

# The Irish Social Science Data Archive

*Presentation to the 8<sup>th</sup> UL Winter School in Social Science Research Methods*



# ISSDA

Irish Social Science Data Archive



# Irish Social Science Data Archive

## Background

Founded in 2000 as a joint initiative of University College Dublin and the Economic and Social Research Institute, with the support of the Central Statistics Office

Housed in UCD; originally in the Geary Institute; July 2012 moved to UCD Library

## Objectives

Provides a central access point for quantitative social science / public health data produced in Ireland; for research purposes

Ensures wider access to datasets

Facilitates secondary analysis

Facilitates the wider acquisition of data analysis skills – teaching as well as research use

# Quantitative Data held by ISSDA

## \* Microdata

### \* Quantitative

- \* Expresses data statistically or numerically

### \* Examples

- \* The **number** of people who commit crimes each year
- \* 30 **per cent** of voters regularly vote Fine Gael
- \* The **rate** of suicide p.a. is one in every thousand

- \* Data on individuals, households, business enterprises, discreet activities, etc.

- \* Via surveys, observation, administrative records

- \* Often aggregated to give larger picture

- \* Produced by state agencies, polling agencies, organisations, researchers

- \* Includes government studies: household surveys (e.g. Household Budget Survey), cohort studies, longitudinal studies (e.g. GUI, TILDA)

- \* Otherwise mostly one-off studies, or in waves

- \* Individual distribution (e.g. official website), by publication, and/or data archive such as ISSDA

# Qualitative Data

- \* Data that are not numerical e.g.
  - \* Fieldnotes
  - \* Interviews
  - \* Focus Groups
  - \* Open-ended questions in surveys
  - \* Diaries
  - \* Direct observations
  - \* Film / audio / photographs

- \* Captures the **quality** of people's behaviour. Qualitative data says something about the way people **experience** the social world and can be used to understand the **meanings** people give to behaviour

- \* *Examples*

- \* Boyle (1977) studied the behaviour of a juvenile gang from the viewpoint of its members
- \* Goffman (1968) tried to understand the experiences of patients in an American mental institution

# Data Repositories / Archives

- \* Acquire datasets from producers
  - \* Maintain and build relationships with key data providers
  - \* Increasingly research grants are awarded on condition that data are deposited with an appropriate archive – part of the changing landscape that is “Open Access”
  - \* Anonymised
- \* Make datasets available to users
  - \* Promoting ISSDA and specific datasets
  - \* Presentations, webpages, twitter
  - \* Supporting users – application process, queries, referrals to data providers
- \* Preserve datasets for future use

***ISSDA = CONTENT, SERVICE AND PRESERVATION***

# Data

## Primary data

- \* Dataset collected by researcher for the specific purpose or analysis under consideration
- \* Research design and data collection processes are known
- \* Data collected to answer specific questions

## Secondary data

- \* Dataset collected by someone else for some other purpose
- \* Researcher using secondary data for analysis purposes did not participate in research design or data collection process
- \* Data not collected to answer specific research questions

# Secondary Data Analysis : Advantages

- \* Use of existing data (e.g. from surveys and censuses) to test new ideas
  - \* Cost effective
  - \* Time saving
    - \* Can spend bulk of time analysing data
- \* Breadth of data available
  - \* Many surveys available even in an Irish context

# Secondary Data Analysis : Disadvantages

- \* Data not collected to answer your specific research questions
  - \* Therefore particular information you would like to have may not have been collected
  - \* May not have been collected in the geographic region you want to study
  - \* Or in the years you would have chosen
  - \* Or on the specific population that is the focus of your interest
  - \* Variables may have been defined or categorised differently than you would have chosen e.g. Race only as White / Other (rather than specific ethnicity)



# Secondary Data Analysis : Disadvantages

- \* Data collection process: may not be known how it was done or how well it was done
- \* How seriously might the data be affected by a low response rate?
  - \* For both of the above check the methodological report
- \* Anonymisation of data may be quite extensive
- \* Check out the documentation of the data collection procedures, data cleaning procedures and other technical information

# Locating Secondary Data

- \* Start with your research question and then seek the data?
- \* Check out the available secondary datasets and then formulate a research question?
- \* Example:
  - \* *How does the experience of racism affect an individual's health?*
- \* Specify the population e.g. Children, adults, what ethnicities? National sample or restricted to a particular area?
- \* What variables? E.g. Race, age, gender, income, educational level
- \* What kind of data? E.g. Best addressed through a national survey, examination of hospital claims records, etc.
- \* Create a list of possible datasets that include information related to your research question...interactive process, may have to revise either your question or your data requirements depending on the data available to you
- \* Once dataset chosen examine the variables (what data might be missing); read documentation on data collection process, data cleaning procedures etc.

# [www.ucd.ie/issda](http://www.ucd.ie/issda)

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## Irish Social Science Data Archive

The Irish Social Science Data Archive (ISSDA) is Ireland's leading centre for quantitative data acquisition, preservation, and dissemination. Based at [UCD Library](#), its mission is to ensure wide access to quantitative datasets in the social sciences, and to advance the promotion of international comparative studies of the Irish economy and Irish society.

<b>CSO</b>	Central Statistics Office  The CSO is the statistical agency of the State, responsible for the collection of information relating to economic, social and general activities and living in Ireland.	<b>ESRI</b>	Economic and Social Research Institute  The ESRI is one of Europe's leading research centres in the social sciences, focusing on economic and social change in Ireland.	<b>Growing Up</b>	Growing up in Ireland  Growing Up in Ireland is a national study designed to help us improve our understanding of the various aspects of children's lives and their development.	<b>ICPSR</b>	Interuniversity Consortium for Political and Social Research  ICPSR maintains a large archive of more than 500,000 files of data in the social sciences. It provides training and support for quantitative methods in social research.	<b>SLÁN</b>	Survey of Lifestyle, Attitudes and Nutrition  SLÁN is a national survey of the lifestyle, attitudes and nutrition of people living in Ireland.
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## Data

[Adapting to Diversity: Irish schools and newcomer students](#)

[Ageism and Ageing](#)

[All Ireland Traveller Health Study](#)

[CDI: Community Safety](#)

[CDI: Process Evaluation](#)

[Census of Population](#)

[Children's Sport Participation and Physical Activity \(CSPPA\)](#)

[CoHeart](#)

[Commission for Energy Regulation \(CER\)](#)

[Doodle Den](#)

### [Application Procedures](#)

#### Research/Educational Purposes

The data held by ISSDA can be ordered via this [request form](#) (MS Word), which is also accessible on the webpages for the respective datasets. The form is an End User Licence, and users are legally bound by its terms. Please make sure that the form is fully completed and signed, otherwise, your application may be returned to you.

