b	Numeric	8	2	Age Person 1 on Line Register (M...	{26.00, 26 years or less}...	None	10	Right
27	aphc01c	Numeric	2	0	Relationship mother P1	{1, Husband/wife}...	98, 99	9	Right
28	aphc01d	Numeric	2	0	Relationship Study Child P1	{1, Husband/wife}...	98, 99	10	Right
29	aphc01e	Numeric	1	0	PES P1	{1, Pre-school}...	8, 9	5	Right
30	aphc02a	Numeric	1	0	Gender P2	{1, male}...	8, 9	9	Right
31	aphc02b	Numeric	8	2	Age Person 2 on Line Register (St...	None	None	10	Right



Overview of steps in using the GUI data

F. Apply for RMF if necessary



Apply for RMF if necessary

- From preliminary data analysis it will be clear if there are variables you need which are not included on the AMF
- Variable naming and Longitudinal data dictionary document will tell you if they are on the RMF
- The RMF is only available through the CSO
- Tighter controls & longer turnaround time



Research Microdata Files (RMF)

- The RMF is a more detailed set of variables, available to researchers from **Registered Research Organisations**
- If not already registered, the organisation must complete the **Research Organisation Registration Application Form** and appoint a **Research Organisation RMF Contact**

Check if your organisation has already completed this step: (rcu@csso.ie)



Research Microdata Files (RMF)

- Access to RMFs for students will be restricted to those undertaking post-graduate work, at a minimum, and in all such cases their supervisor(s) must also apply and be appointed as an **Officer of Statistics**
- Lead researcher and RMF contact must complete the **Research Microdata File (RMF) Application Form** and return to the Research Coordination Unit
(rcu@csu.ie)
- Individual researchers who have not previously accessed a CSO RMF with their current organisation must complete the **Researcher Registration Application Form**



Research Microdata Files (RMF)

- Requests for access to RMF data from researchers outside of Ireland or employed by, or otherwise related to, an unregistered Research Organisation will be considered on a case-by-case basis
- Submission of an RMF Application Form and Researcher Registration Application Form - for onsite access to the RMFs at CSO buildings required
- **Tip: Be very specific about which files you want (Main files + Time Use Diaries should be listed separately)**



Research Microdata Files (RMF)

- Access to the RMF is approved by the Director General (DG) of the CSO and, as it includes more detail than the AMF, access is subject to a stricter range of conditions:
- If the application is approved by the DG, the CSO will issue the **Standard Agreement** to the applicant, which the applicant must sign and return to the CSO

Policy on Access to RMFs Instructions on the use of GUI data for Researchers (<https://www.cso.ie/en/aboutus/lgdp/csodatapolicies/dataforresearchers/rmfregister/>)



Research Microdata Files (RMF)

- Access is approved on a project-specific, time-limited basis to researchers who are appointed Officers of Statistics on the basis of a successful application

- Visit

[https://www.cso.ie/en/aboutus/lgdp/csodatapolicies/
dataforresearchers/applicationprocedure/](https://www.cso.ie/en/aboutus/lgdp/csodatapolicies/dataforresearchers/applicationprocedure/)



Research Microdata Files (RMF)

- Access to the RMF will typically be through the CSO's Researcher Data Portal (RDP) [<https://sara.cso.ie>]
- Aggregate data outputs will be released to researchers once they have been sanctioned as non-confidential by the relevant CSO Statistician



Overview of steps in using the GUI data

G. Inform organisations you have finished & delete the data



Inform ISSDA/CSO you have finished & delete the data

- Access to both AMF and RMF is project specific and time limited.
- Inform ISSDA when finished with AMF.
- RMF access will be directly controlled by CSO who have an ethical obligation to monitor statistical outputs before releasing them for use: Queries to (rcu@cs0.ie)
- No copies of the data should be retained by the researcher



Ownership and use of the data

- RMF data users must attend Officer of Statistics training and abide by the conditions of the RMF Standard Agreement
- Users are reminded that the data are owned by the State and accessed under licence from the Central Statistics Office
- The data were collected under the Statistics Act 1993. This is a very important Act and clearly sets out the terms and conditions of use of the data recorded under it
- Data shall be used for statistical compilation and analysis only
- No data which can be related to an identifiable person shall be disseminated, shown or communicated to any person or body



Thank you

<http://www.growingup.ie>