



Rialtas na hÉireann
Government of Ireland



Using Growing Up in Ireland Data

A Guidance Note for policy makers,
researchers and NGOs

Prepared by the Department of
Children and Youth Affairs
gov.ie/dcya



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Introduction

Growing Up in Ireland (GUI) is the national longitudinal study of children and young people, funded by the Department of Children and Youth Affairs (DCYA) and managed by DCYA in co-operation with the Central Statistics Office (CSO). GUI was established in 2006 and is currently carried out on behalf of DCYA by a GUI Study Team at the Economic and Social Research Institute (ESRI), in collaboration with researchers from Trinity College, Dublin¹.

GUI represents a significant investment by the State in scientifically robust, policy relevant research and data on the lives of children, young people and families. A key priority for DCYA is to maximise the value of this investment through facilitating and promoting the use of findings and data from the study to support evidence-informed policy development.

The purpose of this Guidance Note is to highlight the value of GUI data and to provide useful information about how to access relevant findings and data from the study.

GUI findings are published on a regular basis and to date over 80 reports are available directly from the study. In addition to published findings, anonymised GUI datasets are archived and made available for research use after each wave of data collection. These datasets represent a unique and valuable national research resource that facilitates further in-depth analyses of the rich information GUI has accumulated over the years. Many more reports based on GUI have been generated by independent researchers through the use of these available data.

Following this introduction, the Guidance Note is structured into four sections:

- Background
- The Value of GUI Data
- How to Access GUI Findings and Data
- Next Steps

¹ In 2019, following discussions between DCYA, the CSO and the ESRI on how best to secure a long-term sustainable future for GUI, a Government decision agreed to transfer GUI to the CSO from 2023. Planning to transition GUI data collection to the CSO is now underway, subject to funding approval from the Department of Public Expenditure and Reform (DPER). DCYA will remain the project sponsor for GUI from 2023 and mechanisms will be put in place to ensure continued input from children/young people, as well as scientific and policy stakeholders, into the development of GUI and the identification of research needs.

Background

Origins and aims of GUI

The need for a large-scale national children's study was first recognised in 1980 in the Task Force on Child Care Services and again by the Commission on the Family in 1998. In 2000, the National Children's Strategy (2000-10) announced the Government's intention to establish a longitudinal study in the context of the need for national level empirical data and research on children.

There were three aims at the heart of this first national children's strategy: that children would have a voice; that children's lives would be better understood; and that children would receive quality supports and services. Research and data were seen as integral to realising these ambitions. In this context, the Strategy noted that a longitudinal study was a 'major long-term project' that would provide much needed data on children's lives. The Government approved the commissioning of a national longitudinal study of children in 2002.

The development of the national longitudinal study drew on a design brief prepared by a range of national and international experts (Greene *et al.*, 2001). The design brief noted a 'distinct paucity' of research on children in Ireland at the time and recommended a dual cohort approach, i.e., the inclusion from the outset of both an Infant Cohort and a Child Cohort.

Following an open procurement process, the contract to carry out GUI on behalf of the Office for the Minister for Children was awarded in 2006 to a team of researchers led by the ESRI, in collaboration with Trinity College Dublin².

The GUI Study Team recruited a nationally representative sample of 8,750 9-year-olds into the Child Cohort and another nationally representative sample of 11,100 nine-month-olds into the Infant Cohort. These cohorts are now known as **Cohort '98** and **Cohort '08**, as the children involved were mainly born in 1998 and 2008

² Following open procurement again in 2014 the contract for Phase 2 was awarded to the same team.

respectively. GUI has been surveying these participants and their parents or guardians at regular intervals ever since.

From the outset, GUI data have been collected under the Statistics Act 1993. The Statistics Act is the legislation that governs the work of the CSO. Section 11 empowers the CSO to make arrangements with public bodies for the collection of national statistics. The Statistics Act also guarantees the confidentiality of respondents and ensures that any data collected by GUI can only be used for statistical purposes³. The CSO has been a key partner in the development and governance of the Growing Up in Ireland Study since its establishment.

The overarching objective of GUI has been to:

Study the factors that contribute to or undermine the well-being of children in contemporary Irish families; and... contribute to the setting of effective and responsive policies relating to children and to the design of services for children and families.

More specifically, the nine aims of GUI are:

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

³ GUI operates in line with the Statistics Act and a Child Safeguarding Statement which has been developed in line with Children First. GUI has a fieldwork child protection protocol in place and interviewers receive Children First training. GUI also provides information on support services to respondents in the event their participation in the survey raises any issues for them afterwards.