Completed EUL/application forms can be scanned and emailed to: [issda@ucd.ie](mailto:issda@ucd.ie); alternatively, the forms can be posted to the ISSDA office:

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

#### Teaching Purposes

Some of the datasets can be used for teaching purposes. Please check the dataset table below. There is a separate request form for teaching purposes, and you can find this on the individual dataset pages, where applicable. Please note that there may be additional delays with the application procedure for some of the datasets, as the data providers may need to be consulted. Please feel free to [contact us](#) with any queries.

	<a href="#">Infant Cohort</a> Wave1 (9mo) Wave2 (3yrs)				
<a href="#">Growing Up in Ireland (GUI)</a>	<a href="#">Child Cohort</a> Wave1 (9yrs) Wave1 (Time Use Data) Wave2 (13yrs)	Department of Children and Youth Affairs, Department of Social Protection, CSO, ESRI and TCD	Apply to ISSDA	Research Teaching	SPSS
<a href="#">Household Budget Survey (HSB)</a>	1987 1994/95 1999/2000 2004/05 2009/10	CSO	Apply to ISSDA	Research	SPSS, Stata, SAS, CSV (1987, 1994/95, 1999/2000) SPSS, Stata (2004/05) SAS, CSV (2009/10)

# Datasets

## \* ISSDA main sources of data

- \* CSO
- \* ESRI
- \* Major research projects
- \* Commission for Energy Regulation

## \* CSO

- \* Household Budget Survey
- \* Quarterly National Household Survey
- \* EU-SILC (Survey of Income & Living Conditions)
- \* National Travel Survey

## \* ESRI

- \* Growing Up in Ireland (GUI)
- \* National Survey on Contraception and Pregnancy
- \* National Survey of Housing Quality

## \* Major research projects

- \* The All-Ireland Traveller Health Study
- \* Children's Sport Participation and Physical Activity
- \* Survey on Lifestyle And Nutrition (SLÁN)
- \* The Irish Longitudinal Study on Aging (TILDA)
- \* Doodle Den: Evaluation of the effectiveness of the Childhood Development Initiative's Doodle Den Literacy Programme, 2008-2011
- \* Etc.

## \* Commission for Energy Regulation

- \* Smart Metering Project data (gas and electricity)

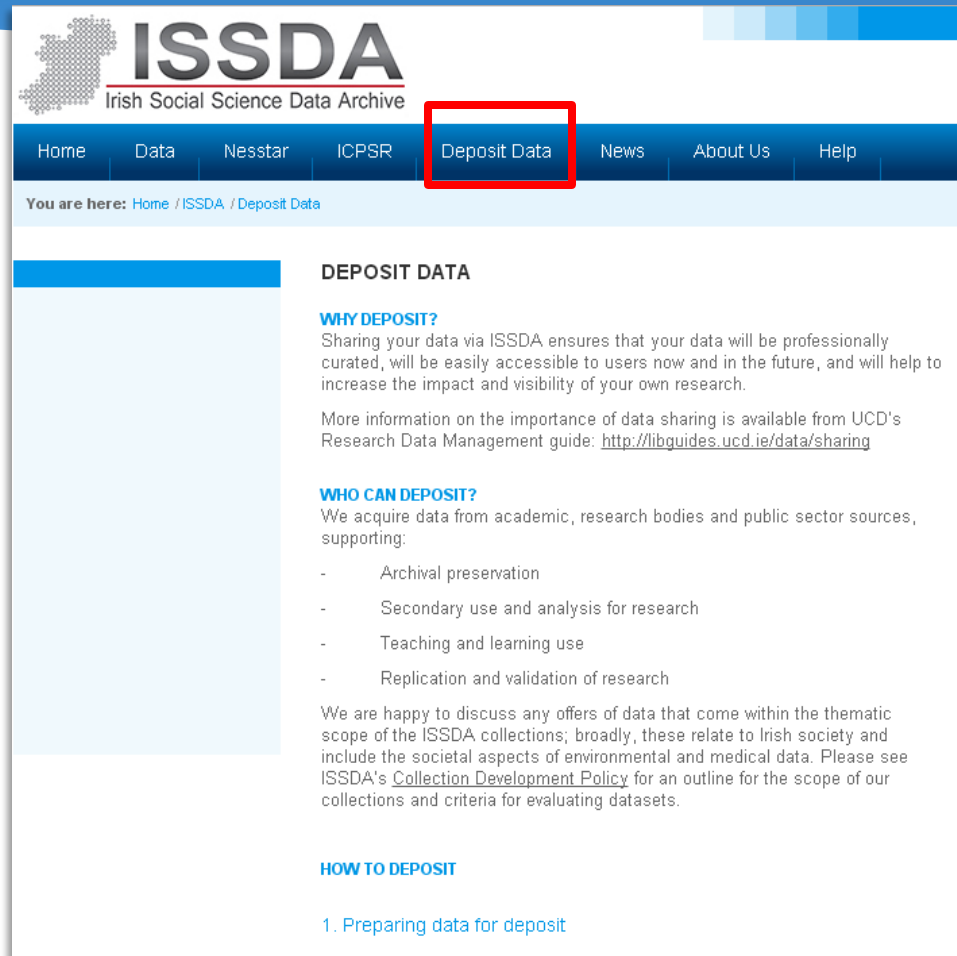
# From Survey to Dataset

- \* **Dataset:** is the collective of all the questions that were asked in a survey and all the answers provided by all the respondents.
- \* **Variable Name:** survey questions are translated into variables and given a short name that is generally loosely based on the phrasing of the question. All the possible answers to each of the questions are allocated a numerical code.
- \* **Variable Label:** provides a more detailed description of the question than the Variable Name, as it can contain many more characters.
- \* **Codebook/Data Dictionary:** in order to be able to translate between the codes and the answers, a codebook is created. The codebook lists all the survey questions with the appropriate variable names and for each question it provides the different answer possibilities and the codes that were dedicated to each answer. Codes used to indicate non-response and missing data are also included. A data dictionary is a form of machine-readable codebook .

