



Growing Up in Ireland Study Overview / Data Workshop

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Fás Aníos in Éirinn
Growing Up in Ireland

Structure

1) Introduction to *Growing Up in Ireland*

- Study background
- Sample design
- Study design

2) Online Resources

- Publications, questionnaires and technical documents

3) Accessing the Data

- Familiarising yourself with the data
- Applying for AMF / RMF
- Practical examples

3b) Intro to AMF Tables

- How to read tables
- What next?

1) Introduction to *Growing Up in Ireland*

- **Study Background**
- Sample Design
- Study Design

History of the Study

- ***Growing Up in Ireland (GUI)*** is the national longitudinal study of children and young people
- Established by the Irish Government in 2006
 - Calls for a study from 1980s-90s
 - Dearth of Irish data on key areas of child research
 - Ref: UK's National Child Development Study
- Original governance structure:
 - Led by the Economic & Social Research Institute and Trinity; data archived by the CSO
 - Funded by the Irish Government (Dept of Children)
- Revised structure (as of Jan 2023):
 - Now managed and overseen by the Central Statistics Office (CSO) and DCEDIY
 - Funded by the Irish Government (CSO & DCEDIY)

Objectives of *GUI*

- **Provide evidence to create effective and responsive policies and services for children, young people and their families**
- Study the lives of children/young people in Ireland
- Establish what is typical/normal, as well as what is atypical/problematic
- Identify the key factors that most help or hinder children's development
- Establish the effect of early child experiences on later life
- Obtain children's views and opinions on their lives

About *GUI*

- *Growing Up in Ireland* is a **longitudinal** study
 - Interview young people and families at successive waves
 - Waves often align with key milestones in the young person's life
- It utilises a **fixed panel** design
 - Same children with no additions in between waves (e.g. excludes recent immigrants)
- *GUI* was originally a **dual cohort** study
 - **Cohort '98**: recruited at age 9yrs
 - **Cohort '08**: recruited at age 9mths
- **New birth cohort** launched in Sept 2024 (Cohort '24)
 - Fieldwork underway (n~2,500)
 - Already planning for Wave 2 at 3yrs

Longitudinal Design

- Longitudinal design involves interviewing same people on numerous occasions
 - Tracks the progress of the same child, and their family, over an extended period
 - Differs from cross-sectional design (different respondents at each wave)
- **WHY?** Longitudinal design allows us to consider...
 - CAUSAL PROCESSES
 - Effects of early childhood experiences on later development
 - Change over time and dynamics of behaviour
 - EVALUATE POLICIES
 - When and how it is best to intervene to support children/families
 - Gauge the effectiveness of interventions and policies

International Examples of Cohort Studies

Centre for Longitudinal Studies (UK):

- National Child Development Study - 1958
- British Cohort Study - 1970
- Millennium Cohort Study - 2001

Comparable international studies:

- Longitudinal Study of Australian Children - 2004
- Growing Up in Scotland - 2005
- Growing Up in New Zealand - 2009

- The Irish Longitudinal Study of Aging (TILDA) - 2009

Extensive list available here: https://en.wikipedia.org/wiki/Longitudinal_study

Three Cohorts of GUI: Timeline



What Data are Available?

Cohort '08

Cohort '98

Wave	Age	Fieldwork	Archived
1	9 months	April 2009	Yes
2	3 years	July 2011	Yes
3	5 years	Sept 2013	Yes
4	7/8 years	Sept 2016	Yes
5	9 years	July 2018	Yes
	COVID Survey	Dec 2020	Yes
6	13 years	June 2022	Yes
7	17 years	2026	N/A

Wave	Age	Fieldwork	Archived
1	9 years	June 2008	Yes
2	13 years	March 2012	Yes
3	17 years	July 2016	Yes
4	20 years	April 2019	Yes
	COVID Survey	Dec 2020	Yes
5	25 years	April 2024	2025

Examples of Policy Impact

DRCD

Civic engagement
rural areas

Arts Council

strategic planning for
children's cultural
participation

DES

Review of career
guidance

DCEDIY

Covid: schools re-opening
ECCE take up
Early Learning impacts
Work life balance issues
BOBF priorities
ABC evaluation
Housing conditions &
child outcomes
Parenting relationships
Migrant children
Discrimination

NCCA

Transitions to
primary school

DoH

Medical card usage
Population health
planning
Screen time

HRB

Pathways and drug
use

Institute of Public Health

Advising on
upcoming legislation
Vaping
Gambling

DECCA/ComReg

Mobile phones and learning

HSE

Young people's
health behaviours
Sex and sexual
behaviour among
young people

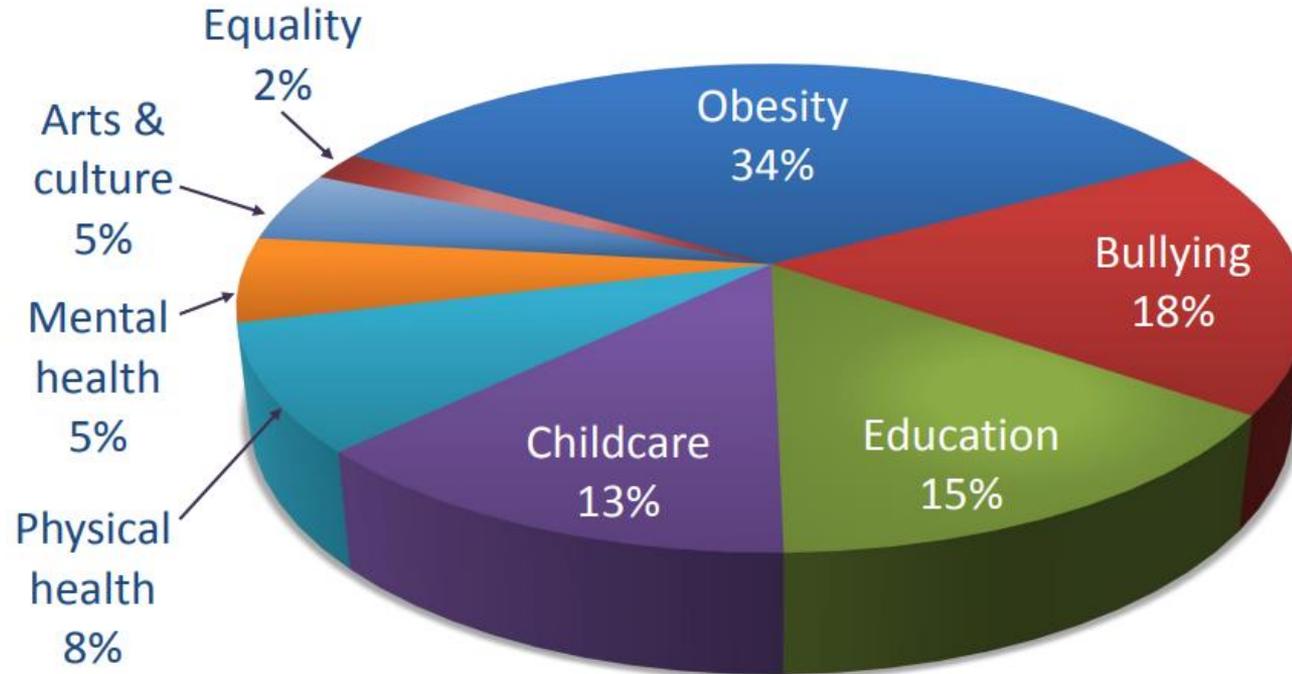
NDA

Parental
educational
expectations of
children with
disabilities

NCSE

Estimating special needs
prevalence
Educational outcomes for
students with SEN

GUI in Dáil Debates (100 times 2007- 18)



Examples of Research Impact

Trinity College

Digital media, screen time & mental health
Ethnicity & breastfeeding rates
Chronic illness and educational failure
Folic acid & cleft palate in infants

UCC

Individual, family and environmental effects on physical activity
Childhood obesity and the local food environment

NCI

home learning environments and disadvantage

Maynooth University

Children & grandparents
Effects of school age childcare on outcomes

Treoir

Unmarried and solo parent experiences

HEA/Trinity gambling and participation in sport over time

Mary I Limerick

Home learning environment and cognitive development
Gender and attitudes to maths
Determinants of active commuting to school

NUIG

Overweight, obesity and health
Socioeconomic profile of childhood disability

Dental Hospital, Trinity

Dental problems across GUI waves

ESRI

Attitudes to the Irish language
Ante natal care pathways
Access to GP services and GP fees
Energy poverty and child health
Primary to post primary transitions

DCU

Parent book reading at 9 months and vocabulary development at 3

Media Coverage

THE IRISH TIMES

Mon, Nov 29, 2021

NEWS

SPORT

BUSINESS

OPINION

LIFE & STYLE

CULTURE

Social Affairs > Mother and Baby Homes | Religion & Beliefs | Papal Visit

Positive outcomes for children who have good relationship with father, study finds

Long working hours a barrier to fathers' involvement, ESRI research shows

© Mon, Nov 8, 2021, 01:43

Independent.ie

News Opinion Business Sport Life Style Entertainment Travel ≡ Sections

vs Politics Education Health Courts Crime Centenaries

School is a bigger influence on teen behaviour than the neighbourhood they live in, says ESRI report