How children, policy makers and scientists inform the development of GUI

The governance and oversight structure put in place by DCYA to support the management and development of GUI includes:

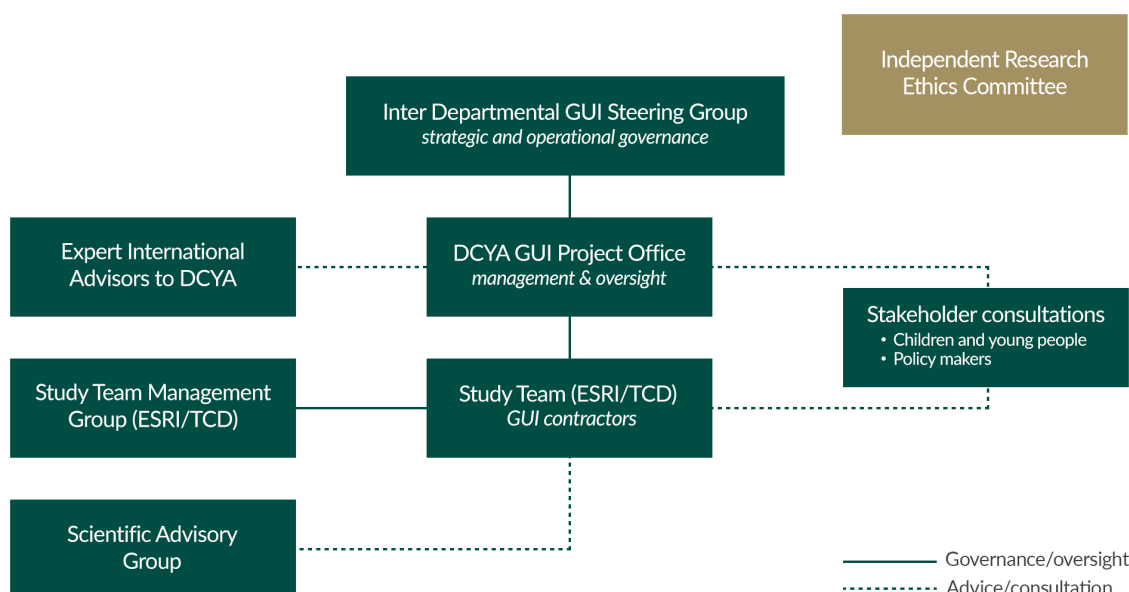
- an interdepartmental Steering Group with responsibility for strategic and operational oversight of GUI, including the development of survey questionnaires and review of outputs;
- expert international advisors who advise on the development of survey instruments for each wave and contribute to the peer review process for outputs; and
- an independent Research Ethics Committee that provides ethical oversight and approval for each round of data collection.

These governance structures have ensured both policy and scientific input into the design of each wave of data collection and have supported the communication of findings across the policy and scientific arenas.

In addition, the views of children and young people are central to GUI and they have been consulted in advance of each wave of data collection to help ensure the survey reflects their interests and concerns.

A Study Team Management Group with representatives from the ESRI and Trinity College Dublin, and a wider multidisciplinary Scientific Advisory Group, provide management and scientific support specifically to the GUI Study Team at the ESRI.

Figure 1: Overview of the Governance/Advisory structure for GUI



Types of data collected by GUI

GUI aims to describe children's lives and chart their development over time and into adulthood. A unique feature of longitudinal research is that it follows the development of the same individuals over time, providing cross sectional data at each point of data collection, but also building up longitudinal data on how participants' circumstances, experiences and outcomes develop or change as they grow older.

With each wave of data collection, the bank of information about the cohort members is enriched, capturing the trajectories of their development, as well providing insights into the risk and protective factors that impede or support their lives.

GUI collects data from parents/guardians and children/young people across three main domains:

- Physical health and development
- Education and cognitive development
- Socio-emotional development and wellbeing.

A fourth domain of *civic and economic engagement* is added at age 17.

GUI also collects important sociodemographic information from parents/guardians on:

- Occupation/social class
- Household income
- Family structure/type
- Parental educational attainment.

This information allows us to understand the extent to which children's experiences vary by household circumstances or family structure.

At 9 months of age, most information about the child is collected from the parent. As the child grows, they become increasingly more involved in providing information themselves and for Cohort '98 at age 20 only a small amount of information (about the parent) was collected from the parent/guardian.

Data is also collected from both primary and post-primary schools. This includes school level data from principals for both primary and post-primary, and data from class teachers on their pupils when cohort members are in primary school.

Examples of some of the topics included in the study across the domains are outlined in Table 1. In some cases, information is collected on topics that do not fit easily into the categories in the table and are relevant across domains. These include, for example, digital technology use and screen time, perceptions of the local community or participation in youth organisations for the young person – and for parents, issues such as engagement with schools, childcare arrangements and costs.