# Depositing Studies to ISSDA

- **Dataset**
  - Can accept most formats – SPSS, SAS, Stata, CSV, etc.
- **Documentation**
  - Questionnaires / codebooks (in-depth explanation of questionnaire, plus summary statistics)
  - Technical information – weights, sampling, constructed variables, regional variables
- **Anonymisation**
  - Data providers remove direct identifier variables – names, addresses
  - Data providers may need to recode or combine variables in cases of small numbers (e.g. ages)

# Deposit Data Tab



The screenshot shows the ISSDA (Irish Social Science Data Archive) website. The top navigation bar includes links for Home, Data, Nesstar, ICPSR, Deposit Data (highlighted with a red box), News, About Us, and Help. Below the navigation bar, a breadcrumb trail reads "You are here: Home / ISSDA / Deposit Data". The main content area is titled "DEPOSIT DATA" and contains the following sections:

**WHY DEPOSIT?**  
Sharing your data via ISSDA ensures that your data will be professionally curated, will be easily accessible to users now and in the future, and will help to increase the impact and visibility of your own research.

More information on the importance of data sharing is available from UCD's Research Data Management guide: <http://libguides.ucd.ie/data/sharing>

**WHO CAN DEPOSIT?**  
We acquire data from academic, research bodies and public sector sources, supporting:

- Archival preservation
- Secondary use and analysis for research
- Teaching and learning use
- Replication and validation of research

We are happy to discuss any offers of data that come within the thematic scope of the ISSDA collections; broadly, these relate to Irish society and include the societal aspects of environmental and medical data. Please see ISSDA's [Collection Development Policy](#) for an outline for the scope of our collections and criteria for evaluating datasets.

**HOW TO DEPOSIT**

1. [Preparing data for deposit](#)



# Depositing Studies to ISSDA

## Geographical Coverage

Country: Ireland

Region: Dublin

County: Dublin

Town: Tallaght West

Administrative unit: 7 schools

Other geography:

## Methods of data collection

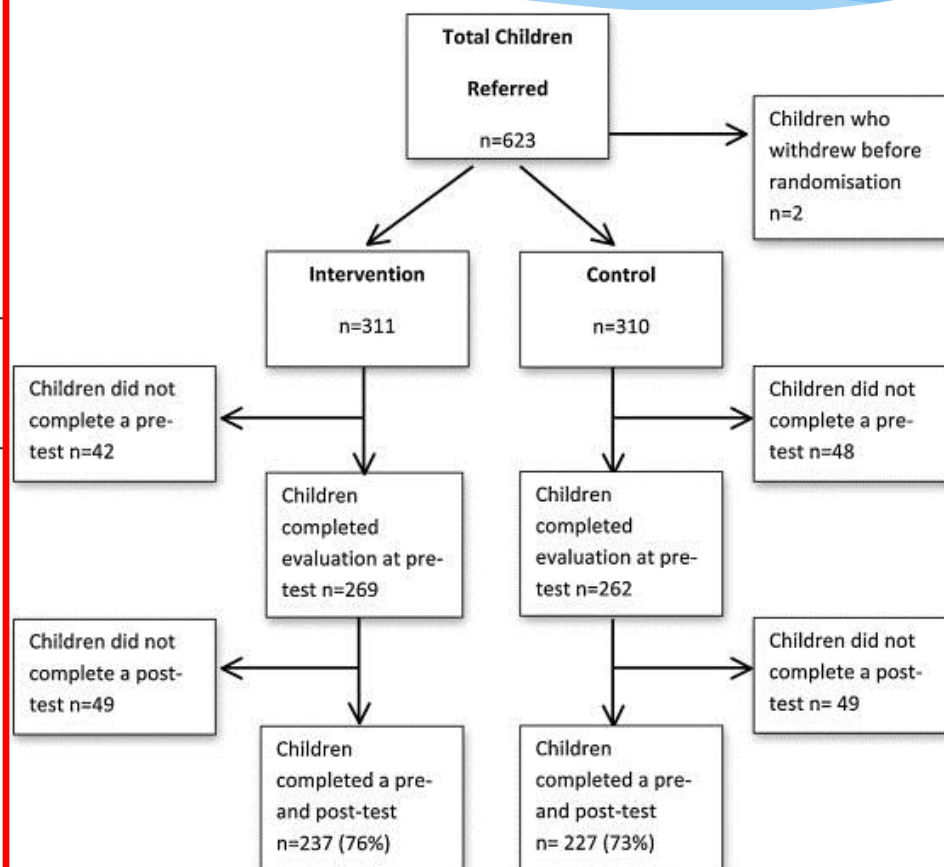
Select from list or provide free text using the "other" box:

✓	PAPI (Paper and Pencil Interviewing): With interviewer (face to face, telephone or other)
✓	PAPI (Paper and Pencil Interviewing): Self-completion (distributed by post, email or other)

Please give information about the response rate.

Give the number of valid observations in the database and the non-response (at each stage).