RTÉ

NEWS SPORT ENTERTAINMENT BUSINESS LIFESTYLE CULTURE PLAYER TV RADIO

NEWS > Covid-19 Climate Ireland World Business Politics Nuacht RTÉ Investigates Programmes

Report highlights inequalities among 13-year-olds

Updated / Wednesday, 17 Oct 2018 20:34



THE IRISH TIMES

Mon, Nov 29, 2021

NEWS

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CULTURE

Ireland > Irish News

Children say using internet better than playing with friends, study finds

Growing Up in Ireland study finds most children enjoy online games more than playing with friends

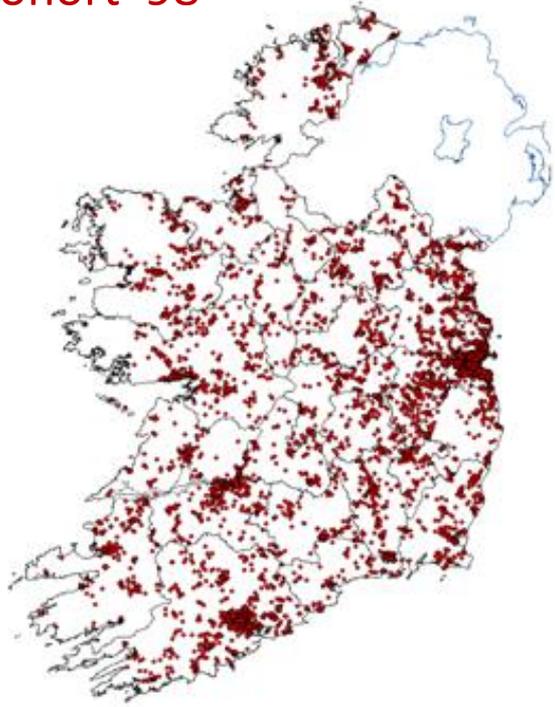
© Wed, Jun 16, 2021, 00:01 | Updated: Wed, Jun 16, 2021, 00:14

1) Introduction to *Growing Up in Ireland*

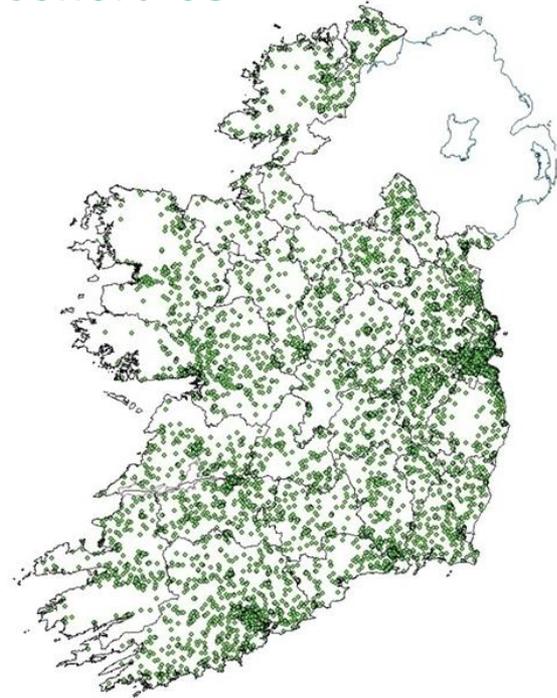
- Study Background
- **Sample Design**
- Study Design

Samples Distribution

Cohort '98



Cohort '08



Sample Representativeness

1 in every 6 children from each cohort is a GUI participant



Infant Cohort: 11,134 out of 75,173 babies born in 2008

Child Cohort: 8,568 out of 53,969 kids born in 1998

Sampling

Cohort '98

56,500 9-year-olds in population

Random sample of 8,500 9-year-olds resident in Ireland

Represented 14% of all 9-year-olds

Two stage, clustered sample design:

Stratified random sample of Primary schools, 82.3% response rate

Random sample of children within school

Cohort '08

73,662 infants (less than one year old) in population

Random sample of 11,000 9-month-olds resident in Ireland

Represented 15% of all 9-month-olds

Child Benefit Register used as sampling frame

CBR is very representative source

Sampled over 7-month period

Follow-up at Subsequent Waves

- Tracing information collected at Wave 1
 - PPSN
 - Family / friend contact details
- Initial contact from Head Office
 - Followed up by face-to-face visit from interviewer
 - If possible, same interviewer as Wave 1
- ~85-90% response rate at subsequent waves
- Fixed panel design
 - Considering booster samples

Sample sizes at each wave

Cohort '08

Wave	1	2	3	4	5	6
Sample	11,134	9,793	9,001	5,344*	8,032	6,723

Cohort '98

Wave	1	2	3	4	5
Sample	8,568	7,525	6,216	5,190	3,380

In between waves, the sample size can change for 4 main reasons:

1. child/family was unable to be reached
2. child/family decided not to participate at the current wave
3. child/family gave a “hard refusal” for current and future waves
4. child has emigrated / deceased

For latter cases, those children are removed from any future waves

Re-weighting the Sample

- Data can be re-weighted to account for differential attrition across waves
- Differential attrition leads to differences between structure of completed sample (at any wave) and wider population
 - According to key socio-demographic indicators
- Re-weighting ensures sample is representative of the population (*at time of recruitment, Wave 1)
- Re-weighting should be carried out prior to any analysis

*** Covered in more detail in final section of workshop**

1) Introduction to *Growing Up in Ireland*

- Study Background
- Sample Design
- **Study Design**

Respondents

- **Primary Caregiver (PCG)* / Secondary Caregiver (SCG)****
 - Interviews
 - Physical Measurements
- **Child / Young Person**
 - Interviews
 - Cognitive tests
 - Physical measurements
 - Time-use diaries
- **Principal / teacher**
 - Postal questionnaires

* **PCG** self-defined, person who provides most care to the child – usually mother

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

Securing Informed Consent

- Information sheets, consent forms, assent forms sent in advance of home visit
- Independent consent/assent for parent(s) and child
- Signed consent (and assent) **essential** before any data collection undertaken

Fieldwork

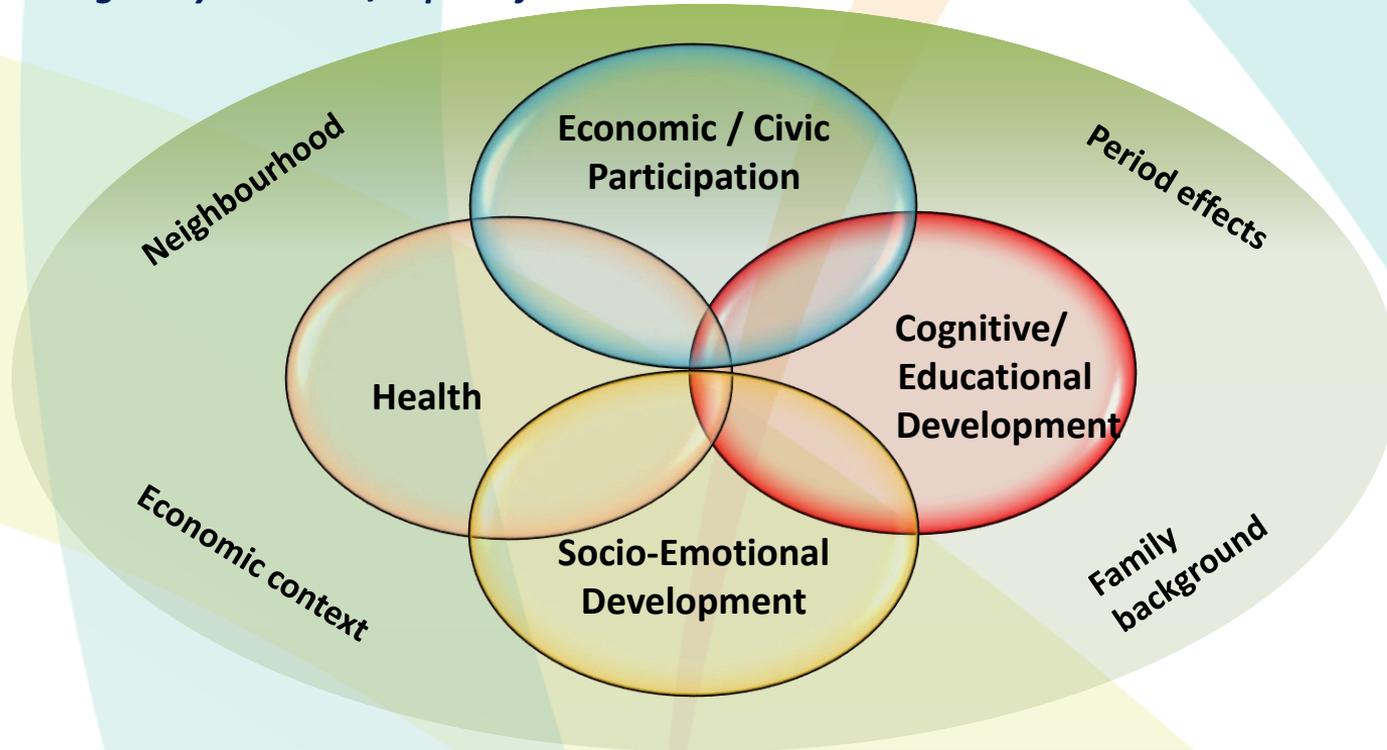
- Interviews conducted **face-to-face** in the home, where possible
- **Main** interview – administered by interviewer on Computer Assisted Personal Interview (CAPI) basis
- **Sensitive** interview – self-administered on Computer Assisted Self Interview (CASI) basis
- Cognitive tests / physical measurements completed with interviewer
- Time-use / food frequency diaries left behind and posted to field office
- Principal/teacher questionnaires self-completed and posted