For a more detailed insight into the wealth of topics covered by GUI, the questionnaires for every wave are available on the [Questionnaires page](#). Summary data guides for each wave are also available at [Data Documentation](#).

Table 1: Sample topics covered under GUI domains (as age appropriate)

Physical health and development	Education and cognitive development	Socioemotional development and wellbeing	Civic and economic engagement (from age 17)
Diet	Attitudes to school	Key relationships e.g. with parents and peers	Employment
Weight	Relationships with teachers	Self-esteem, happiness	Attitudes to work
Long-term conditions, illness and disability	Aspirations	Hobbies, activities, interests	Volunteering
Health status	Academic self-image	Anti-social behaviour/contact with the criminal justice system	Aspirations
Physical Activity	Subject choice and performance in school	Screen time	Concerns
Use of health services	Perception of skills learned in school	Bullying	Political engagement
Dental health	Attitudes to school subjects	Mental health/ anxiety/depressive symptoms	Experience of discrimination
Sleep	Verbal reasoning and numeracy	Coping strategies	
Smoking, alcohol, and drugs	Reading for pleasure	Gender identity and sexual orientation	

GUI provides evidence that is relevant to the policy remit of DCYA – but is also relevant to the remit of many Government Departments and public bodies. DCYA records show that anonymised GUI data files have been accessed directly by 24 Government Departments and public bodies for research purposes⁴. It is also likely that more Departments and public bodies have accessed the data indirectly by commissioning independent analyses of the data or through using published research findings to support their work.

As of January 2020, four waves of data collection had been conducted on Cohort '98 and five on Cohort '08 (Table 2). The next wave of data collection from young people, their parents and schools will be conducted in 2021 when Cohort '08 members are 13 years old.

Table 2: Waves of GUI Data Collection

Year of Data collection	Cohort '98 (Child) at age	Cohort '08 (Infant) at age
2007/8	9 years	
2008/9		9 months
2010/11		3 years
2011/12	13 years	
2013		5 years
2015/16	17/18 years	
2016		7/8 years (postal)*
2017/18		9 years
2018/19	20 years	
2021		13 years

*all waves involve face to face interviews in the home with the exception of this inter-wave postal survey.

The timing of data collection so far aligns with key milestones in children and young people's lives, such as the transition to early years' education, to primary school, then into secondary education and young adulthood. Future waves of data collection are currently being planned.

⁴ Results of a DCYA analysis of applications for access to anonymised GUI data files from October 2010-19.

How GUI is carried out

GUI is carried out to the highest scientific and ethical standards. The Study Team undertakes a number of important steps in preparing for each wave of data collection. This includes carrying out consultations with children/young people, scientific and policy stakeholders – and reviewing the national and international literature.

Each wave of data collection involves both a pilot and a main phase of data collection. After consultations have taken place with key stakeholders to support the design of the survey, the proposed questionnaires for each pilot wave are reviewed by the Study Team Management Group, the Interdepartmental Steering Group and the international expert advisors, before being submitted to an independent Research Ethics Committee for ethical approval. When approved, the instruments are piloted to test how well they work in the field.

Reports from the pilot survey highlight what worked well and what may not have worked so well. This helps finalise the questionnaires for the main phase. The revised questionnaires then go through another review and ethical approval process in preparation for the main phase of data collection.

To date, data collection has been carried out by fieldworkers who visit the homes of GUI participants to conduct the survey. The interviewers generally use a combination of interviewer-administered and self-complete questionnaires. (Although one wave at age 7/8 with Cohort '08 took place via a shorter postal survey). With the onset of the COVID-19 pandemic, in 2020 pilot fieldwork in preparation for data collection on Cohort '08 at age 13 years, used a combination of web survey and telephone interviewing.

GUI also collects data via time-use diaries which participants fill in and return by post – and tests of verbal and numerical ability. Interviewers also take physical measurements in the home, e.g. height and weight (and head circumference in infancy).

The survey questionnaires use a mix of questions developed specifically for GUI, as well as a number of standardised scales to measure key constructs such as self-

concept, emotions and behaviours, depressive symptoms and aspects of parent-child relationships. These include, for example, the Strengths and Difficulties Questionnaire (SDQ), the Short Mood and Feelings Questionnaire (SMFQ) and the Centre for Epidemiological Studies Depression Scale (CES-D). These are scales that have been tested for validity and reliability, and allow for comparison of GUI findings with findings from other similar studies, such as the UK Millennium Cohort Study⁵, which use some of these scales.