A flow-chart diagram would be useful here:



# CSTAR: Centre for Support and Training in Analysis and Research

[www.cstar.ie](http://www.cstar.ie)

- \* Prior to deposit to ISSDA all data studies are checked by CSTAR and a report submitted on:
  - \* General observations
  - \* Suitability for deposit to ISSDA (e.g. data quality, anonymisation, provision of contextual / descriptive information for users)
  - \* Specific actions to address the above, where necessary

# Growing Up in Ireland

## Study documentation

- Guides (PDF):
  - [Wave 1: Infant Cohort](#)
  - [Wave 1: Child Cohort](#)
  - [Wave 1: Child Cohort - Time Use Data](#)
  - [Wave 2: Infant Cohort](#)
- Data dictionaries (PDF): [Wave 1: Child Cohort](#) - [Wave 1: Infant Cohort](#) - [Wave 2: Infant Cohort](#)
- Questionnaires (PDF): [Wave 1: Child Cohort](#) - [Wave 1: Infant Cohort](#) - [Wave 2: Infant Cohort](#)
- Sample designs (PDF): [Wave 1 : Child Cohort Design Sample](#) - [Wave 1: Infant Cohort](#)
- Variable naming and longitudinal data dictionary (PDF): [Wave 1 & 2: Infant Cohort](#)



# GUI Summary Guide

- \* Background to the study
- \* Sample design (for each cohort)
- \* Instrument development (design and piloting)
- \* Fieldwork and implementation (how it was carried out)
- \* Structure and content of the data files (e.g. main respondent, variable names, scaled measures used)
- \* Ethical considerations

# GUI Questionnaires

## G. CHILD'S ACTIVITIES

Now I would like to ask you about some of the Study Child's day-to-day activities.

**G1. [Show Card G1]** Looking at Card G1, on a normal weekday during term time, how many hours does the Study Child spend watching television, videos or DVDs? Please remember to include time before school as well as time after school?

None ..... ☐<sub>1</sub>  
Less than an hour ..... ☐<sub>2</sub>  
1 hour to less than 3 hours ..... ☐<sub>3</sub>

3 hours to less than 5 hours ..... ☐<sub>4</sub>  
5 hours to less than 7 hours ..... ☐<sub>5</sub>  
7 hours or more ..... ☐<sub>6</sub>

**G2. [Show Card G2]** Looking at Card G2, on a normal weekday during term time, about how many hours does the Study Child spend reading for pleasure [NOT during school hours]? Include time when the child reads to themselves or is read to by someone else. Do not include time spent listening to books on audio tapes, records, cds or a computer.

None ..... ☐<sub>1</sub>  
Less than an hour ..... ☐<sub>2</sub>  
1 hour to less than 3 hours ..... ☐<sub>3</sub>  
3 hours to less than 5 hours ..... ☐<sub>4</sub>

5 hours to less than 7 hours ..... ☐<sub>4</sub>  
7 hours or more ..... ☐<sub>5</sub>  
Child can't read ..... ☐<sub>7</sub>

**G3. [Show Card G3]** Looking at Card G3, on a normal weekday, during term-time, about how much time does the Study Child spend using the computer. Please include time before school as well as time after school. DO NOT include time spent using computers in school.

None ..... ☐<sub>1</sub>  
Less than an hour ..... ☐<sub>2</sub>  
1 hour to less than 3 hours ..... ☐<sub>3</sub>

3 hours to less than 5 hours ..... ☐<sub>4</sub>  
5 hours to less than 7 hours ..... ☐<sub>5</sub>  
7 hours or more ..... ☐<sub>6</sub>

# GUI Data Dictionary (Codebook)

- \* Provides information on every variable in the dataset, including:
  - \* Label
  - \* Type of variable
  - \* Measurement level
  - \* Valid values

#### MMA4

		Value
Standard Attributes	Position	8
	Label	A4.How many people in household
	Type	Numeric
	Measurement	Nominal
Valid Values	1	one
	2	two
	3	three
	4	four
	5	five
	6	six
	7	seven or more

#### mma5ap1

		Value
Standard Attributes	Position	9
	Label	Gender P1
	Type	Numeric
	Measurement	Nominal
Valid Values	1	male
	2	female
Missing Values	8	Refusal
	9	Dontknow