Fieldwork Adaptations

- COVID-19 pandemic: not possible to conduct in-person interviews for Cohort '08 at age 13
 - Interviews were administered **online (CAWI)**
- Questionnaires were shorter than originally planned
 - Some loss in cross-cohort and longitudinal consistency
 - Cognitive testing / physical measurements not possible
 - Impacted response rates
- Positive takeaways to revised mode too
 - Less paperwork, lower costs
- Mixed modes incorporated into subsequent study designs
 - In-person, telephone, online

Multi-disciplinary Coverage

Fig – Key Domains/Topics of Research



Questionnaire Topics

Socio-emotional Well-being	Physical Health	Education / Cog. Development	Economic & Civ. Participation	Family Background
Child's relationships	Pregnancy, birth, breastfeeding, etc.	Childcare arrangements	Young Person's economic status	Family social class
Child's lifestyle	Child's general health / longstanding conditions	Child's education / learning environment	Young Person's labour force experience	Family income
Child's socio-emotional development	Healthcare utilisation	Child's cognitive development	Young Person's Income	Sociodemographic information
Family context	Child's nutrition / diet	Child's attitudes to school	Political and community engagement	Parental education
Parenting	Child's physical activity levels/exercise	Educational performance	Religion and spirituality	Parental employment
Marital/Partner relationship	Physical measurements	Further/higher education	Confidence in state institutions	Family structure
Non-resident parent	Risky behaviours, parental health and lifestyle	School characteristics	Perceived discrimination	

Classificatory Variables

- Gender
 - Household composition – partner, # of children
 - Parental employment status / education
 - Family income
 - Urban or rural
- * Included on data files
- * Useful for initial data analysis

2) Online Resources

- **Publications, questionnaires and technical documents**

GUI Website

www.growingup.gov.ie

- First & best resource for study info & technical documents
 - Questionnaires
 - Design reports
 - Summary guides
 - Data dictionaries
 - Official GUI publications
 - Other publications
 - Conference archive
 - Data workshop archive

The screenshot shows the homepage of the Growing Up in Ireland website. At the top, there is a navigation bar with five buttons: 'Home' (grey), 'About Growing Up in Ireland' (green), 'Information for Participants' (red), 'Information for Researchers' (blue), and 'Publications' (orange). Below the navigation bar is the main heading 'Growing Up in Ireland' in blue. Underneath is a paragraph of text describing the study as a national longitudinal project of the Department of Children, Equality, Disability, Integration and Youth (DCEDIY) and the Central Statistics Office (CSO). A 'Read more' link is provided below the text. At the bottom, there is a 'Quick Links' section with six orange buttons: 'Questionnaires', 'Data Workshops', 'Conferences', 'Report Launches', and 'Contact us'.

Home About Growing Up in Ireland Information for Participants Information for Researchers Publications

Growing Up in Ireland

Growing Up in Ireland is the national longitudinal study of children and young people, a joint project of the Department of Children, Equality, Disability, Integration and Youth (DCEDIY) and the Central Statistics Office (CSO). Since 2006, the study has provided Government with an evidence base to make informed policy decisions on a wide range of issues based on data from children and young people living in Ireland.

The study follows the progress of two groups of children: 8,000 9-year-olds (Cohort '98) and 10,000 9-month-olds (Cohort '08). The members of Cohort '98 are now 24-25 years old and those of Cohort '08 are around 14 years old.

[Read more](#)

Quick Links

Questionnaires Data Workshops Conferences Report Launches Contact us

Questionnaires – growingup.gov.ie

* Very useful resource for survey content

- All questionnaires available online
 - All waves, both cohorts
 - Respondents: PCG, SCG, child, teacher/principal
 - Questionnaires: main, self-complete (sensitive)
 - Online questionnaires reflect interviews
 - Instructions to interviewers
 - Routing
 - Exact question & response category wording
- * Minor redactions (if scales under copyright)

WAVE 6 QUESTIONNAIRES – AGE 13 YEARS

Parents/Guardian Questionnaires:

- [Primary Caregiver Main Questionnaire](#)
- [Primary Caregiver Self-Complete Questionnaire](#)
- [Secondary Caregiver Main Questionnaire](#)
- [Secondary Caregiver Self-Complete Questionnaire](#)
- [Primary Caregiver Twin Questionnaire](#)

Young Person Questionnaires:

- [Young Person Main Questionnaire](#)
- [Young Person Self-Complete Questionnaire](#)
- [Young Person Short & Proxy Questionnaire](#)

Teacher / Principal Questionnaires:

- [School Principal's Questionnaire](#)

Questionnaires – growingup.gov.ie

L5. How many bedrooms do you have in your home? _____ number of bedrooms

[INTERVIEWER IF A STUDIO APARTMENT RECORD AS ZERO BEDROOMS]

L6. Do you feel that your current accommodation (excluding location) is suitable for your family's needs?

Yes 1 No 2

L7. [CARD L7] Why is that?

Yes No

- | | | | |
|---|----------------------------|-------|----------------------------|
| a. Too small..... | <input type="checkbox"/> 1 | | <input type="checkbox"/> 2 |
| b. Not a child-friendly layout..... | <input type="checkbox"/> 1 | | <input type="checkbox"/> 2 |
| c. Poor conditions in the home (damp, drafts, leaks etc)..... | <input type="checkbox"/> 1 | | <input type="checkbox"/> 2 |
| d. Other (specify) _____ | <input type="checkbox"/> 1 | | <input type="checkbox"/> 2 |

L8. [Card L8] Which of these descriptions BEST describes your usual situation in regard to work?

[INTERVIEWER: IF RESPONDENT IS ON MATERNITY LEAVE AND SHE HAS A JOB WHICH SHE INTENDS TO RETURN TO, SHE SHOULD BE CODED AS 0]

- | | | | |
|--|----------------------------|--|----------------------------|
| 0. Currently on maternity leave,
but have a job to return to..... | <input type="checkbox"/> 0 | 4. Student full-time | <input type="checkbox"/> 4 |
| 1. Employee (incl. Apprenticeship or
Community Employment) | <input type="checkbox"/> 1 | 5. On State training scheme - eg SOLAS,
Faite Ireland | <input type="checkbox"/> 5 |

Technical Documents – growingup.gov.ie

Summary Data Dictionary:

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

9yr Name	9yr Label
id	Household ID code
WGT_9YRa	Weighting Factor - 9yr Full sample (Xsectional)
WGT_9YRb	Weighting Factor - 9yr Reduced sample (Longitudinal)
xxwave1	Family participated in Wave 1 - 9 months
xxwave2	Family participated in Wave 2 - 3 years
xxwave3	Family participated in Wave 3 - 5 years
xxwave4	Family participated in Wave 4 - 7/8 years
xxwave5	Family participated in Wave 5 - 9 years
PCGstatw5	PCG same as Wave 3
SCGstatw5	SCG if present is same as Wave 3
b5_partner	A1b. Do you have a spouse/partner who lives here with you in the household?
b5pcA4	A4. Total number of people in household - Wave 5
p1sexw5	Person 1 gender Wave 5 Grid (PCG)
p1yearsw5	Person 1 age Wave 5 Grid (PCG)
p2sexw5	Person 2 gender Wave 5 Grid (Study Child)
p2yearsw5	Person 2 age Wave 5 Grid (Study Child)
p3sexw5	Person 3 gender Wave 5 Grid
p3yearsw5	Person 3 age Wave 5 Grid

Data Dictionary:

- All info in summary data dictionary +...
- Value labels (answer cats.)

MMM5		
Standard Attributes	Position	Value
	Label	316
	Type	M5. Do you have any family living in this area
	Measurement	Numeric
Valid Values	1	Nominal
	2	yes
Missing Values	8	no
	9	Refusal
		Dontknow

MS14		
Standard Attributes	Position	Value
	Label	317
	Type	S14. Current Marital Status
	Measurement	Numeric
Valid Values	1	Nominal
	2	Married and living with husband / wife
	3	Married and separated from husband / wif
	4	Divorced
	5	Widowed
Missing Values	9	Never married
		Dontknow

Technical Documents – growingup.gov.ie

Summary Guides:

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

Design Reports:

- Similar content to summary guide +...
- Conceptual framework
- Consultation process
- Ethical considerations
- Justification for questions
- Psychometric info on scales

Official Publications – growingup.gov.ie

Key Findings

- Produced after each wave of data collection
- 3-4 domain-specific short reports, detailing a selection of key descriptive findings



INFANT COHORT
At 3 Years Old

GROWING UP IN IRELAND

**KEY FINDINGS:
INFANT COHORT (at 3 years)**

**NO. 1
THE HEALTH OF 3-YEAR-OLDS**

INTRODUCTION
This is the first in a series of Key Findings from the second round of interviews with the Infant Cohort in Growing Up in Ireland. The families of 11,100 children were initially interviewed in 2008/2009 when the Study Child was nine months old. They were re-interviewed between January and August 2011, when the children were three years old. This Key Findings presents summary information on the health of children at three years of age.

