Growing Up in Ireland

-the National Longitudinal Study of Children

The Economic and Social Research Institute and Trinity College, Dublin

Data Workshop

Infant Cohort

Contents of Presentation

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

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    d. Apply for AMF through ISSDA
    e. Familiarise yourself with the data – variable naming
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    g. Inform ISSDA/DCYA when finised & delete the data

5. Using the data:
    a. Using weights
    b. Matching files
    c. Changes in family structure across waves

Introduction and Background to the Study

Background to *Growing Up in Ireland*

- Study is almost wholly funded by Department of Children and Youth Affairs, in association with the Department of Social Protection, the Central Statistics Office and the Department of Education & Skills.

- A part funding contribution in support of Phase 2 of *Growing Up in Ireland* (2015-19) has been generously provided by The Atlantic Philanthropies, a limited life foundation.

- The Department of Children and Youth Affairs is overseeing and managing the study, which is being carried out by a group of independent researchers led by the Economic & 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 - G*UI2* - 2015-2019

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 3.5 -7 years (postal)

(2017/2018) Wave 4 - 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 (RMF not yet)
Child Cohort	1	9 years	Aug 07 – Jun 08	Yes
	2	13 years	Aug 11 – Mar 12	Yes

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 born March 1946. 21 sweeps to date.
- Danish National Birth Cohort - 1997
- Norwegian Mother and Child Cohort Study – 2000
- National Longitudinal Survey of Children and Youth, Canada–1994, 4 sweeps
- US Child Development Supplement to Panel Survey of Income Dynamics
- NICHD Study of Early Childcare

Sample Design and Weighting

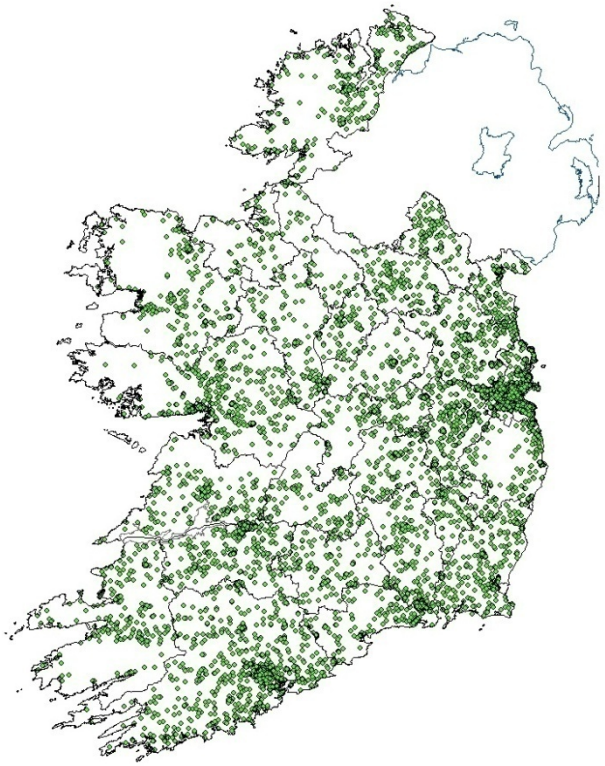
The Sample of 9-month-old infants

- 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

Securing informed consent from families

- Information sent to family in advance of first contact from interviewer
- Face-to-face visit from interviewer to organise appointment
- Opt-out basis
- Consent forms signed by parents/guardians prior to start of interview
- Response rate was 64.3%

Sampling Infant Cohort



Wave 2/3 Follow up

- Tracing information collected at each Wave
  - PPSN
  - Family / friend contact details
- Initial contact from Head Office
- Face-to-face visit from interviewer
- If possible, same interviewer at each Wave
- C.90% response rate at Wave 2
- C.87% response rate at Wave 3
- Fixed panel design

Re-weighting the sample data

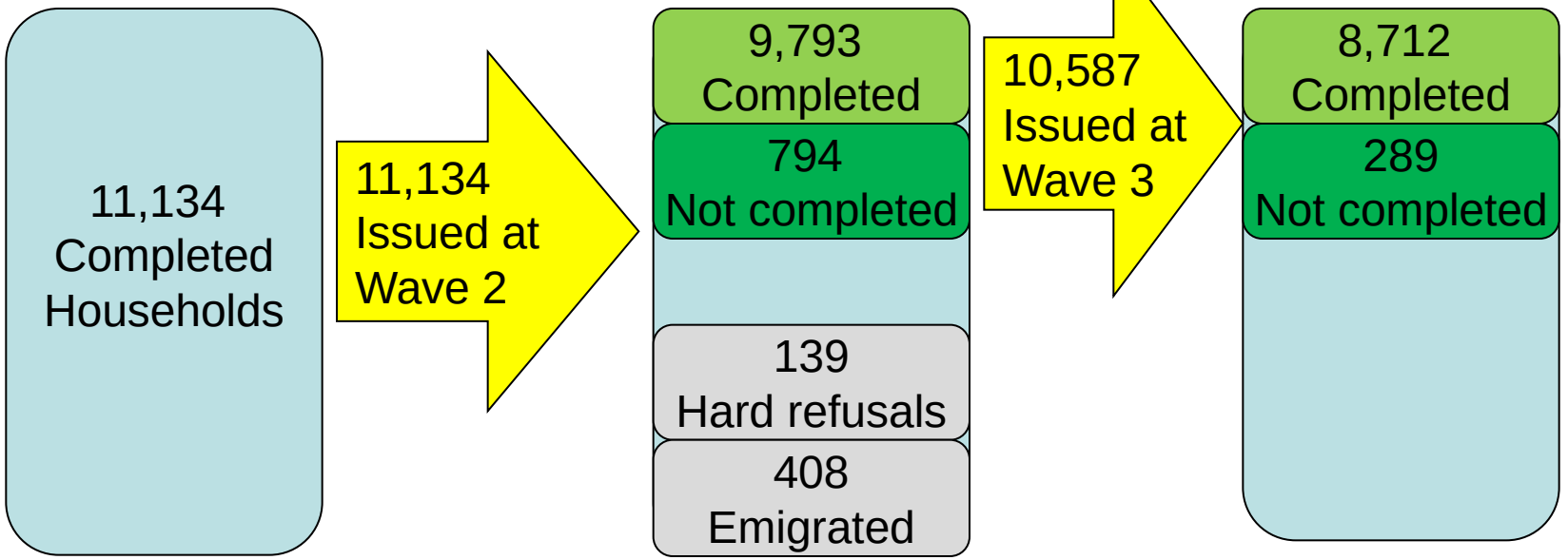
- Differential response – higher ed, higher social class more likely to respond
- Data were re-weighted or statistically adjusted to account for any differences in structure of population and completed sample
- Statistical re-weighting is a standard procedure and should be carried out in respect of all 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.