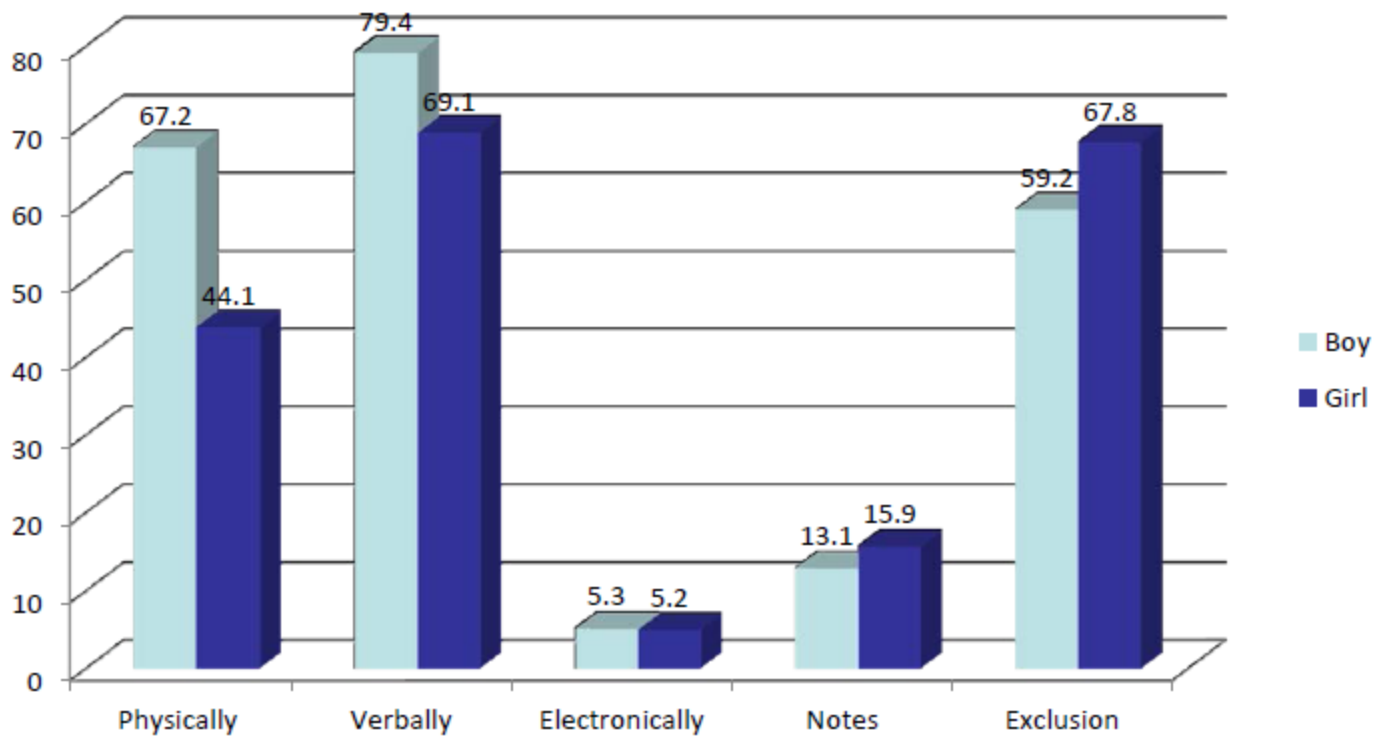
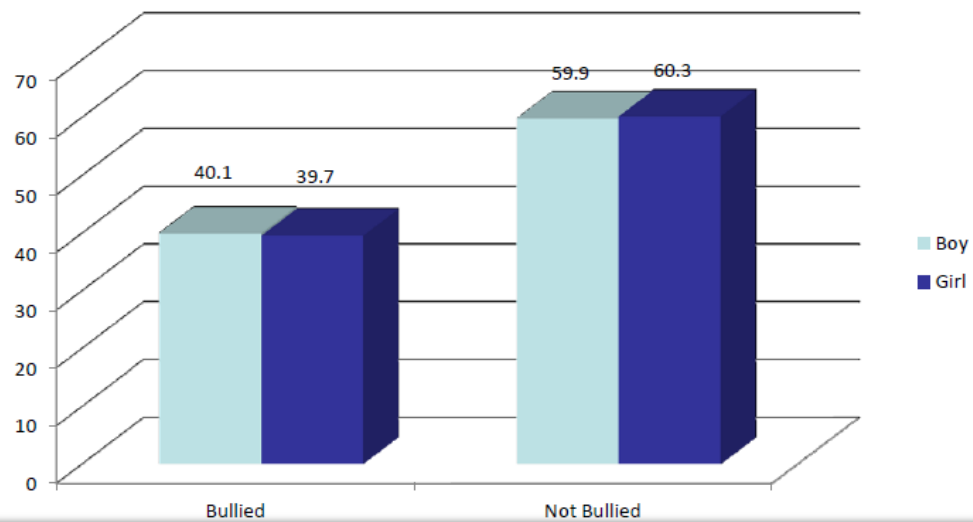
# GUI: Variable Naming Conventions and Longitudinal Data Dictionary for Waves 1 & 2 of the Infant Cohort

TopicCat	Varname	9mthName	9mthLabel	9mthRMF	9mthAMF	3yrname	3yrlabel	3yr RMF	3yr AMF
HC	pHC26a	genderp6out	Gender Child Outside Hsd 6	yes	no	b2extsib6_sex	Sex of sixth sibling outside hsd - Wave 2	yes	no
HC	pHC26b	MMagep6out	Age last birthday Child Outside Hsd 6	yes	no	b2extsib6_age	Age in years of fifth external sibling Wave 2	yes	no
HC	pHC26c					b2extsib6_relc	Relationship to study child of sixth sibling outside hsd - Wave 2	yes	no
HC	pHC27a	genderp7out	Gender Child Outside Hsd 7	yes	no				
HC	pHC27b	MMagep7out	Age last birthday Child Outside Hsd 7	yes	no				
HC	pHC28a	genderp8out	Gender Child Outside Hsd 8	yes	no				
HC	pHC28b	MMagep8out	Age last birthday Child Outside Hsd 8	yes	no				
HC	pHC30	MS1	S1. Are you the biological parent of baby?	yes	no	bpc2S1	PC S1 Are you the biological parent of child	yes	no
HC	sHC30	FS1	S1. Are you the biological parent of baby?	yes	no	bsc2S1	SC S1 Are you the biological parent of child	yes	no
HC	pHC31a	MS2	S2. Are you the adoptive parent of baby?	yes	no	bpc2S2	PC S2 Are you the adoptive parent of child	yes	no
HC	sHC31a	FS2	S2. Are you the adoptive parent of baby?	yes	no	bsc2S2	SC S2 Are you the adoptive parent of child	yes	no
HC	pHC31b	MS3	S3. Was that a domestic or an inter-country adoption?	yes	no	bpc2S3	PC S3 Domestic or inter-country adoption	yes	no
HC	sHC31b	FS3	S3. Was that a domestic or an inter-country adoption?	yes	no	bsc2S3	SC S3 Domestic or inter-country adoption	yes	no
HC	pHC31c	MS4	S4. Was that a within family adoption?	yes	no	bpc2S4	PC S4 Was that a within family adoption?	yes	no
			S4. Was that a within family				SC S4 Was that a within family		