Differences in health, even at this young age, can have long-term consequences. This document highlights some early results on the health of three-year-olds, including issues of concern both nationally and internationally such as childhood obesity, long-standing illness, injury rates, and antibiotic usage.

An IRIS Government Funded Initiative



INFANT COHORT
At 5 Years Old

GROWING UP IN IRELAND

**KEY FINDINGS:
INFANT COHORT (at 5 years)**

**NO. 1
TRANSITION TO SCHOOL AMONG
FIVE-YEAR-OLDS**

INTRODUCTION
This is the first in a series of Key Findings from the third wave of interviews with the Infant Cohort in Growing Up in Ireland. The families of around 11,000 children were initially interviewed in 2008/2009 when the Study Children were nine months old. They were re-interviewed between January and August 2011 when the children were three years of age, and between March and September 2013 when the children were five years old. This Key Findings presents descriptive information on the child's transition to primary school.

Starting school is a very important milestone for the developing child. Primary school plays an important role in the child's life and can have a substantial impact not only on their educational development but also on their emotional and social well-being.

An IRIS Government Funded Initiative



Growing Up in Ireland
National Longitudinal
Study of Children

**Cohort '08
Nov. 2018**

GROWING UP IN IRELAND

KEY FINDINGS: COHORT '08 AT 9 YEARS OLD

**NO. 4
RELATIONSHIPS & SOCIO-EMOTIONAL WELL-BEING**

INTRODUCTION
Growing Up in Ireland is the national longitudinal study of children designed to inform policy affecting children and their families. The study follows two cohorts of children, born roughly a decade apart. The families of Cohort '08 (the Infant Cohort) were first interviewed in 2008/2009, when the child was 9 months old. They were re-interviewed when the child was 3 years, 5 years, and 9 years (the latter by postal survey) and between July 2011 and March 2016 when the child was 9 years old. The other cohort in Cohort '08 (the Child Cohort) first includes children born in 1998 and was used for the study when they were 9 years old in 2007.

This series of Key Findings draws on information provided by the Cohort '08 9-year-old and his or her Primary Caregiver (usually the mother) and the child's online report (where available) and includes the series in the study at ages 9 months, 3 years, 5 years and 9 years old.

This Key Findings report is the fourth in the series from the latest round of data collection from Cohort '08 at 9 years of age. It focuses on children's relationships with parents and friends, challenges and rewards of events they experience, their socio-emotional well-being, the activities they share with their mothers and screen time. Children's progress in developing social and emotional skills is important for building healthy relationships, as well as being an important part of their overall well-being.

For some outcomes, findings on the 9-year-olds of Cohort '08 are contrasted with those of the earlier Cohort '98. There are important differences between the two cohorts at 9 years old, apart from being born a decade apart. The main difference is that the children in the '08 cohort at 9 years old have been living in Ireland since they were 9 months old. The cohort does not include children who had moved to Ireland when they were older than 9 months or children whose families had dropped out of the study since they were 9 months old. Cohort '98, on the other hand, was recruited at 9 years old and represents all 9-year-olds living in Ireland at the time they were recruited in 2007/08.

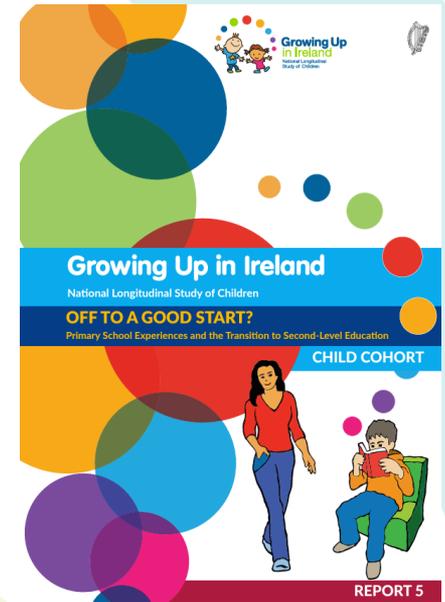
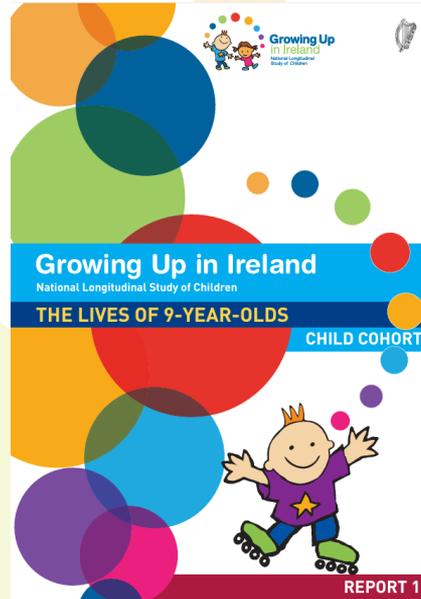
Many useful comparisons can be made between the cohorts, but, for the reasons noted here, comparisons between them cannot be used to draw firm conclusions about differences between 9-year-olds in 2017 and 9-year-olds in 2007.

Growing Up in Ireland is funded by the Department of Children and Youth Affairs (DCYA) with co-funding from the Department of Health (DOH). It is managed and overseen by the DCYA in association with the Central Statistics Office (CSO).

Official Publications – growingup.gov.ie

Descriptive Reports

- Produced for each wave
- Wider scope than KFs
 - Some are theme-specific
- More in-depth analysis
 - correlations, regression, long. trends
- Not exhaustive
 - Many variables not included in analysis



External Publications – growingup.gov.ie

An up-to-date list of External Publications

- Journal articles, reports

* **Must use GUI data**

Home	About Growing Up in Ireland	Information for Participants	Information for Researchers	Publications	
<h3>External Publications Using GUI Data</h3>					
Search					
<input type="text"/>					
Authors	Year ↓	Title	Link	Journal/Book	Abstract
Ceatha, N., Gates, G. J., Crowley, D.	2023	LGBT+ Self-Identification Among Youth in Ireland Aged 17-18 Years: A Research Brief	Open	Population Research and Policy Review	Abstract
Laurence, J., Russell, H., Smyth, E.	2023	What Protected the Wellbeing of Mothers during the Pandemic?	Open	Economic & Social Research Institute	Abstract
O'Reilly, C., Mohan, G.	2023	Parental influences on excessive Internet use among adolescents	Open	Emerald Insight	Abstract
Sharma, V., Cassetti, O., Winning, L., O'Sullivan, M., Crowe, M.	2023	Protocol for developing a dashboard for interactive cohort analysis of oral health-related data	Open	BMC Oral Health	Abstract
Ceatha, N., Koay, A. C. C., Kelly, A., Killeen, T., McCabe, K., Murray, J., Pope, J., Scully, N., Buggy, C., Crowley, D.	2023	LGBT+ Youth Perspectives on Sexual Orientation and Gender Identity Questions in the Growing Up in Ireland Survey: A Qualitative Study	Open	Youth	Abstract
Montero-Marin, J., Hinze, V., Mansfield, K., Slaghekke, Y., Blakemore, S.J., Byford, S.,	2023	Young People's Mental Health Changes, Risk, and Resilience During the COVID-19 Pandemic	Open	JAMA network	Abstract

BMC Public Health

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Research | [Open access](#) | [Published: 21 March 2022](#)

The clustering of physical activity and screen time behaviours in early childhood and impact on future health-related behaviours: a longitudinal analysis of children aged 3 to 8 years

Original Investigation | Public Health

September 21, 2023

Young People's Mental Health Changes, Risk, and Resilience During the COVID-19 Pandemic

Jesus Montero-Marin, PhD^{1,2,3}; Verena Hinze, PhD¹; Karen Mansfield, PhD¹; et al.

[Author Affiliations](#) | [Article Information](#)

JAMA Netw Open. 2023;6(9):e2335016. doi:10.1001/jamanetworkopen.2023.35016



ORIGINAL ARTICLE | [Open Access](#) | [CC BY](#)

Exploring cumulative disadvantage in early school leaving and planned post-school pathways among those identified with special educational needs in Irish primary schools

Eamonn Carroll Selina McCoy, Georgiana Mihut

Conference Archive

- 15 Annual Research Conferences to date
- Showcase new research using *GUI* data
- 20-30 research presentations per conference
 - Ref: Book of abstracts, conference programme
- Useful resource for researchers:
 - What research has been conducted to date?
 - What topics / interactions can I explore?