Outputs from the GUI Study

To date over 80 reports have been published under the GUI contract. These include: key findings, descriptive reports, and thematic reports.

- **Key Findings** are series of short booklets which summarise headline results for each wave of data collection and highlight key longitudinal insights.
- **Descriptive reports** present more detailed analyses of the data from each wave in the context of longitudinal analyses and relevant national and international research.
- **Thematic reports** present in-depth analyses of the data, within or across cohorts, to examine particular policy-relevant topics, e.g. the transition from primary to post-primary school; the impact of the recession on economic vulnerability and child outcomes; and the use of GP services among children.

Figure 2 shows some sample GUI reports, while Appendix 1 provides a complete list of all official GUI reports, in other words reports which result directly from the GUI project itself. All of these can be accessed online at the GUI website on the [Publications page](#). A suite of technical documents, including summary data guides, is also published in relation to each wave to support GUI data users, see [Data Documentation](#).

Many other research reports, based on analyses of archived GUI data files made available for research purposes, are published by independent researchers and commissioning bodies. A list of these external reports is available on the GUI website ([List of External Publications](#)). Researchers are obliged to acknowledge the use of GUI

⁵ The Millennium Cohort Study is a UK-based longitudinal study that follows the lives of around 19,000 young people born across England, Scotland, Wales and Northern Ireland in 2000-01. More information can be found at: <https://cls.ucl.ac.uk/cls-studies/millennium-cohort-study/>

data in their publications and are regularly invited to list their reports on the GUI website⁶.

Figure 2: Sample GUI publications



⁶ Researchers are not obliged to have their reports listed on the GUI website, and so it is likely that there are more external publications using GUI data than are included on the list.

The Value of GUI Data

The power of longitudinal data

The unique power of longitudinal research is that it sheds light on the impact of early childhood circumstances and experiences on later life development, even into adulthood. It offers insights into developmental trajectories over time and the factors associated with both positive and negative outcomes for children and young people.

The capacity of longitudinal research to track individual pathways over time and identify risk and protective factors over the life course has an important role to play in developing effective policies and interventions to support children and their families and improve their outcomes.

While generating powerful longitudinal data, it is important to remember that GUI also captures important 'cross sectional' data at every wave. Cross sectional data simply means data that refer to one point in time. So for instance data collected at age 20 tell us how 20 year olds were faring, what their concerns or aspirations were or what their physical or mental health was like, and whether for instance their experiences differed by gender or socio-economic position.

Cross sectional insights can inform policies for a specific age group or point in time. For 20 year olds the data could for instance be used to identify where supports are required in relation to mental health or educational participation. At age 3 for instance, data from GUI provided important policy relevant information to the DCYA on the types of childcare used by parents; and at age 13 GUI provided important data about what supported student transitions from primary to post-primary school.

Finally the longitudinal and dual cohort design of GUI specifically allows researchers to investigate the impact of economic or policy changes. For example, Cohort '98 members who were 9 years old in 2007 experienced significant milestones during the subsequent recession, whereas Cohort '08 will have experienced similar milestones post-recession, creating the potential to compare experiences for those who lived through different economic contexts. In terms of policy changes, GUI data have been

used for example to assess the impact of the introduction of the free preschool year (now the Early Childhood Care and Education (ECCE) scheme).

Given its longitudinal nature, GUI is also ideally positioned to capture the impacts of unexpected events – a pertinent example being the short to long-term impacts of COVID-19 restrictions on learning or well-being. The benefit of GUI over once-off surveys in the context of the pandemic, is that new data collected by GUI can be examined in the context of the rich bank of information already available about participants, making it easier to distinguish the effects.

How GUI data can help policy stakeholders

A key feature of longitudinal studies is that they generate considerable amounts of data and become an important resource for researchers investigating a wide variety of topics. After each wave of GUI data collection two sets of microdata files are prepared, archived and made available for *bona fide* research purposes. Personal identifiers are removed in line with the Statistics Act to ensure the datasets do not disclose the identity of participants, and access to these data files is prohibited for commercial purposes.

Continued State investment in GUI reflects an ongoing Government commitment to high quality research ideally suited to supporting evidence-informed policymaking. This has ensured that GUI has become a unique asset, a cultural and data archive for the long term, and a pragmatic resource that can reduce the need for costly, time consuming primary data collection.

DCYA policy use of GUI data

GUI data is invaluable to DCYA and is used to support policy development and service provision in a range of ways, including in the development of two major cross-Departmental strategies – *Better Outcomes Brighter Futures (BOBF), the national policy framework for children and young people: 2014-2020*; and *First Five: a Whole-of-Government Strategy for Babies, Young Children and their Families: 2019-2028*. As well as providing data to inform the development of the BOBF, GUI data also contributed to the development of a BOBF indicator set which supports the ongoing implementation of the strategy. Indicators are important to BOBF because they help

track progress towards improving outcomes for children; assist in identifying changes and/or trends; contribute to priority setting or resetting; inform policy formulation and service provision; and provide for international comparisons, where possible.