Infant Cohort adjustment factors

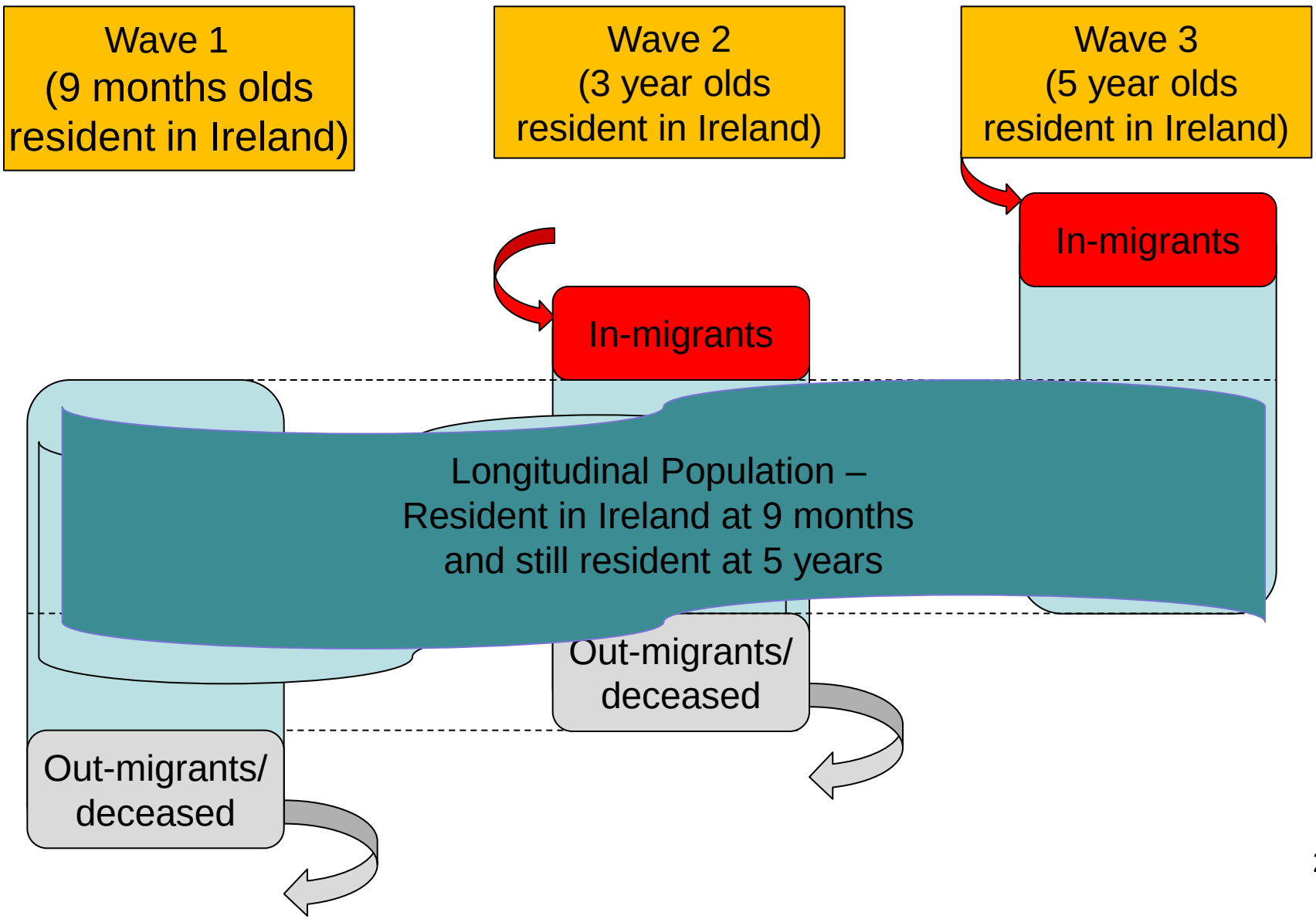
- 2 types of statistical adjustment factors included on file
- Weighting factor – weights to total number of children in GUI sample (use for descriptive analysis & tests of statistical significance)
- Grossing factor – grosses to total number of 9 month old children in Irish population (use for population estimates)
- Both provide same structural/percentage breakdown

Infant Cohort Longitudinal Sample

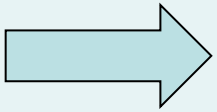
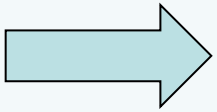
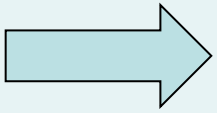
Wave 1 (at 9 months) 11,134	Wave 2 (at 3 years) 9,793	Wave 3 (at 5 years) 9,001