Fás Aníos in Éirinn
Growing Up in Ireland

Growing Up in Ireland Annual Conference 8th Nov 2023

Room 1: Stratocaster A&B

9:00	Welcome – Laura McGarrigle, Assistant Secretary, DCEDIY		
9:10	Address by Minister Roderic O’Gorman TD		
9:25	Update on Growing Up in Ireland by Ciara Pidgeon, DCEDIY, and CSO		
9.45	Five-minute room change		
	Room 1: Stratocaster A&B	Room 2: Alhambra	Room 3: Stratocaster C
	Session A	Session B	Session C
	Chair: Dr Anne Nolan ESRI	Chair: Dr Eoin McNamara DCEDIY	Chair: Dr Jan Skopek TCD
9:50	Volunteering among young adults in Ireland Emer Smyth	Identifying high-risk subgroups for self-harm in adolescents and young adults: a longitudinal latent class analysis of risk markers David McEvoy	Impact of bullying and parent-child conflict on self-concept: Analysis using secondary data from waves 1 and 2 of Growing up in Ireland Survey Kayla O’Flaherty
10:10	Caregiving among young adults: antecedents and outcomes Helen Russell	Young adult functional outcomes of childhood psychopathology Niamh Dooley	The relationship between victimisation, depressive symptoms and self-concept in 9-year-old children Mary Bolland
10:30	Coffee break		
	Room 1: Stratocaster A&B	Room 2: Alhambra	Room 3: Stratocaster C
	Session D	Session E	Session F
	Chair: Dr Ciara Reynolds IPH	Chair: Dr Anna Visser , Dept. of An Taisceach	Chair: Marian Brattman Tusla
11:00	The association between gambling and mental health outcomes for young people in Ireland Gretta Mohan	Digital use and digital inequality among Irish children from different ethnic backgrounds Melissa Bohnert	A latent class analysis of mental health symptoms in primary school children: Exploring associations with school attendance problems Jane Sharpe
11:20	Use of pornography and sexual health and wellbeing in young adulthood: Evidence from Growing Up in Ireland Anne Nolan	Narrowing English language achievements gaps by migration background and the role of school Frances McGinnity	Externalising behaviour among primary school children Emer Smyth
11:40	Associations between parental and child drinking behaviours Eoin McNamara	Lone parent benefit reform in Ireland: beyond the labour market effects Claire Keane	Disruptions and discontinuities in child development: The impact of the pandemic on children’s psychological distress Ross MacMillan

ISSDA and CSO Websites

ISSDA:

- www.ucd.ie/issda/data/guichild/ - Cohort '98
- www.ucd.ie/issda/data/guiinfant/ - Cohort '08

CSO:

- <https://www.cso.ie/en/surveys/householdsurveys/growingupinirelandsurvey/>
- How to apply for data*
- Provide relevant technical documents and supplementary documentation

* Covered in detail in next section

3) Accessing the Data

- **Familiarising yourself with the data**
- Applying for AMF / RMF
- Practical examples

Familiarise Yourself with the Data

Suggested steps to familiarise yourself with the data...

1. **Questionnaires** – general overview of the structure/content of all interviews
2. **Summary data dictionaries** – search for specific topics, keywords
3. **Design reports** – find info on methodology and justification/validity of items
4. **Publications / conference presentations** – explore findings to date, significant trends & interactions, potential analysis techniques
5. **AMF tables / AMF analysis**

AMF Frequency Tables

- Provide introduction to data for policy-makers
 - Also useful for data users
- Tables displaying response frequencies (n, %)
 - Focus is on main questionnaires
 - Respondents: Young Person, Primary and Secondary Caregiver, Principal
- Introduce data and encourage further investigation
 - Policy-maker: commission research
 - Researchers: conduct further analysis

Survey Responses to Questionnaires Used with Cohort '08 at age 13

An Introduction to the Anonymised
Microdata File (AMF) for Policy-Makers
and Data Users

June 2024



A Note on How to Read the Tables

No Answer

Many questions will display the row "No answer" as observed in the table below:

Person 3 gender Wave 6 Grid					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5702	85.7	89.5	89.5
	Female	672	10.1	10.5	100.0
	Total	6375	95.8	100.0	
No answer		280	4.2		
Total		6655	100.0		

This row covers respondents who refused to answer that question, didn't know how to answer or the question was not applicable. For the above question, it is likely that the majority of the "No answer" responses come from households with only a Primary Caregiver and a Young Person and no 3rd person.

Understanding the Different "Percent" Columns

Person 3 gender Wave 6 Grid					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5702	85.7	89.5	89.5
	Female	672	10.1	10.5	100.0
	Total	6375	95.8	100.0	
No answer		280	4.2		
Total		6655	100.0		

The **percent** column displays each response category as a percentage of the total sample; in this case, only **95.8%** (6,375 participants) of the total sample (6,655 participants) answered the question and **4.2%** (280 participants) did not. The **valid percent** column displays each response category as a percentage of the participants that responded to the question (i.e., as a percentage of the 6,375 participants who answered "male" or "female"). The **cumulative percent** column displays a running sum of the valid percent.

Example:

E10. How do you feel about school in general?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I like it very much	1313	19.7	21.3	21.3
	I like it quite a bit	2238	33.6	36.4	57.7
	I like it a bit	1929	29.0	31.3	89.1
	I don't like it very much	506	7.6	8.2	97.3
	I hate it	168	2.5	2.7	100.0
	Total	6154	92.5	100.0	
No answer		501	7.5		
Total		6655	100.0		

E19. What is the highest qualification you expect to get by the time you finish your education?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior Cert	93	1.4	1.7	1.7
	Leaving Cert	669	10.1	11.9	13.6
	Certificate or Diploma (including PLC., apprenticeship)	777	11.7	13.9	27.5
	Degree or higher degree	4067	61.1	72.5	100.0
	Total	5606	84.2	100.0	
No answer		1049	15.8		
Total		6655	100.0		

Data File Characteristics

- Wide format data file, available in SPSS / Stata / SAS
 - All data relating to a child (and their family) contained in a single entry (one row)
- Not all questions will be on a data file (AMF vs RMF)
 - Sensitive information (from self-complete questionnaire)
 - Details that might compromise anonymity / confidentiality
- Variable labels are shortened version of questionnaire wording
 - Same for value labels
- Check value labels on the data file
 - may not exactly match questionnaire answer categories, if categories have been collapsed
 - e.g. Likert scale responses grouped together: satisfied + very satisfied

Data View – SPSS

GUI Data_9YearCohort.sav [DataSet3] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

Visible: 850 of 850 Var

	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	

Variable View – SPSS

GUI Data_9YearCohort.sav [DataSet3] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

	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	None	10	Right	Scale	Input
5	Int_type	Numeric	8	0	Household inte... {1, Both caregivers i...	None	None	10	Right	Scale	Input
6	MMA2	Numeric	1	0	A2. Record ge... {1, male}...	8, 9	8, 9	6	Right	Nominal	Input
7	MMA3	Numeric	2	0	A3.Resps relat... {1, biological parent}...	98, 99	98, 99	6	Right	Nominal	Input
8	MMA4	Numeric	2	0	A4.How many ... {1, one}...	98, 99	98, 99	6	Right	Nominal	Input
9	mma5ap1	Numeric	1	0	Gender P1 {1, male}...	8, 9	8, 9	9	Right	Nominal	Input
10	MMagep1	Numeric	8	2	Age Person 1 ... {26.00, 26 years or L...	None	None	10	Right	Scale	Input
11	mma5rmp1	Numeric	2	0	Relationship m... {1, Husband/wife}...	98, 99	98, 99	9	Right	Nominal	Input
12	mma5rcp1	Numeric	2	0	Relationship St... {1, Husband/wife}...	98, 99	98, 99	10	Right	Nominal	Input
13	mma5pesp1	Numeric	1	0	PES P1 {1, Pre-school}...	8, 9	8, 9	5	Right	Nominal	Input
14	mma5ap2	Numeric	1	0	Gender P2 {1, male}...	8, 9	8, 9	9	Right	Nominal	Input
15	MMagep2	Numeric	8	2	Age Person 2 ... None	None	None	10	Right	Scale	Input
16	mma5rmp2	Numeric	2	0	Relationship m... {1, Husband/wife}...	98, 99	98, 99	10	Right	Nominal	Input
17	mma5rcp2	Numeric	2	0	Relationship St... {1, Husband/wife}...	98, 99	98, 99	10	Right	Nominal	Input
18	mma5pesp2	Numeric	1	0	PES P2 {1, Pre-school}...	8, 9	8, 9	6	Right	Nominal	Input
19	mma5ap3	Numeric	1	0	Gender P3 {1, male}...	8, 9	8, 9	9	Right	Nominal	Input
20	MMagep3	Numeric	8	2	Age Person 3 ... {50.00, 50 years and...	None	None	10	Right	Scale	Input
21	mma5rmp3	Numeric	2	0	Relationship m... {1, Husband/wife}...	98, 99	98, 99	10	Right	Nominal	Input
22	mma5rcp3	Numeric	2	0	Relationship St... {1, Husband/wife}...	98, 99	98, 99	10	Right	Nominal	Input

Classificatory Variables

- Core set of classificatory variables included in all data files
- Primarily socio-demographic indicators
- Useful for (initial) bivariate analysis
- Control for these in adjusted regression models