As GUI collects data on sexual orientation and gender identity, it also has an important role to play in supporting the first ever national *LGBTI+ National Youth Strategy: 2018-2020* established by DCYA. To help inform the development of youth justice policy DCYA has funded a youth justice study through the Irish Research Council which includes special analyses of GUI data on contact with the criminal justice system among adolescents (publication forthcoming).

Another example of the use of GUI data to support the Department's work is its use in the Centre for Effective Services' evaluation of the *Area-Based Childhood (ABC) Programme*, an early intervention and prevention initiative funded by DCYA. Data from GUI provided a national context for understanding outcomes from the programmes' interventions. This was possible as the evaluation had used some scales for measuring outcomes in ABC sites that were also used in GUI surveys. This provided a robust national context against which to examine their findings.

Two of the most recent DCYA-funded research projects, made possible by virtue of GUI data, focus on the dynamics of child poverty and adolescent behaviours in a school and neighbourhood context.

The child poverty analysis examines household economic vulnerability over time (a combination of deprivation, difficulty making ends meet and being in the lowest income group) to help identify the triggers associated with movements in and out of poverty. This will help generate important lessons for addressing child poverty, a central concern of the cross-Departmental BOBF strategy.

The project on adolescent behaviours looks at measures of behaviour among teenagers and the relationship between these indicators and school and neighbourhood contexts. The research will help identify what family, peer, school and neighbourhood factors help to reduce the incidence of behavioural difficulties among young people. This will provide important lessons for both formal education provision and informal youth services working to support young people's well-being.

These examples offer a snapshot of how GUI helps to inform policy and service development in DCYA and illustrate how the data can be used at various stages in the policy development process. This includes:

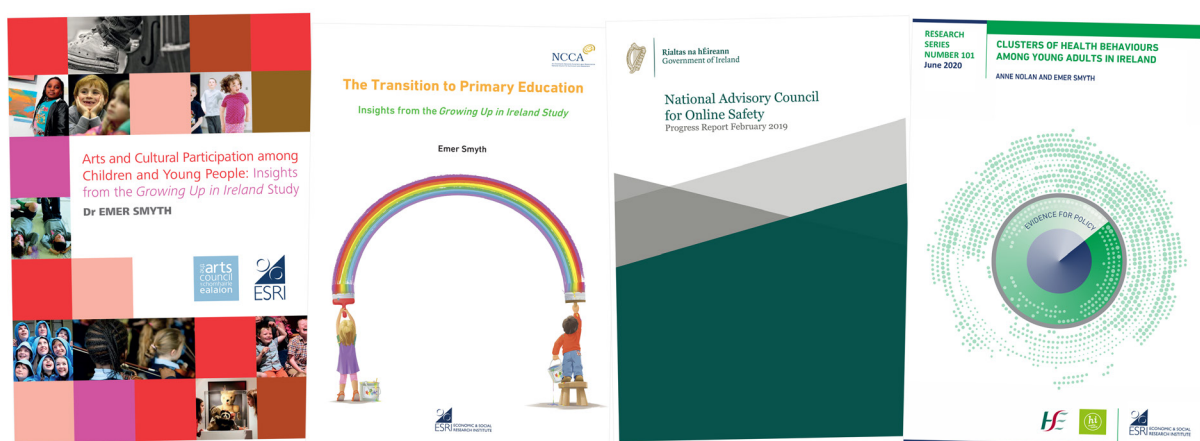
- providing initial evidence in areas where evidence is lacking;
- using data to track progress towards outcomes; and
- providing a context to help evaluate local outcomes against those in the national population.

Other exemplars of the use of GUI data across the public sector

There are two main ways in which policymakers can use GUI. Firstly, they can draw on GUI findings that are available in published reports. Secondly, they can also apply to access GUI microdata files to undertake or commission bespoke analyses on emerging topics or policy questions.

A recent DCYA analysis of the usage of the GUI microdata files shows that GUI data have been accessed directly by 24 Government Departments and public bodies for research purposes. As public bodies sometimes commission research institutes to carry out analyses on their behalf, these figures which refer to direct applications for access to the data may underestimate their level of use by the public sector. Figure 3 illustrates some policy relevant reports that have drawn on analyses of GUI data.

Figure 3: Sample reports that have drawn on GUI data



Further examples of how Government Departments have used GUI data include:

- The Department of Health (in the *Healthy Ireland* policy framework).