Infant Cohort Longitudinal Population



Infant Cohort population

	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

Content and Structure of the Data

Respondents

Multiple sources of information:

- Primary Caregiver (PCG)*
- Secondary Caregiver (SCG)**
- Child Interview
- Child Cognitive Tests
- Principal
- Teacher
- Physical Measurements

* 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 by teachers and principals

Summary of information recorded

	Wave	PCG	SCG	Child	Cognitive Tests	Principal	Teacher	Physical Measures
Infant Cohort	1 (9mth)	✓	✓					✓
	2 (3yr)	✓	✓		✓			✓
	3 (5yr)	✓	✓		✓	✓	✓	✓

Outcome domains

- Three outcome domains:
  - Socio-emotional, behavioural
  - Health
  - Education / cognitive development

- Plus classificatory variables

(Full details in Domains, Themes and SubThemes Handout)

Socio-emotional, behavioural domain

Themes:

- 1. Child's relationships
- 2. Child's lifestyle (habits & routines) / play and activities
- 3. Child's socio-emotional development
- 4. Family context/parenting
- 5. Marital/Partner relationship
- 6. Non-resident parent

Health domain

Themes:

- 1. Pregnancy / pre-natal care
- 2. Child's birth
- 3. Child's health / healthcare utilisation
- 4. Child's nutrition /diet/ breastfeeding
- 6. Child's physical activity levels/exercise
- 7. Child's physical development
- 8. Physical measures
- 9. Parental health and lifestyle

Education / cognitive development domain

Themes:

- 1. Childcare arrangements
- 2. Child's education / home learning environment
- 3. Child's cognitive development
- 4. Teacher characteristics and perception of child
- 5. Principal / school characteristics

Classificatory variables

Themes:

- 1. Household composition
- 2. Parental Health and lifestyle
- 3. Socio-demographics
- 4. Neighbourhood and community

Scales

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

Structure of the data file

- Data from all sources matched together
- 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

- Currently being redesigned
- Old address: www.growingup.ie
- New address: www.esri.ie/growing-up-in-ireland/
- General study information
- Questionnaires (individual)
- GUI publications
- Other publications using GUI data
- Data workshops & resources

ISSDA website

ISSDA website

- www.ucd.ie/issda/data/growingupinirelandgui/
- Apply for the data (AMF)
- Questionnaires (combined)
- Study documentation
- GUI register of use

DCYA website

DCYA website

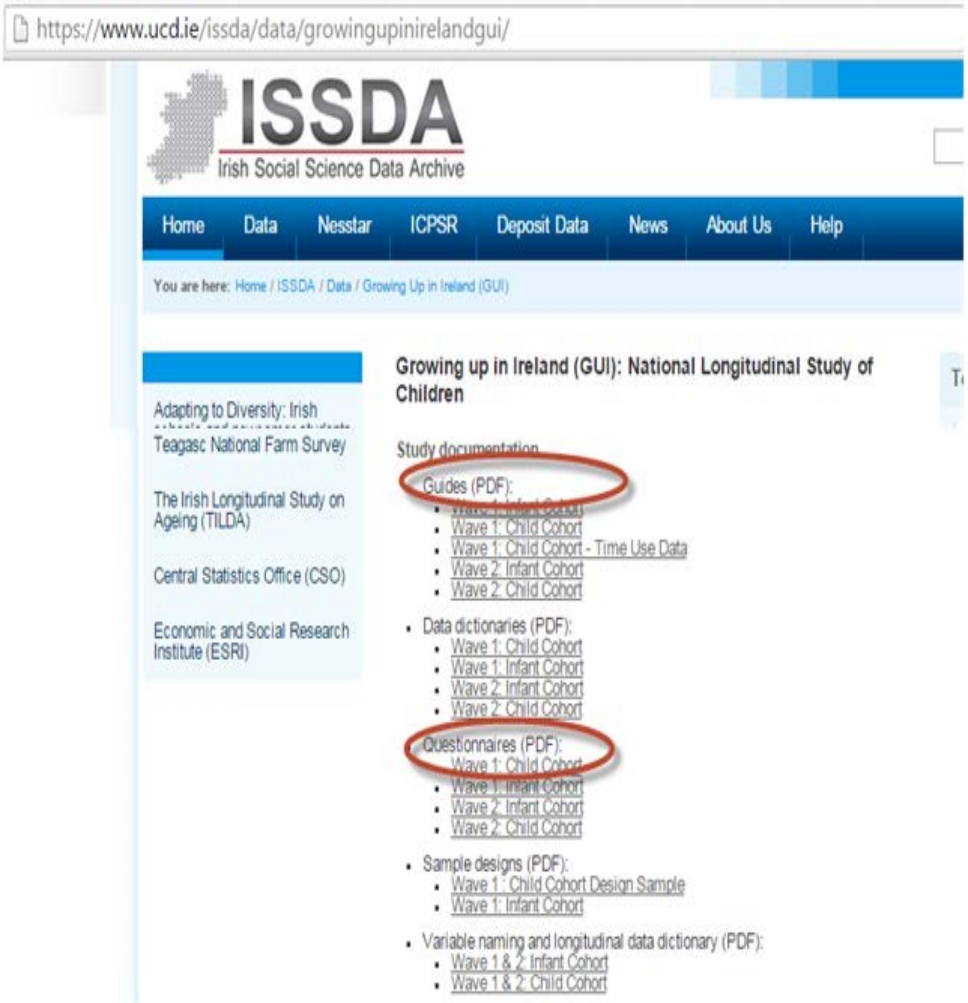
- http://www.dcya.gov.ie/
- Apply for the data (RMF)
- General study information
- GUI publications