Variable Name (e.g. Wave 2)	Variable
p2sexW2	Child's gender
B2_hhtype4	Household type: 4-category, # of parents & children
B2_partner	PCG has spouse/partner living in the home
B2_EIncQuin	Equivalent household income quintile: deciles also available
B2_hsdclass	Family social class: professional, skilled manual, etc...
B2region	Region: urban or rural

Scales

- Standardized measures (sets of questions) measuring an underlying concept
- **Examples in GUI:**
 - SDQ
 - CES-D
 - SMFQ
 - FAST / AUDIT
 - Pianta scale
- **Widely-established** instruments
 - Allow for inter- and intra-cohort **comparison**
 - Used in comparable international studies too
- Tested for reliability, **validity**, replicability
 - Refer to Design Reports (scoring, psychometrics)
- AMF contains scale totals, RMF may include individual items (if not subject to copyright)
 - All derived variables (i.e. scale and subscale totals) found towards end of data file

3) Accessing the Data

- Familiarising yourself with the data
- **Applying for AMF / RMF**
- Practical examples

Two Types of Data File

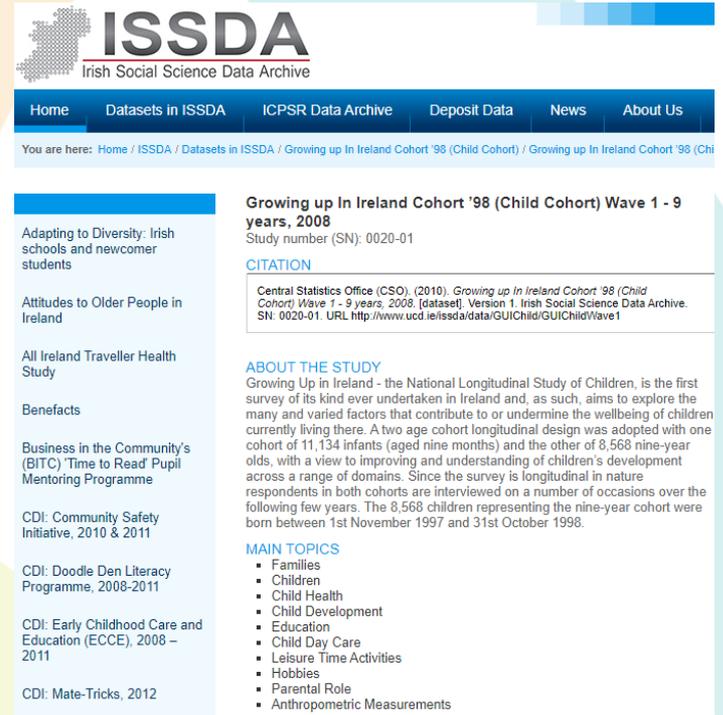
1. Anonymised Microdata File (AMF)

2. Research Microdata File (RMF)

- Both files made **available to researchers** after each wave of data collection
 - AMF from ISSDA
 - RMF from CSO
- Data are **confidential** and **anonymised**
- Substantial overlap between both file types
 - AMF easier to access
 - RMF provides more detailed and sensitive data

Anonymised Microdata Files (AMF)

- The AMF is prepared and approved by the CSO
- Distributed by Irish Social Science Data Archive (ISSDA)
 - www.ucd.ie/issda/data/guichild/
 - www.ucd.ie/issda/data/guiinfant/
- Fewer 'sensitive' variables included
 - i.e. questions from self-complete questionnaires
- Identifying variables removed
- Top & bottom coding
- Collapsed categories



ISSDA
Irish Social Science Data Archive

Home Datasets in ISSDA ICPSR Data Archive Deposit Data News About Us

You are here: Home / ISSDA / Datasets in ISSDA / Growing up In Ireland Cohort '98 (Child Cohort) / Growing up In Ireland Cohort '98 (Chi

Growing up In Ireland Cohort '98 (Child Cohort) Wave 1 - 9 years, 2008

Study number (SN): 0020-01

CITATION

Central Statistics Office (CSO). (2010). *Growing up In Ireland Cohort '98 (Child Cohort) Wave 1 - 9 years, 2008*. [dataset]. Version 1. Irish Social Science Data Archive. SN: 0020-01. URL <http://www.ucd.ie/issda/data/GUIChild/GUIChildWave1>

ABOUT THE STUDY

Growing Up in Ireland - the National Longitudinal Study of Children, is the first survey of its kind ever undertaken in Ireland and, as such, aims to explore the many and varied factors that contribute to or undermine the wellbeing of children currently living there. A two age cohort longitudinal design was adopted with one cohort of 11,134 infants (aged nine months) and the other of 8,568 nine-year olds, with a view to improving and understanding of children's development across a range of domains. Since the survey is longitudinal in nature respondents in both cohorts are interviewed on a number of occasions over the following few years. The 8,568 children representing the nine-year cohort were born between 1st November 1997 and 31st October 1998.

MAIN TOPICS

- Families
- Children
- Child Health
- Child Development
- Education
- Child Day Care
- Leisure Time Activities
- Hobbies
- Parental Role
- Anthropometric Measurements

Adapting to Diversity: Irish schools and newcomer students

Attitudes to Older People in Ireland

All Ireland Traveller Health Study

Benefacts

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

Anonymised Microdata Files (AMF)

How to Apply for AMFs

1. Download the request form from ISSDA site
2. Identify data files (study number, SN)
3. Complete all sections of the form:
 - Personal / institution details
 - Short description of intended use of the data
4. Sign the End User Licence, email completed application to issda@ucd.ie
5. Allow up to three working days for the application to be processed (hopefully quicker)
6. Receive a link to download data + separate password

ACCESS INFORMATION

Accessing the data

To access the data, please complete a [ISSDA Data Request Form for Research Purposes](#), sign it, and send it to ISSDA by [email](#).

For teaching purposes, please complete the [ISSDA Data Request Form for Teaching Purposes](#), 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.

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.

AMF – Data Request Form

Please provide a short description (approx. 100 words) of your intended use of the dataset/s, including title and details of your intended research project*:

Type of user *

Academic Staff

Post Doc

PhD

Masters

Undergraduate

Independent
Researcher

Government/
Policy researcher

Other [please specify] _____

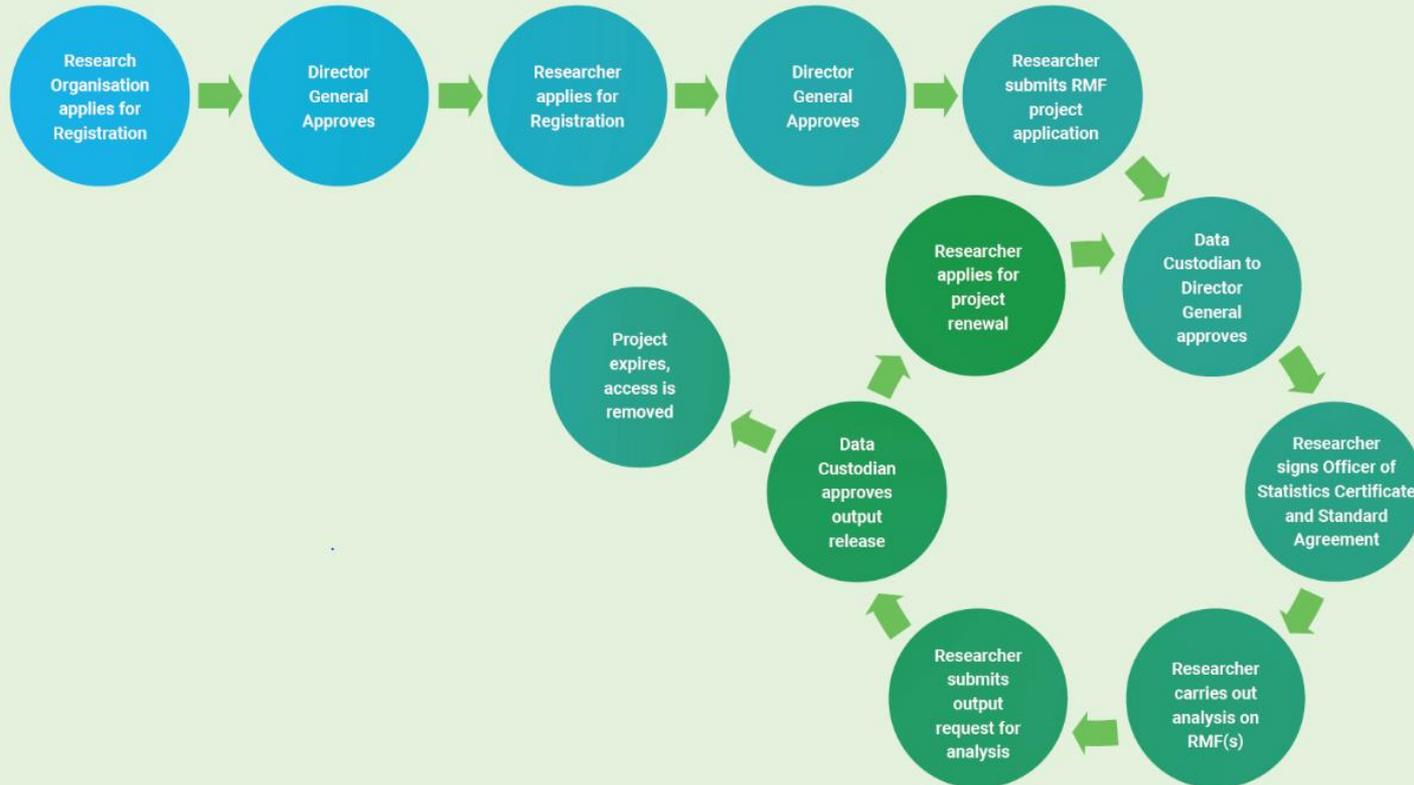
When to Apply for an RMF?