# Growing up in Ireland – 3 yr olds (Wave 2 of Infant Cohort)

	Name	Type	Width	Decimals	Label	Values	Missing
85	bpc2C8c	Numeric	2	0	C8c. A public health nurse - times seen or talked with	{6, 6 or mor...	98, 99
86	bpc2C8d	Numeric	2	0	C8d. A practice nurse (i.e. a nurse in a GP's surgery/clinic) - times...	{6, 6 or mor...	98, 99
87	bpc2C8e	Numeric	2	0	C8e. A psychiatrist/psychologist - times seen or talked with	{3, 3 or mor...	98, 99
88	bpc2C8f	Numeric	2	0	C8f. Accident and Emergency - times seen or talked with	{6, 6 or mor...	98, 99
89	bpc2C8g	Numeric	2	0	C8g. A social worker - times seen or talked with	{3, 3 or mor...	98, 99
90	bpc2C9a	Numeric	1	0	C9a. Has <child> received a course of antibiotics in the past 12 mo...	{1, yes}...	8, 9
91	bpc2C9b	Numeric	2	0	C9b. In total, how many courses of antibiotics has <child> received...	{12, 12 or m...	98, 99
92	bpc2C10	Numeric	3	0	C10. Since the time of the last interview in MM/YY, approximately ...	{30, 30 or m...	998, 999
93	bpc2C11	Numeric	1	0	C11. Has <child> ever had an accident or injury that required hospit...	{1, yes}...	8, 9
94	bpc2C12	Numeric	2	0	C12. How many separate accidents has <child> ever had that requi...	{3, 3 or mor...	98, 99
95	bpc2C13	Numeric	2	0	C13. How many of these accidents involved bone fractures or breaks?	{1, 1 or mor...	98, 99
96	bpc2C14	Numeric	1	0	C14. Sight problem requiring correction?	{1, Yes, cur...	8, 9
97	bpc2C15	Numeric	1	0	C15. Hearing problem requiring correction?	{1, Yes, cur...	8, 9
98	bpc2C16a	Numeric	1	0	C16a. You couldn't afford to pay	{1, yes}...	8, 9
99	bpc2C16b	Numeric	1	0	C16b. The necessary medical care wasn't available or accessible t...	{1, yes}...	8, 9
100	bpc2C16c	Numeric	1	0	C16c. You could not take time off work to visit the doctor with <child>	{1, yes}...	8, 9
101	bpc2C16d	Numeric	1	0	C16d. You wanted to wait and see if the problem got better	{1, yes}...	8, 9
102	bpc2C16e	Numeric	1	0	C16e. Child refused/fear of doctor	{1, yes}...	8, 9
103	bpc2C16f	Numeric	1	0	C16f. Child is still on the waiting list	{1, yes}...	8, 9
104	bpc2C16g	Numeric	1	0	C16g. Other reason	{1, yes}...	8, 9
105	bpc2C17	Numeric	1	0	C17. Do you have any concerns about how <child> talks and mak...	{1, No}...	8, 9
106	bpc2C18a	Numeric	1	0	C18a. Reluctant to speak	{0, No}...	8, 9
107	bpc2C18b	Numeric	1	0	C18b. Speech not clear to the family	{0, No}...	8, 9
108	bpc2C18c	Numeric	1	0	C18c. Speech not clear to others	{0, No}...	8, 9
109	bpc2C18d	Numeric	1	0	C18d. Speech is developing slowly	{0, No}...	8, 9



# In the News...

## Better-off women more likely to drink alcohol in pregnancy

Growing Up in Ireland study: Data reveals one in 10 smoked while expecting a baby



The study showed if a woman's partner continued to smoke during the pregnancy, the mother was 70 per cent less likely to quit. Photograph: Thinkstock

Rachel Flaherty

Topics: News Health Child Health James Reilly

Richard Layte CHILD Economic & Social Research Institute

Denmark Europe

Thu, Jan 15, 2015, 00:01

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Women with higher levels of income and education are more likely to drink alcohol weekly during their pregnancy, new figures have shown.

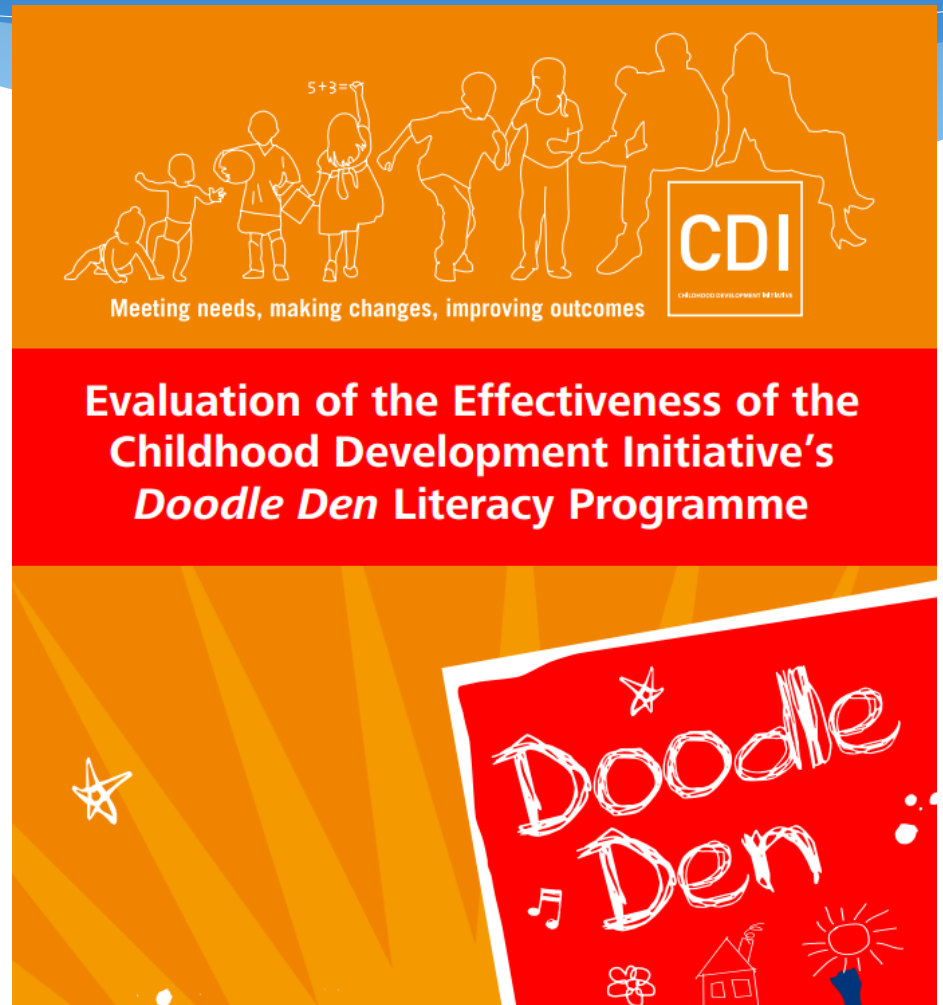
While more than one in 10 mothers (13 per cent) smoked all the way through their pregnancy, there was an increased risk of smoking linked to being poor and having lower levels of education.