Overview of steps in using the GUI data

B. Questionnaires and documentation

Download questionnaires & documentation

Download questionnaires & documentation from ISSDA website



Questionnaires

- All original questions are included in the Questionnaire documentation – except for copyright scales
- 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 Response Document

- Introduction
- The population, sampling frame and response rates
- Reweighting the data
- Wave 1 only

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

    www.esri.ie/growing-up-in-ireland/growing-up-in-ireland-publications/
  - Other publications using GUI data

    www.esri.ie/growing-up-in-ireland/information-for-researchers/all-publications-using-growing-up-in-ireland-data/
  - ISSDA register of use

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

www.esri.ie/growing-up-in-ireland/growing-up-in-ireland-publications/infant-cohort-2/

Growing Up in Ireland
National Longitudinal Study of Children

About Growing Up in Ireland | Information for Participants | Information for Researchers

Home | Growing Up in Ireland | Growing Up in Ireland Publications | Infant Cohort

Infant Cohort

Research Reports

Wave 1

- Growing Up in Ireland: Maternal Health Behaviours and Child Growth in Infancy
- 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

Wave 2

- Growing Up In Ireland: Development from Birth to Three Years

Key Findings Series

Wave 1 at 9 Months

- Growing Up in Ireland: Childcare and Parenting Support
- Growing Up in Ireland: Infant Health
- Growing Up in Ireland: Pregnancy and Birth

Wave 2 at 3 Years

- Growing Up in Ireland: Economic & Financial Circumstances Among Families of 3-Year-Olds
- Growing Up in Ireland: Family Life and Childcare
- Growing Up in Ireland: The Health of 3-Year-Olds
- Growing Up in Ireland: Children's Physical Growth from Birth to Age 3

www.esri.ie/growing-up-in-ireland/information-for-researchers/all-publications-using-growing-up-in-ireland-data/

Growing Up in Ireland
National Longitudinal Study of Children

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Home | Growing Up in Ireland | Information for Researchers | External Publications Using Growing Up in Ireland Data

External Publications Using Growing Up in Ireland Data

Show 10 entries Search:

Author(s)	Year	Title	URL
anks, J, McCoy, S	2012	What do we know about special educational needs? Evidence from Growing Up in Ireland	
anks, J, Shevlin, M, McCoy, S	2012	Disproportionality in special education: identifying children with emotional behavioural difficulties in Irish primary schools	10.1080/08
rick, A, Nolan, A, O'Reilly,J, Smith, S	2010	Part 7: Framework for supporting the delivery of integrated health care in Ireland. Chapter 15: Policy implications and a framework of entitlements for the Irish health-care sector.	
adogan, SL, Keane, E, Kearney, PM	2014	The effects of individual, family and environmental factors on physical activity levels in children: a cross-sectional study	10.1186/14
asey, A, Layte, R, Lyons, S, Silles, M	2012	Home computer use and academic performance of nine-year-olds	10.1080/03
astro, PD, Kearney, J, Layte, Richard	2015	A study of early complementary feeding determinants in the Republic of Ireland based on a cross-sectional analysis of the Growing Up in Ireland infant cohort	http:, dx.do
heevers, C, O'Connell, M	2012	Developing an Index of Well-Being for Nine-Year-Old Irish Children	10.1007/s12
orrigan, O	2014	Watch them Grow: Unmarried-cohabitant and Solo parenthood in Ireland An Analysis of the Growing Up in Ireland infant cohort data Waves 1 and 2	http:, http:/ final-report

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

ISSDA
Irish Social Science Data Archive

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You are here: Home / ISSDA / Data / Growing Up in Ireland (GUI) / GUI Register of Use

- Adapting to Diversity: Irish schools and newcomer students
- Ageism and Ageing
- All Ireland Traveller Health Study
- CDI: Community Safety
- CDI: Process Evaluation
- Census of Population
- Children's Sport Participation and Physical Activity (CSPPA)
- CoHeart
- Commission for Energy Regulation (CER)
- Doodle Den
- EU Referendums
- EU Survey of Income and Living Conditions (EU-SILC)
- Eurostudent
- Funded Project Data
- Growing Up in Ireland (GUI)
- GUI Register of Use
- Child Development
- Child Well-being
- Children from Minorities
- Children's Media and

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.

Tools

Print

Email

Themes:

Child Development

Child Well-being

Children from Minorities

Children's Media and Technology Use

Children's Rights

Childcare

Disability

Education

Family Structure, Family Well-being and Parenting

Health

Infant Feeding

Physical Activity

Policy

Poverty, Disadvantage and Inequality

Pregnancy, Birth and Early Infancy

Weight and Dietary Issues

Overview of steps in using the GUI data

D. Apply for AMF through ISSDA

Two levels of data file

AMF

Anonymised Microdata File

AMF in the archive – ISSDA

Top & bottom coding

Collapsed categories

Removal of potentially identifying variables

RMF

Researcher Microdata File

Distributed directly by the DCYA/CSO

Less coding/collapsing

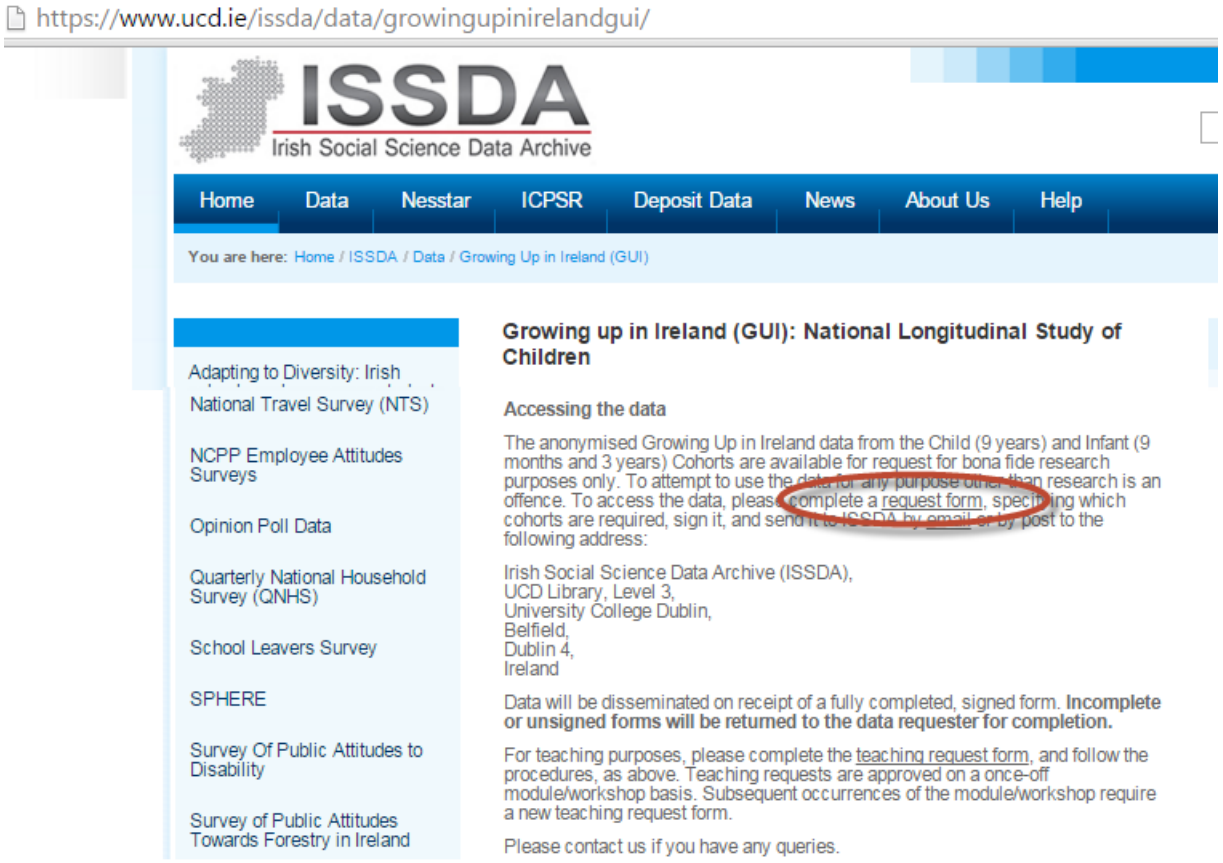
Contains more variables

More restricted access

Apply for AMF through ISSDA

- AMF dataset and documentation is held in ISSDA (Irish Social Sciences Data Archive)
- Access to the dataset applied for through ISSDA:
  - Download contract from ISSDA website
  - Complete, sign and return contract (email or post)
    - Name, address, institution & contact details
    - Dataset requested
    - Short description of intended use of the data
    - Consent to register of use
    - List of all users
    - Estimated end date for using the data
  - ISSDA send encrypted, password protected data (email or post)
  - Fast turnaround time

Apply for AMF through ISSDA



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 and Wave 3
  - Convention A name, Convention B name
  - Shows what vars were asked across both 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

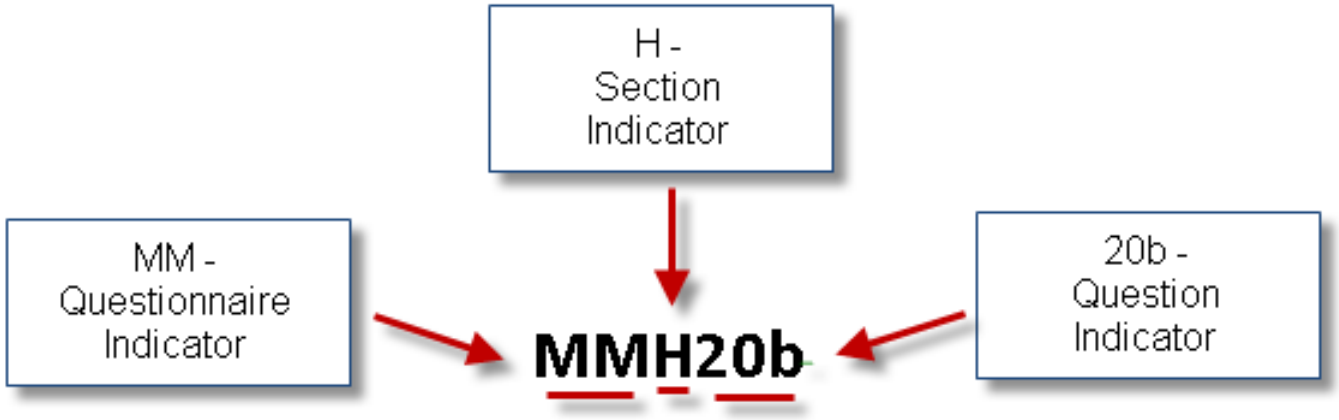
Variable Naming

- From Wave 2 on new naming convention introduced
- Convention A (old) – questionnaire-based
- Convention B (new) – topic-based harmonised cross-wave

Variable Naming Convention A (old)

- 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 (old)