- From preliminary AMF analysis, it will be clear if the variables or level of detail you need are **not included on the AMF**
- If a variable / question / scale is present on questionnaire but not on the AMF, it will be available on the RMF
 - Majority of self-complete (sensitive) items are only available on RMF
 - Individual items from scales
- RMFs are only available through the CSO
- More detailed than AMF
 - Less collapsing of variable categories
- Substantially tighter controls / longer turnaround time

Research Microdata Files (RMF)

- Applicants (researchers) must be employed by, or formally related to, a **registered research organisation**
- If your organisation is not registered (or if you're unsure), contact the Researcher Coordination Unit (RCU) – rcu@cso.ie
- All registered research org's will have a designated **RMF contact** – they will need to countersign any RMF application form
- RMF access for students is restricted to those undertaking **post-graduate** work
 - **Supervisor(s)** must also apply and complete Officer of Statistics training
- Your organisation's RMF Contact who will set you up on **ROSA** with a profile, etc.
 - Researcher needs to complete their registration and Officer of Statistics **training** on ROSA
- On approval, ROSA will generate and issue the RMF Standard Agreement and Officer of Statistics cert – accept/sign
- Data files will be made available on **remote desktop**; researchers can use SPSS, R and Stata

RMF Process Lifecycle



Source: Central Statistics Office

Finished Analysis

- Access to both AMF and RMF is project specific and time limited
 - You will need to re-apply for an extension
- Inform ISSDA/CSO when finished with AMF/RMF
- RMF access will be directly controlled by CSO who have an ethical obligation to monitor statistical outputs before releasing them for use
- No copies of the data should be retained by the researcher

3) Accessing the Data

- Familiarising yourself with the data
- Applying for AMF / RMF
- AMF Frequency Tables
- **Practical examples**

A Note on Syntax

*Examples hereafter use SPSS, but many similarities with other common statistical programs

There are two ways to conduct statistical analysis (and manage/manipulate data)

- 1) Using graphical interface (i.e. drop-down menus)
- 2) Using syntax
 - Syntax is a programming command language; write commands to run procedures

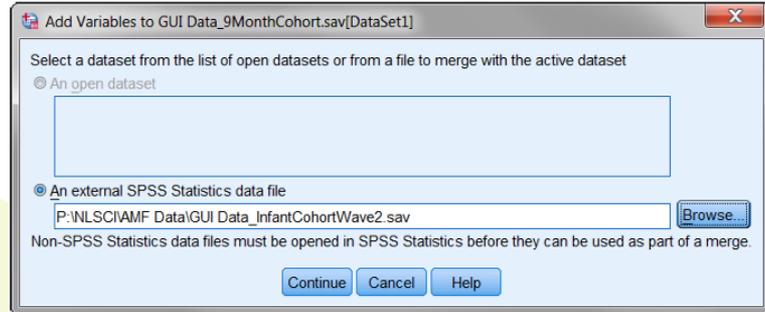
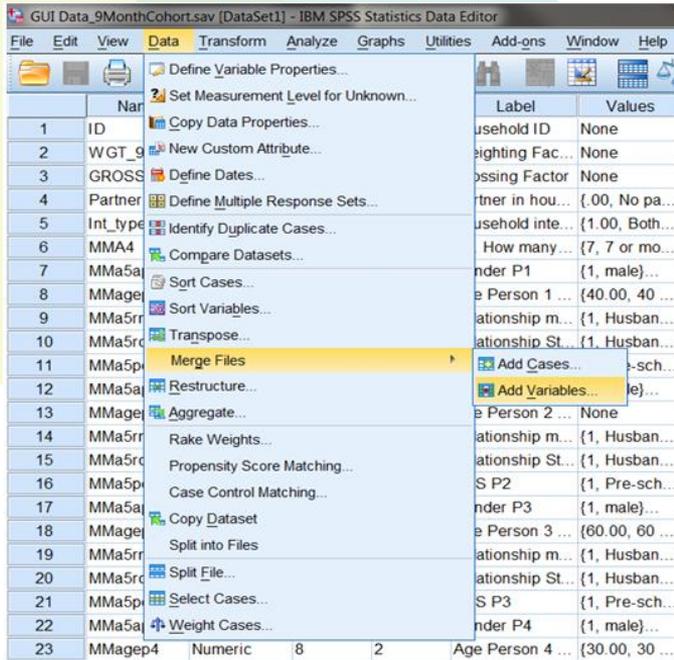
Key Advantages of Syntax:

- Can be saved, providing a record of all analyses you've performed
- Repeatable and flexible – can be edited, improved, fixed and re-run
- Retrace your steps, keep notes, and communicate your process

Matching Files

WHY? If we want to conduct any longitudinal analysis i.e. compare results across waves

HOW? Open a data file (e.g. C'08 at Wave 1), then using drop-down menu...

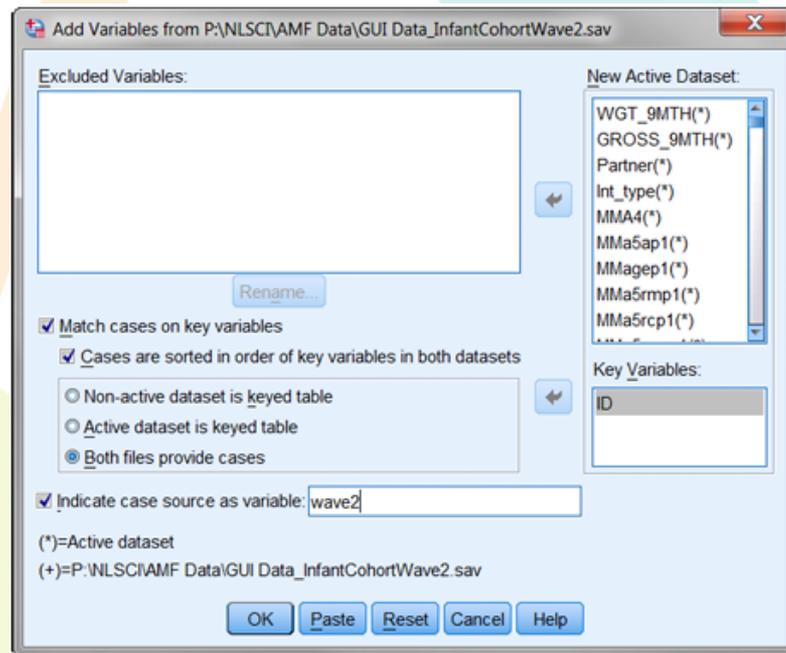


Matching Files

- Match cases on key variables
 - Cases are sorted in order of key variables in both datasets
 - **By default, sorted by ID**
- Indicate case source as variable – rename
 - New variable 'wave2', cases coded 1 if in Wave 2, 0 if not
- Repeat for subsequent waves...
- Save
- Conduct longitudinal analysis

* **Remember, file structure is wide**

* **Still just one row per ID**



Matching Files

Using Syntax...

```
FILE HANDLE wave1 name = 'P:\NLSCI\AMF Data\GUI Data_9MonthCohort.sav'.  
FILE HANDLE wave2 name = 'P:\NLSCI\AMF Data\GUI Data_InfantCohortWave2.sav'.  
FILE HANDLE wave3 name = 'P:\NLSCI\AMF Data\GUI Data_InfantCohortWave3.sav'.
```

```
FILE HANDLE merged name = 'P:\NLSCI\AMF Data\GUI  
Data_InfantCohortWave1Wave2Wave3.sav.sav'.
```

```
GET FILE wave1.  
SORT CASES by id.
```

```
MATCH FILES FILE = * / FILE = wave2 / IN wave2 / BY id / MAP.  
FREQUENCIES wave2.
```

```
MATCH FILES FILE = * / FILE = wave3 / IN wave3 / BY id / MAP.  
FREQUENCIES wave3.
```

```
SAVE OUTFILE = merged.
```