The findings are from a new report, Maternal Health Behaviours and Child Growth in Infancy, published as part of the Growing Up in Ireland study.

[www.irishtimes.com/news/health/better-off-women-more-likely-to-drink-alcohol-in-pregnancy-1.2066232](http://www.irishtimes.com/news/health/better-off-women-more-likely-to-drink-alcohol-in-pregnancy-1.2066232)

# Selecting a Dataset

- \* Increasing amount of information on webpage:
  - \* Doodle Den:  
<http://www.ucd.ie/issda/data/doodleden/>



# Accessing Datasets

- \* Application forms and end-user licenses available on website
- \* Received by post or as scan to ISSDA
- \* Details checked
- \* Dataset supplied by secure email (HEAnet's FileSender)


## TERMS OF USE

4. To ensure that the means of access to the data collections (such as passwords) are kept secure and not disclosed to a third party (excluding those listed in Appendix 1) except by special written permission or licence obtained from the ISSDA.
5. Not to use the data collections to attempt to obtain or derive information relating specifically to an identifiable individual or household.
6. To be aware at all times of the risk of inadvertently disclosing information, which might result in the identification of an individual. All use of the data and production of all analysis and output should be sensitive to this risk.
7. To undertake to abide by the conditions laid out in the Statistics Act, 1993, and, in particular, Section 34 thereof. Please see <http://www.irishstatutebook.ie/1993/en/act/pub/0021/index.html>
8. To acknowledge, in any work based in whole or part on resources provided by the ISSDA, the original data creators, depositors or copyright holders and the ISSDA, and to declare, in any such work, that those who carried out the original analysis and collection of the data bear no responsibility for the further analysis or interpretation of it.

# Queries

- \* General information on how to access data
- \* “In the verbal fluency task, data is presented that indicates how many animals were named in one minute. I wonder if data is available which gives a breakdown of the actual animals recalled, in what order and what timeframe within the one minute” (TILDA)
- \* “Please can I access the following variables relating to measured BMI...” (SLAN)
- \* “When will the second round of the child cohort data be made available?” (GUI)

# FAQs: General



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## 1. Access

### Obtaining Data:

#### **Q. Who is permitted to access data through ISSDA?**

**A.** Any student or researcher from any organisation, country or field of study can apply to ISSDA to access our datasets. Access to some datasets may be restricted in some cases, for example:

Teaching Purposes: To check which datasets can be used for teaching purposes please refer to ISSDA's data page ([www.ucd.ie/issda/data](http://www.ucd.ie/issda/data)) where the "Purpose" column will indicate this. If the "Purpose" column indicates that the dataset can be used for teaching purposes please fill out a teaching request form located on the ISSDA website. The license is for once-off use of data. Should you wish to use the data again when re-running the module, please submit a new request form.

Commercial Purposes: To check if you can use the datasets for commercial purposes please contact us at [issda@ucd.ie](mailto:issda@ucd.ie) and we will contact the data provider to check on your behalf.

#### **Q. Is there a charge to access data through ISSDA?**

**A.** Accessing data through ISSDA is a free service and there is no charge.

### Forms:

#### **Q. How do I obtain the dataset?**

**A.** In order to access the data you need to first submit an application form which you can access through the following link: <http://www.ucd.ie/issda/data/> (the link to the request form is located at the top of the web page). The application form is also accessible through the webpages of individual datasets. The form needs to be signed by you (the End User) as it is an End User Licence Agreement. You can then scan the application form or attach a jpeg of your signature and email it to us at: [issda@ucd.ie](mailto:issda@ucd.ie) or post it to us at: Irish

# FAQs: GUI

## Using the data

*Q. There is so much information in the Anonymised Microdata File - how do I get started using the data?*

A. The first step is to look through the paper versions the questionnaires which are available to download from the Growing Up in Ireland website <http://www.growingup.ie/index.php?id=7>. These are much easier to navigate than the datafile – they are divided into sections by topic and clearly show the routing of the questions.

*Q. There are two versions of the file provided for the Infant Cohort, with different variable naming conventions – Convention A and Convention B – which one should I use?*

A. Variable naming convention A was developed at Wave 1 and the variable names link back to the paper questionnaires. You can use this convention if you know you are only interested in doing analysis on one wave of data and do not intend to match the two waves.

If you do intend to match the two waves of data to do cross-wave analysis, variable naming convention B is better suited to this type of analysis. Variable names are not linked to the questionnaires. Any variables which are asked in both waves will have the same core variable name with wave one prefixed with 'a' and wave two prefixed with 'b'.



# ISSDA's Users

- \* Researchers working on academic, non-profit, and consultancy projects
    - \* Masters, PhDs, Postdocs, academics
  - \* Undergraduates (e.g. economics, psychology, sociology)
  - \* Academics for teaching purposes
  - \* Government departments/agencies
  - \* International demand for Irish data
    - \* UK, USA and other EU countries
  - \* Discipline areas – wide
- Social sciences, business/commerce, psychology, public health, engineering, agriculture, etc.