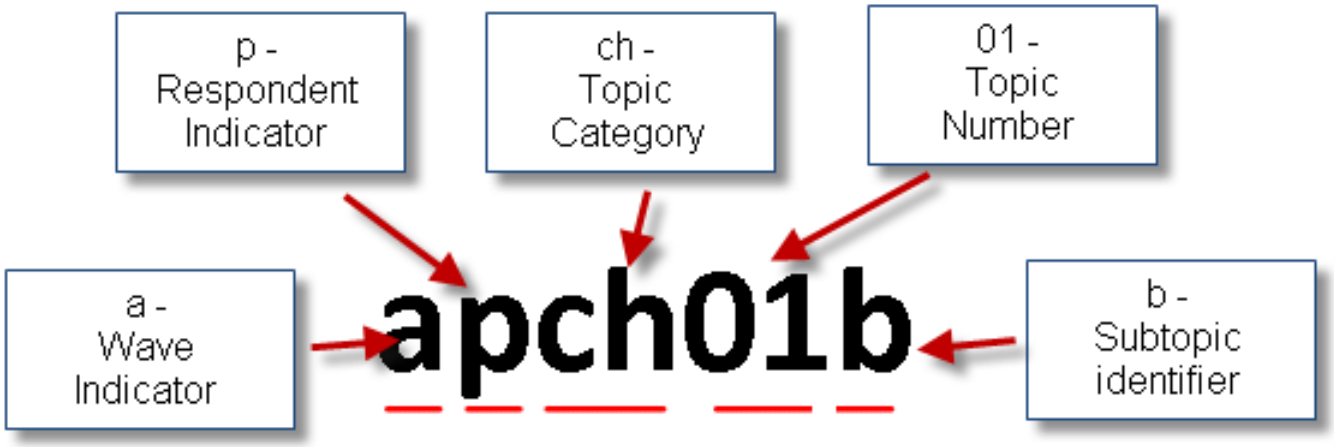


Note: will not be the same across waves

Variable Naming Convention B (new)

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

Variable Naming Convention B (new)



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

Longitudinal Data Dictionary

TopicCat	Varname	9mthName	9mthLabel	9mthRMF	9mthAMF	3yrname	3yrlabel	3yr RMF	3yr AMF
CL	pCL02a	MMD3a	D3a. How many hours sleep does baby have during (a) the day?	yes	yes				
CL	pCL02b	MMD3b	D3b. How many hours sleep does baby have during (b) the night?	yes	yes				
CL	pCL02c					bpc2b3	B3 daytime sleep in mins	yes	yes
CL	pCL03	MMD4	D4. What time does baby usually get up at in the morning?	yes	yes	bpc2B2	B2. On a normal day, what time does <child> wake up at in the morning?	yes	yes
CL	pCL04	MMD5	D5. Is baby ever difficult when put to bed?	yes	yes				
CL	pCL05	MMD6	D6. How often does baby wake at night?	yes	yes				
CL	pCL06	MMD7	D7. How many times per night on average?	yes	yes				
CL	pCL07	MMD8	D8. Do you ever wake baby for a feed during the night?	yes	yes				
CL	pCL08	MMD9	D9. How do you normally put baby down to sleep?	yes	yes				
CL	pCL09	MMD10	D10. Does baby usually sleep...	yes	yes				
CL	pCL10	MMD11	D11. Where does baby sleep for most of the night?	yes	yes				
CL	pCL11	MMD12	D12. Approximately how many nights per week	yes	yes				
CL	pCL12	MMD13	D13. Do you feel that baby s crying is a problem for you?	yes	yes				
CL	sCL12	FC5	C5. Do you feel that baby s crying is a problem for you?	yes	yes				
CL	pCL13	MMD14	D14. How much is baby s sleeping pattern or habits a	yes	yes	bpc2B4	B4. How much is <child's> sleeping pattern or habits a	yes	yes

Which naming convention to use

- Cross-sectional analysis
  - easiest to use Convention A
  - direct match to the questionnaires
- Longitudinal analysis
  - best to use Convention B
  - easier to link across waves
  - need to identify question from questionnaire and look up longitudinal name in Longitudinal Data Dictionary

A BRIEF LOOK AT THE DATA

GUI Data_9MonthCohort.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help

Data View – Convention A

	ID	WGT_9MTH	GROSS_9MTH	Partner	Int_type	MMA4	MMa5ap1	MMagep1	MMa5rmp1
1	100.00	.74	4.92	.00	2.00	2	2	20.00	.
2	200.00	.69	4.55	1.00	1.00	3	2	22.00	.
3	300.00	1.23	8.14	1.00	1.00	4	2	26.00	.
4	400.00	.78	5.14	1.00	1.00	4	2	34.00	.
5	500.00	.64	4.21	.00	2.00	4	2	28.00	.
6	600.00	1.26	8.37	1.00	1.00	4	2	32.00	.
7	700.00	.98	6.51	1.00	3.00	4	2	35.00	.
8	800.00	.30	1.99	.00	2.00	5	2	36.00	.
9	900.00	.24	1.61	1.00	1.00	5	2	23.00	.
10	1000.00	.35	2.32	1.00	3.00	5	2	29.00	.
11	1100.00	.16	1.05	.00	2.00	6	2	32.00	.
12	1200.00	1.27	8.41	1.00	1.00	6	2	39.00	.
13	1300.00	.24	1.61	1.00	1.00	6	2	40.00	.
14	1400.00	.21	1.38	1.00	1.00	7	2	28.00	.
15	1500.00	.15	.96	.00	2.00	7	2	17.00	.
16	1600.00	.18	1.21	1.00	1.00	7	2	38.00	.
17	1700.00	.69	4.59	1.00	1.00	3	2	28.00	.
18	1800.00	1.25	8.29	1.00	1.00	3	2	30.00	.
19	1900.00	1.69	11.19	1.00	1.00	3	2	22.00	.
20	2000.00	.99	6.52	.00	2.00	3	2	26.00	.
21	2100.00	.89	5.92	1.00	3.00	4	2	33.00	.
22	2200.00	.68	4.49	.00	2.00	4	2	32.00	.
23	2300.00	1.09	7.22	.00	2.00	4	2	30.00	.
24	2400.00	.54	3.59	1.00	1.00	4	2	28.00	.
25	2500.00	.23	1.53	1.00	1.00	4	2	26.00	.
26	2600.00	.39	2.56	.00	2.00	5	2	29.00	.
27	2700.00	.35	2.30	1.00	1.00	5	2	23.00	.
28	2800.00	.54	3.59	1.00	1.00	5	2	30.00	.
29	2900.00	.57	3.77	1.00	1.00	6	2	35.00	.