- The Department of Education and Skills (in a review of career guidance).
- The Department of Communications, Climate Action and Environment in funding research with the Commission on Communications Regulation (ComReg) on mobile phone ownership and academic performance.
- The Department of An Taoiseach (through engaging with DCYA/GUI in relation to how future waves of the study could potentially contribute to the development of a national digital strategy).
- The CSO (which used GUI data on the prevalence of childhood obesity, as part of Ireland's reporting on the indicators for the United Nations Sustainable Development Goals).

Organisations in the wider public sector have also commissioned research using GUI data to support the development of evidence-informed policies and policy advice.

These include:

- The Arts Council (to investigate young people's participation in arts and culture and help inform its work).
- The National Council for Special Education (to estimate the prevalence of special educational needs in Ireland and to examine educational experiences and outcomes for students with special educational needs).
- The National Council for Curriculum and Assessment (to help understand children's experiences of early education and transitions to school).
- The National Disability Authority (to estimate future needs for youth disability services and educational aspirations of parents for children with disabilities).

As the examples illustrate, GUI has become a valuable national data and research resource. It has been used to provide important policy relevant evidence; to help estimate service requirements; and to understand the diverse, multi-layered experiences of children and young people in Ireland.

How to Access GUI Findings and Data

Supports available to those using GUI findings or data

You can find out more about GUI from:

- The user-friendly GUI [website](#) where you can find GUI reports and survey questionnaires, as well as links to video presentations from Study Team members on key outputs.
- Social media updates via GUI accounts on Twitter and Instagram.
- Regular data workshops run by the GUI Study Team aimed at researchers interested in using GUI data.
- The annual GUI Research Conference, which provides a platform for research using GUI data and is attended by researchers, policy makers and NGOs interested in the lives of children and young people.

DCYA also funds a postgraduate Scholarship (PhD) to support research using GUI data through the Irish Research Council.

Accessing the GUI microdata files

After each wave of data collection, the Study Team prepares two types of microdata files from the study, in line with the confidentiality requirements of the Statistics Act. These are known as Anonymised Microdata Files (AMFs) and Research Microdata Files (RMFs). Access to these GUI datasets is provided for *bona fide* research purposes on a *project-specific* and *time-limited* basis.

GUI AMFs are anonymised datasets that include a comprehensive set of variables from each wave of the study and are approved by the CSO prior to being archived and made available to researchers from the Irish Social Science Data Archive (ISSDA) at UCD. The AMFs are designed to meet most research needs.

GUI RMFs include a more detailed set of variables from each wave than the AMFs. The RMFs are designed specifically for situations where researchers have already exhausted the use of data available on the AMFs and require access to some specific more detailed variables. They also contain no identifiers, and access to the RMFs is subject to stringent conditions of use and the approval of the Director General of the CSO.

To support the use of the the microdata files, the GUI Study Team at the ESRI provide extensive supporting documentation, such as summary data guides and data dictionaries, to help researchers make sense of the data files and their structure. This documentation is a valuable resource, particularly for anyone who is unfamiliar with the study data and contributes to the wide take-up and use of GUI data – see [GUI Data Documentation](#).

Accessing the Anonymised Microdata Files

The archived AMFs are held at the Irish Social Sciences Data Archive (ISSDA), located at University College Dublin. In 2019, GUI AMFs were the most requested of all 60 AMFs held by ISSDA⁷. Researchers interested in using the GUI AMFs should download the data request form available on the ISSDA website ([ISSDA - GUI](#)) and submit a signed copy to ISSDA.

Applicants must specify which wave of GUI data they require access to, the purpose of the access and the period of time for which access is required. The maximum period of access is five years. Applicants must also provide a short description (approximately 100 words) of the proposed project. Applicants can share their project details on the GUI Register of Use, which is maintained by ISSDA with the purpose of facilitating collaboration with researchers using other datasets, e.g., The Irish Longitudinal Study on Ageing (TILDA).

Decisions on access to GUI AMFs are made within one week from receipt of application. If access is granted, ISSDA sends the requested data files to the researcher, protected by password and encryption. Researchers should note that the AMFs are typically provided in SPSS, SAS or Stata file formats⁸. Once the research is complete, the researcher must delete their copy of the data files.

Accessing the Research Microdata Files

When considering applying for access to a GUI RMF, a researcher should first examine if the required data are already available from the GUI AMFs at ISSDA. The archived RMFs are held by the CSO. In 2019, GUI RMFs had the highest number of

⁷ Source: Correspondence with ISSDA administrator. The next most requested AMFs were the European Union Survey on Income and Living Conditions (EU – SILC) and The Irish Longitudinal Study on Ageing (TILDA).