Applying Weights

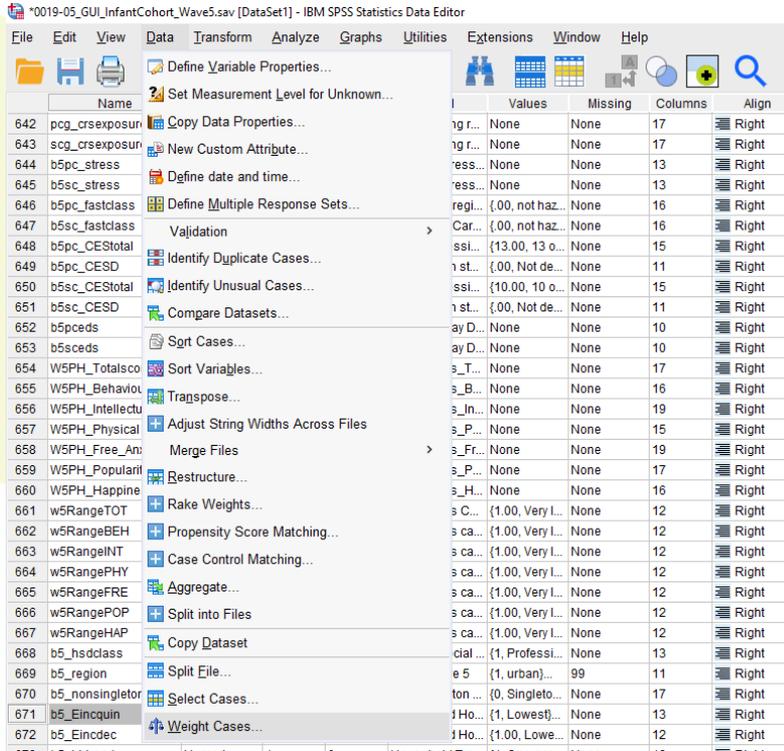
- Data can be re-weighted to account for differential attrition across waves
 - Leads to differences between structure of completed sample (any wave) and wider population
 - Ensures sample is representative of the population (*at time of recruitment – **fixed panel** design)
 - Based on key socio-demographic variables
- Re-weighting should be carried out prior to any analysis
 - Standard procedure / considered best practice in sample surveys
- System used for GUI is called GROSS (used at ESRI)
 - Minimum information loss algorithm which fits population marginals in a regression framework and adjusts the sample to ensure that it produces estimates which match known population parameters
 - Similar to CALMAR and ADJUST

Applying Weights

- Data file will usually* contain two weighting factors
 - Using an example of Cohort '08 at 9yr data (Wave 5)....
 - 1. **WGT_9YRA**; based on children who participated at Wave 1 & Wave 5
 - For **cross-sectional** (one wave only) analysis
 - May have participated at Wave 2-4, but not relevant to our analysis
 - 2. **WGT_9YRB**; based on children who participated at all main waves (1,2,3,5)
 - For **longitudinal** analysis
 - A reduced sample = smaller **N** than using WGT_9YRA
- * older data files also have a grossing factor (e.g. GROSS_9YR), which calibrates to the population total of 60-70,000 children (varies by wave)

Applying Weights

- Drop-down menu



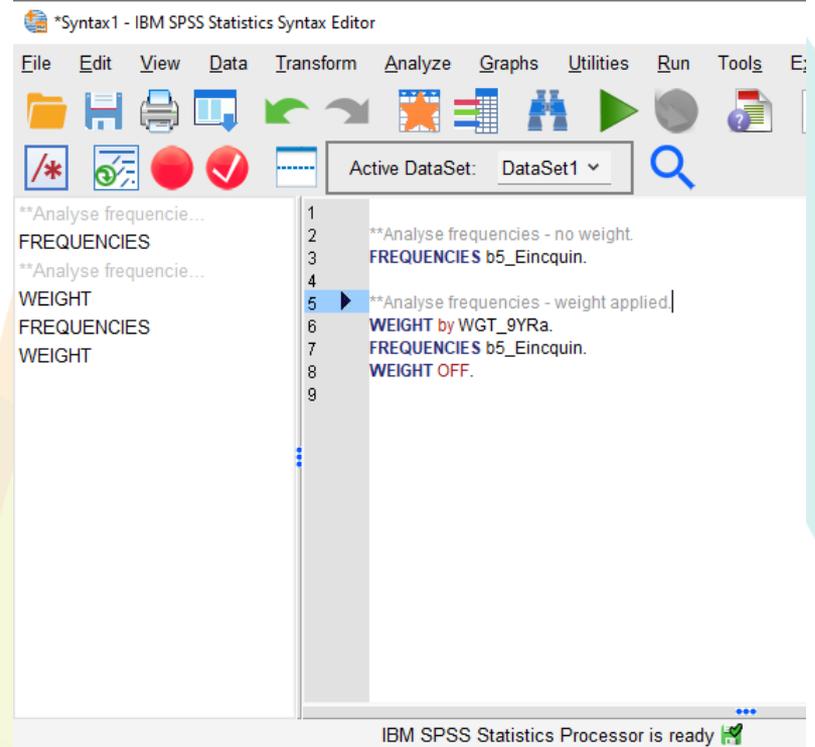
*0019-05_GUI_InfantCohort_Wave5.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

Define Variable Properties...
Set Measurement Level for Unknown...
Copy Data Properties...
New Custom Attribute...
Define date and time...
Define Multiple Response Sets...
Validation
Identify Duplicate Cases...
Identify Unusual Cases...
Compare Datasets...
Split Cases...
Sort Variables...
Transpose...
Adjust String Widths Across Files
Merge Files
Restructure...
Rake Weights...
Propensity Score Matching...
Case Control Matching...
Aggregate...
Split into Files
Copy Dataset
Split File...
Select Cases...
Weight Cases...

Name	Values	Missing	Columns	Align
pcg_crsexposur	None	None	17	Right
scg_crsexposur	None	None	17	Right
b5pc_stress	None	None	13	Right
b5sc_stress	None	None	13	Right
b5pc_fastclass	{00, not haz...	None	16	Right
b5sc_fastclass	{00, not haz...	None	16	Right
b5pc_CESTotal	{13.00, 13.00...	None	15	Right
b5sc_CESTotal	{10.00, 10.00...	None	15	Right
b5pc_CESD	{00, Not de...	None	11	Right
b5sc_CESD	{10.00, 10.00...	None	15	Right
b5pc_CESD	{00, Not de...	None	11	Right
b5pceds	None	None	10	Right
b5sceds	None	None	10	Right
W5PH_Totalsco	None	None	17	Right
W5PH_Behavio	None	None	16	Right
W5PH_Intelectu	None	None	19	Right
W5PH_Physical	None	None	15	Right
W5PH_Free_An	None	None	19	Right
W5PH_Populari	None	None	17	Right
W5PH_Happine	None	None	16	Right
w5RangeTOT	None	None	12	Right
w5RangeBEH	{1.00, Very l...	None	12	Right
w5RangeINT	{1.00, Very l...	None	12	Right
w5RangePHY	{1.00, Very l...	None	12	Right
w5RangeFRE	{1.00, Very l...	None	12	Right
w5RangePOP	{1.00, Very l...	None	12	Right
w5RangeHAP	{1.00, Very l...	None	12	Right
b5_hsdclass	{1, Professi...	None	13	Right
b5_region	{1, urban}...	99	11	Right
b5_nonsingleto	{0, Singleto...	None	17	Right
b5_Eincquin	{1, Lowest}	None	13	Right
b5_Eincdec	{1.00, Lowe...	None	12	Right

- Syntax



*Syntax1 - IBM SPSS Statistics Syntax Editor

File Edit View Data Transform Analyze Graphs Utilities Run Tools E;

Active DataSet: DataSet1

```
**Analyze frequencie...  
FREQUENCIES  
**Analyze frequencie...  
WEIGHT  
FREQUENCIES  
WEIGHT  
  
1  
2  
3  
4  
5 **Analyze frequencies - weight applied |  
6 WEIGHT by WGT_9YRa.  
7 FREQUENCIES b5_Eincquin.  
8 WEIGHT OFF.  
9
```

IBM SPSS Statistics Processor is ready

Applying Weights

- No weight

WEIGHT OFF.
FREQUENCIES b5_Eincquin.

b5_Eincquin Equivalised Household Net Annual Income - Quintiles W5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Lowest	1154	14.4	15.8	15.8
	2 2nd	1355	16.9	18.6	34.4
	3 3rd	1433	17.8	19.7	54.1
	4 4th	1646	20.5	22.6	76.6
	5 Highest	1704	21.2	23.4	100.0
	Total		7292	90.8	100.0
Missing	System	740	9.2		
Total		8032	100.0		

- Weight applied

WEIGHT by WGT_9YRa.
FREQUENCIES b5_Eincquin.

b5_Eincquin Equivalised Household Net Annual Income - Quintiles W5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Lowest	1449	18.0	20.0	20.0
	2 2nd	1448	18.0	20.0	40.0
	3 3rd	1443	18.0	19.9	60.0
	4 4th	1447	18.0	20.0	80.0
	5 Highest	1450	18.1	20.0	100.0
	Total		7238	90.1	100.0
Missing	System	794	9.9		
Total		8032	100.0		



Thank You

Questions?

Contact...

eoin.mcnamara@equality.gov.ie

Ownership and Use of the Data

- Data collected under the **Statistics Act 1993**
 - Clearly sets out the terms and conditions of use of the data recorded under it
 - Ensures that the integrity and confidentiality of the data is maintained
 - Data shall be used for statistical compilation and analysis only
- RMF data users must complete **Officer of Statistics** training and abide by the conditions of the RMF Standard Agreement
- Data are owned by the State and accessed under licence from the CSO
- No data which can be related to an identifiable person shall be disseminated, shown or communicated to any person or body

Example of 'Edge Cases', Cohort '98 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
- 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 wave

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