Data View | Variable View

GUI Data_9MonthCohort.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help

Variable View – Convention A

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align
1	ID	Numeric	8	2	Household ID	None	None	10	Right
2	WGT_9MTH	Numeric	8	2	Weighting Factor	None	None	12	Right
3	GROSS_9...	Numeric	8	2	Grossing Factor	None	None	14	Right
4	Partner	Numeric	8	2	Partner in household	{.00, No partner}...	None	10	Right
5	Int_type	Numeric	8	2	Household interview participation	{1.00, Both caregiv...	None	10	Right
6	MMA4	Numeric	2	0	A4. How many people in household	{7, 7 or more}...	98, 99	6	Right
7	MMa5ap1	Numeric	1	0	Gender P1	{1, male}...	8, 9	9	Right
8	MMagep1	Numeric	8	2	Age Person 1 on Line Register (Main ...	{40.00, 40 or more}...	None	10	Right
9	MMa5rmp1	Numeric	2	0	Relationship mother P1	{1, Husband/wife}...	98, 99	9	Right
10	MMa5rcp1	Numeric	2	0	Relationship Study Child P1	{1, Husband/wife}...	98, 99	10	Right
11	MMa5pesp1	Numeric	1	0	PES P1	{1, Pre-school}...	8, 9	5	Right
12	MMa5ap2	Numeric	1	0	Gender P2	{1, male}...	8, 9	9	Right
13	MMagep2	Numeric	8	2	Age Person 2 on Line Register (Study ...	None	None	10	Right
14	MMa5rmp2	Numeric	2	0	Relationship mother P2	{1, Husband/wife}...	98, 99	10	Right
15	MMa5rcp2	Numeric	2	0	Relationship Study Child P2	{1, Husband/wife}...	98, 99	10	Right
16	MMa5pesp2	Numeric	1	0	PES P2	{1, Pre-school}...	8, 9	6	Right
17	MMa5ap3	Numeric	1	0	Gender P3	{1, male}...	8, 9	9	Right
18	MMagep3	Numeric	8	2	Age Person 3 on Line Register	{60.00, 60 or more}...	None	10	Right
19	MMa5rmp3	Numeric	2	0	Relationship mother P3	{1, Husband/wife}...	98, 99	10	Right
20	MMa5rcp3	Numeric	2	0	Relationship Study Child P3	{1, Husband/wife}...	98, 99	10	Right
21	MMa5pesp3	Numeric	1	0	PES P3	{1, Pre-school}...	8, 9	6	Right
22	MMa5ap4	Numeric	1	0	Gender P4	{1, male}...	8, 9	9	Right
23	MMagep4	Numeric	8	2	Age Person 4 on Line Register	{30.00, 30 - 39}...	None	10	Right
24	MMa5rmp4	Numeric	2	0	Relationship mother P4	{1, Husband/wife}...	98, 99	10	Right
25	MMa5rcp4	Numeric	2	0	Relationship Study Child P4	{1, Husband/wife}...	98, 99	10	Right
26	MMa5pesp4	Numeric	1	0	PES P4	{1, Pre-school}...	8, 9	6	Right
27	MMa5ap5	Numeric	1	0	Gender P5	{1, male}...	8, 9	9	Right
28	MMagep5	Numeric	8	2	Age Person 5 on Line Register	{30.00, 30 - 39}...	None	10	Right
29	MMa5rmp5	Numeric	2	0	Relationship mother P5	{1, Husband/wife}...	98, 99	10	Right
30	MMa5rcp5	Numeric	2	0	Relationship Study Child P5	{1, Husband/wife}...	98, 99	10	Right
31	MMa5pesp5	Numeric	1	0	PES P5	{1, Pre-school}...	8, 9	6	Right

Data View | Variable View

XGUI Data_9MonthCohort.sav [DataSet2] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help