⁸ Also provided in CSV file format in Wave 1 of the Study for Cohorts '98 and '08.

project applications⁹ of all CSO RMFs. To be eligible to access the GUI RMFs, the researcher must be affiliated with a Registered Research Organisation (research organisations can apply to be a registered organisation).

Requests to access the RMFs should be made using the RMF Application Form available on the CSO [website](#).

The approval process generally takes four to eight weeks from the date the CSO receives the application – though it may take longer – for instance if an applicant is not from an Registered Research Organisation and this arrangement has to be put in place.

Successful applicants must also sign a Standard Agreement and attend training outlining the terms and conditions of the Agreement before being appointed Officers of Statistics for the duration of the access. Once that process is complete the CSO provides access to the RMFs via a secure CSO data portal for a maximum period of one year. All analyses must be conducted within the secure CSO data portal and the CSO will check all outputs prior to release to ensure that they adhere with the terms of the RMF Standard Agreement and do not risk disclosure of a participant's identity.

As is the case for the AMFs, access is only provided to the RMFs for the research purpose outlined in the application. Further information on applying for access to the AMFs and RMFs is available at the [GUI Data Flyer](#).

⁹ Source, correspondence with CSO Statistician, 2019.

Next Steps

If you are interested in using GUI data, you can:

1. Look at published findings and analyses of the data. The official GUI publications indicate the extent of data that is collected. Key Findings provide an overview of headline findings and longitudinal insights at a particular wave, while descriptive reports provide a more extensive analysis of the findings at each wave and relevant longitudinal insights. Beyond the official publications, 158 external publications using GUI data are currently listed on the GUI website and demonstrate the type of analyses that have been done, as well as the potential to explore particular policy areas in further depth.
2. Look at the questionnaires used in the Study. These are available on the GUI website. The questionnaires are especially useful at the exploratory phase to check if there are data on a subject you are interested in.
3. Attend a GUI event. Communication activities take place throughout the year, including data workshops, report launches and the annual GUI research Conference. Updates on the latest events can be found on the homepage of the GUI website.
4. Contact the Research and Evaluation Unit at the DCYA. If you have any questions about engaging with GUI or have ideas about data that you think would be useful to include in future waves, feel free to contact us at dcyaresearch@dcya.gov.ie and a member of the team will respond to you as soon as possible.

Appendices

Appendix 1: GUI Official Publications

Table 3: Child Cohort Publications

Wave	Title
Research Report Series	
Research Report (9 years)	Influences on 9-Year-Olds' Learning: Home, School & Community The Lives of 9-Year-Olds The Findings of the Qualitative Study with the 9-Year-Olds and their Parents Overweight and Obesity Among 9-Year-Olds How Families Matter for Social and Emotional Outcomes of 9-Year-Old Children
Research Report (13 years)	The Lives of 13-Year-Olds Off to a Good Start? Primary School Experiences and the Transition to Second-Level Education
Research Report (17 years)	The Lives of 17-Year-Olds
Key Findings Series	
Key Findings (9 years) Quantitative	No. 1 Being 9 Years Old No. 2 The Families of 9-Year-Olds No. 3 The Education of 9-Year-Olds No. 4 The Health of 9 Year-Olds
Key Findings (13 years) Quantitative	No. 1 School Experiences among 13-year-olds No. 2 Physical Activity and Obesity among 13-year-olds No. 3 The Family and Financial Circumstances of 13-year-olds No. 4 The Lives of 13-year-olds: Their Relationships, Feelings and Behaviours
Key Findings (9 years) Qualitative	No. 1 Nine-Year-Olds and their Families No. 2 Nine-Year-Olds on their Health and Well-being No. 3 Nine-Year-Olds' Expectations of their Futures
Key Findings (17/18 years) Quantitative	No. 1: Education and Early Work Experiences No. 2: Health, weight, physical activity and diet No. 3: Life satisfaction, relationships and mental health No. 4: Risky Health Behaviours and Sexual Activity
Key Findings (20 years) Quantitative	No. 1 Being 20 Years Old No. 2 Physical Health and Development No. 3 Socio-Emotional Well-Being and Key Relationships at age 20 No. 4 Education, Training and Employment
Literature Review Series	
Literature Review (9 years)	Review of the Literature Pertaining to the First Wave of Data Collection with the Child Cohort at 9 Years Qualitative Research Methodology – Review of the Literature and its Application to the Qualitative Component of Growing Up in Ireland
Literature Review (13 years)	Review of the Literature Pertaining to the Second Wave of Data Collection with the Child Cohort at Age 13
Literature Review (17 Years)	The Growing Up in Ireland Child Cohort Come of Age: Review of the Literature Pertaining to the 17/18 Year Wave
Technical Report Series	
Technical Report (9 years)	Report on the Pre-Piloting, Piloting and Dress Rehearsal Phases of the Child Cohort (at 9 years) Design, Instrumentation and Procedures for the Child Cohort (at 9 years) Qualitative Report on the 9-Year Study
Technical Report (13 years)	Report on the Pilot and Pilot Extension for the Child Cohort/Cohort '98 at Wave Two (13 years) Design, Instrumentation and Procedures for the Child Cohort at Wave Two (13 years)
Technical Report (17/18 Years)	Report on the Pilot for the Child Cohort/Cohort '98 at Wave Three (17/18 years) Design, Instrumentation and Procedures for Cohort '98 at 17/18 Years of Age