Variable View – Convention B

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align
1	zid01	Numeric	8	2	Household ID	None	None	10	Right
2	adid03	Numeric	8	2	Household interview participation	{1.00, Both...	None	10	Right
3	adid04	Numeric	8	2	Partner in household	{.00, No pa...	None	10	Right
4	adid05a	Numeric	8	2	PCGmain questionnaire completed	{.00, Not c...	None	10	Right
5	adid05b	Numeric	8	2	PCGsen questionnaire completed	{.00, Not c...	None	10	Right
6	adid05c	Numeric	8	2	SCGmain questionnaire completed	{.00, Not c...	None	10	Right
7	adid05d	Numeric	8	2	SCGsen questionnaire completed	{.00, Not c...	None	10	Right
8	adid05e	Numeric	8	2	Measures completed (at least partially)	{.00, Not c...	None	10	Right
9	azwg01	Numeric	8	2	Weighting Factor	None	None	12	Right
10	azwg02	Numeric	8	2	Grossing Factor	None	None	14	Right
11	aphc00	Numeric	2	0	A4. How many people in household	{7, 7 or mo...	98, 99	6	Right
12	aphc01a	Numeric	1	0	Gender P1	{1, male}...	8, 9	9	Right
13	aphc01b	Numeric	8	2	Age Person 1 on Line Register (Main Carer)	{40.00, 40 ...	None	10	Right
14	aphc01c	Numeric	2	0	Relationship mother P1	{1, Husban...	98, 99	9	Right
15	aphc01d	Numeric	2	0	Relationship Study Child P1	{1, Husban...	98, 99	10	Right
16	aphc01e	Numeric	1	0	PES P1	{1, Pre-sch...	8, 9	5	Right
17	aphc02a	Numeric	1	0	Gender P2	{1, male}...	8, 9	9	Right
18	aphc02b	Numeric	8	2	Age Person 2 on Line Register (Study Child)	None	None	10	Right
19	aphc02c	Numeric	2	0	Relationship mother P2	{1, Husban...	98, 99	10	Right
20	aphc02d	Numeric	2	0	Relationship Study Child P2	{1, Husban...	98, 99	10	Right
21	aphc02e	Numeric	1	0	PES P2	{1, Pre-sch...	8, 9	6	Right
22	aphc03a	Numeric	1	0	Gender P3	{1, male}...	8, 9	9	Right
23	aphc03b	Numeric	8	2	Age Person 3 on Line Register	{60.00, 60 ...	None	10	Right
24	aphc03c	Numeric	2	0	Relationship mother P3	{1, Husban...	98, 99	10	Right
25	aphc03d	Numeric	2	0	Relationship Study Child P3	{1, Husban...	98, 99	10	Right
26	aphc03e	Numeric	1	0	PES P3	{1, Pre-sch...	8, 9	6	Right
27	aphc04a	Numeric	1	0	Gender P4	{1, male}...	8, 9	9	Right
28	aphc04b	Numeric	8	2	Age Person 4 on Line Register	{30.00, 30 ...	None	10	Right
29	aphc04c	Numeric	2	0	Relationship mother P4	{1, Husban...	98, 99	10	Right
30	aphc04d	Numeric	2	0	Relationship Study Child P4	{1, Husban...	98, 99	10	Right
31	aphc04e	Numeric	1	0	PES P4	{1, Pre-sch...	8, 9	6	Right

Data View | Variable View

Overview of steps in using the GUI data

F. Apply for RMF if necessary

Apply for RMF if necessary

- From prelimary 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
- RMF not available through ISSDA
- Must apply directly to DCYA and CSO
- Much tighter controls & longer turnaround time
- http://www.dcya.gov.ie

www.dcya.gov.ie/viewdoc.asp?fn=%2Fdocuments%2FGrowingUpInIreland%2FGrowingUpInIrelandQuestions.htm&mn=g

An Roinn Leanaí agus Gnóthaí Óige
Department of Children and Youth Affairs

Department of Children and Youth Affairs

About Us
Dr. James Reilly TD, Minister for Children and Youth Affairs
Childcare
Child and Family Agency
Children In Care
Child and Youth Participation
Child Welfare and Protection
Children First - Child Protection Guidance
Adoption
Irish Youth Justice Service
Youth Affairs
Play and Recreation
Area Based Childhood (ABC) Programme
EU Youth Presidency 2013
Mother and Baby Homes Investigation
Children and Young People's Services Committees (CYPSC)
Better Outcomes, Brighter Futures
Legislation
International Framework
Research
Growing Up in Ireland
DCYA/IRC Scholarship
Growing Up in Ireland Phase 1
Growing Up In Ireland Publications

Growing Up in Ireland

Growing Up in Ireland is the national longitudinal study of children. This study examines the factors that contribute to or undermine the well-being of children in contemporary Irish families.

Growing Up in Ireland data contribute to the setting of effective and responsive policies relating to children and to the design of services for children and their families.

What are the objectives of Growing Up in Ireland?
What are the key elements of Growing Up in Ireland?
What data has been collected?
What data can be accessed?
How can the QUANTITATIVE DATA be accessed?
How can the QUALITATIVE DATA be accessed?
What reports have been published?
Where can further information be found?

What are the objectives of Growing Up in Ireland?

The specific objectives of Growing Up in Ireland can be summarised as follows:

- to describe the lives of children in Ireland, in order to establish what is typical and normal as well as what is atypical and problematic;
- to chart the development of children over time, in order to examine the progress and wellbeing of children at critical periods from birth to adulthood;
- to identify the key factors that, independently of others, most help or hinder children's development;
- to establish the effects of early childhood experiences on later life;
- to map dimensions of variation in children's lives;
- to identify the persistent adverse effects that lead to social disadvantage and exclusion, educational difficulties, ill health and deprivation;
- to obtain children's views and opinions on their lives;
- to provide a bank of data on the whole child; and to provide evidence for the creation of effective and responsive policies and services for children and families;
- to provide evidence for the creation of effective and responsive policies and services for children and families.

What are the key elements of Growing Up in Ireland?

DCYA website

- Policy on access to GUI Research Microdata Files
- RMF Application Form
  - Name, organisation, address, position, contact details for each application
  - *Supervisor details if student application*
  - Research experience of applicants and associated organisations
  - Specific details of request
  - Specific details in relation to security arrangements for the RMF(s)
- Data sent on an encrypted, password protected disk

Overview of steps in using the GUI data

G. Inform ISSDA/DCYA you have finished & delete the data

Inform ISSDA/DCYA you have finished & delete the data

- Access to both AMF and RMF is project specific and time limited
- Inform ISSDA/DCYA when finished
- No copies of the data should be retained by the researcher
- RMF data users must sign an agreement confirming they have deleted all the data

Ownership and use of the data

- Users are reminded that the data are owned by the State and distributed 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