Table 4: Infant Cohort Publications

Wave	Title
Research Report Series	
Research Report (9 months)	The Infants and their Families Mothers' Return to Work and Childcare Choices for Infants in Ireland Parenting and Infant Development Report on the Qualitative Study of Infants and their Parents at Wave 1 (Nine Months) Maternal Health Behaviours and Child Growth in Infancy
Research Report (3 years)	Development from Birth to Three Years Understanding the Use of General Practitioner Services among Children in Ireland The Effects of Economic Recession and Family Stress on the Adjustment of 3-Year-Olds in Ireland
Research Report (5 years)	The Lives of 5-Year-Olds Non-Parental Childcare and Child Cognitive Outcomes at Age 5
Key Findings Series	
Key Findings (9 months) Quantitative	No. 1 Pregnancy and Birth No. 2 Infant Health No. 3 Childcare and Parenting Support
Key Findings (3 years) Quantitative	No. 1 The Health of 3-Year-Olds No. 2 Family Life and Childcare No. 3 Economic & Financial Circumstances Among Families of 3-Year-Olds No. 4 Children's Physical Growth from Birth to Age 3
Key Findings (5 years) Quantitative	No. 1 Transition to School Among Five-Year-Olds No. 2 Socio-emotional Well-being of Five-Year-Olds No. 3 Well-being, Play and Diet among Five-Year-Olds No. 4 The Family Circumstances of Five-Year-Olds
Key Findings (7/8 Years) Quantitative	No. 1 School and Learning No. 2 Health and Development No. 3 Socio Emotional Development, Relationships and Play
Key Findings (9 Years) Quantitative	No. 1 Nine-Year-Olds and their Families No. 2 School and Learning No. 3 Health and Physical Development No. 4 Relationships and Socio-emotional Well Being
Literature Review Series	
Literature Review (9 months)	Review of the Literature Pertaining to the First Wave of Data Collection with the Infant Cohort at 9 Months
Literature Review (3 years)	Review of the Literature Pertaining to the Second Wave of Data Collection with the Infant Cohort at 3 Years
Literature Review (5 Years)	Review of the Literature Pertaining to Selected Issues on the Infant Cohort at 5 Years
Technical Report Series	
Technical Report (9 months)	Report on Pre-Piloting, Piloting and Dress Rehearsal Phases of the Infant Cohort at Wave One (9 months) Technical Report on the Qualitative Data from the Infant Cohort at 9 Months of Age Design, Instrumentation and Procedures for the Infant Cohort at Wave One (9 months)
Technical Report (3 years)	Report on the Pre-Piloting, Piloting and Dress Rehearsal Exercises for Wave Two of the Infant Cohort at Age 3 Years Design, Instrumentation and Procedures for the Infant Cohort at Wave Two (3 years)
Technical Report (5 years)	Report on the Pilot Phase of Wave Three, Infant Cohort (at 5 years) Design, Instrumentation and Procedures for the Infant Cohort '08 at Wave Three (5 years)
Technical Report (7/8 years)	Design, Instrumentation and Procedures for the Infant Cohort '08 at Wave Four (7/8 years)
Technical Report (9 years)	Report on the Pilot for Wave 5 of the Cohort '08 Survey (at 9 Years of Age) Design, Instrumentation and Procedures for Cohort '08 of Growing Up in Ireland at 9 Years Old (Wave 5)

Table 5: Child & Infant Cohort Publications

Wave	Title
Research Report (9 months, 3 years, 9 years and 13 years)	Dynamics of Child Economic Vulnerability and Socio-Emotional Development: An Analysis of the First Two Waves of the Growing Up in Ireland Study
Key Findings (9 months, 3 years, 9 years and 13 years)	County Variation in the Outcomes of Children and Young People
Conceptual framework (all waves)	Background and Conceptual Framework

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