# Selection of Projects

- \* Examination of the impact of working arrangements on family life in Ireland
- \* Exploration of rural ageing in Ireland today. The focus will be on the social, health and economic lives of older adults living in different kinds of rural settings and where appropriate different kinds of residential environments.
- \* Research on the social stratification of early childhood care and education
- \* Data will be used to examine the relationship between social advantage and involvement in sport and physical activity amongst disadvantaged groups in Ireland
- \* The data is to be used for the analysis of market trends and familial change before and during the economic crisis
- \* I intend to use the GUI data to analyse children's attitudes to Irish language learning in order to contextualise my PhD study which aims to develop a new approach to teaching the Irish language.

# Selection of Projects

- \* We want to analyse how household spending responds to actual and anticipated labour market and income shocks. This involves constructing a pseudo panel dataset from the various SILC waves to analyse how similar households respond to shocks over time.
- \* I plan to use the HBS data along with price indices from the CSO to calculate a set of inflation rates for different subsets of the population and to carry out inequality analysis also. The end date of the project would be 2016
- \* QNHS data will be used for (a) research project on personal mobility and the economic crisis (funded by internal TCD funds) and (b) changing employment and migration since 2006 (continuation with internal TCD funds of project funded 2013-14 by the Irish Research Council)

# Teaching Use

## REGISTER OF USE

The data may be used for the purpose of teaching for the duration of the module/workshop. Data must be re-applied for each time the module/workshop is run.



Name of Institution/Organisation/Company	
Name of Module/Workshop Coordinator	
Name of Module/Workshop	
Date of Module/Workshop	
Number of Expected Attendees	
Brief Description of the Module/Workshop	

# Visualising Data

- \* Data visualisation services increasingly being provided by data archives / services
  - \* Healthwell, CSO, UK Data Service
- \* Open source data visualisation tools
  - \* <http://selection.datavisualization.ch/>
  - \* <http://libguides.ucd.ie/software>

# Palladio: networks and links

<http://palladio.designhumanities.org/>

Examples of data:

Correct:

```
First name, Last name, Age
John, Doe, 28
Jane, Smith, 35
```

Incorrect (missing header):

```
John, Doe, 28
Jane, Smith, 35
```

Incorrect (two headers with the

```
Name, Name, Age
John, Doe, 28
Jane, Smith, 35
```

Incorrect (special characters in the header):

```
First_Name, Last-Name, Age
John, Doe, 28
Jane, Smith, 35
```

## How should Dates be entered?

Dates should be entered in the following format Year-Month-Day (2014-01-01). Years must always be rendered as four digit integers. Thus years between 0 CE and 1000 CE should still be rendered as 0001 or 0999. Negative dates should follow the same format, but preceded by a minus sign (ie. -200-01-01). If using Excel, be sure to specify that the column reads as "Text" rather than dates, so that Excel doesn't change the dates into its own (non-Palladio friendly) format.

## How should Coordinates be entered?

Coordinates information must be rendered as latitude and longitude, separated by a comma. For example: 41.95, 12.5. This Geocoding tool may be of help for those who have a list of place names but no associated coordinates: <http://sandbox.idre.ucla.edu/geocoder/>

See the Scenario: Creating Data for a Simple Map for more information about creating and entering coordinates information. [Download PDF](#)

# OTHER ARCHIVES, PORTALS AND SOURCES

# Irish Qualitative Data Archive:

[www.iqda.ie](http://www.iqda.ie)



**Maynooth  
University**  
National University  
of Ireland Maynooth



Research

Study at Maynooth

Campus Life

Engage with Us

## Irish Qualitative Data Archive



Print

Home / IQDA





# Central Statistics Office

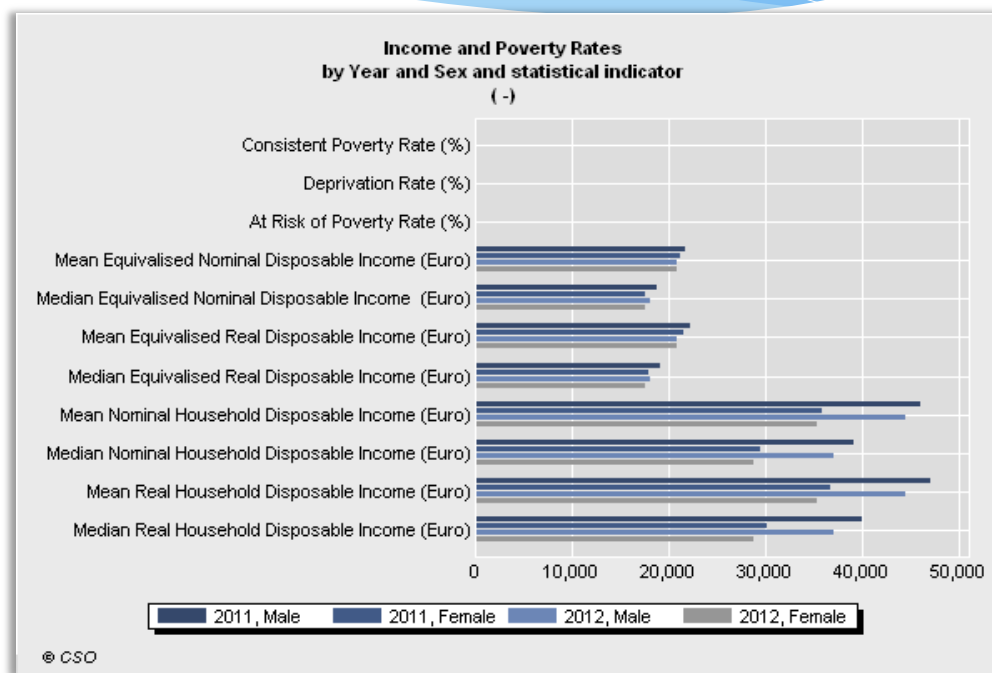
\* CSO: [www.cso.ie](http://www.cso.ie)

\* Statbank:

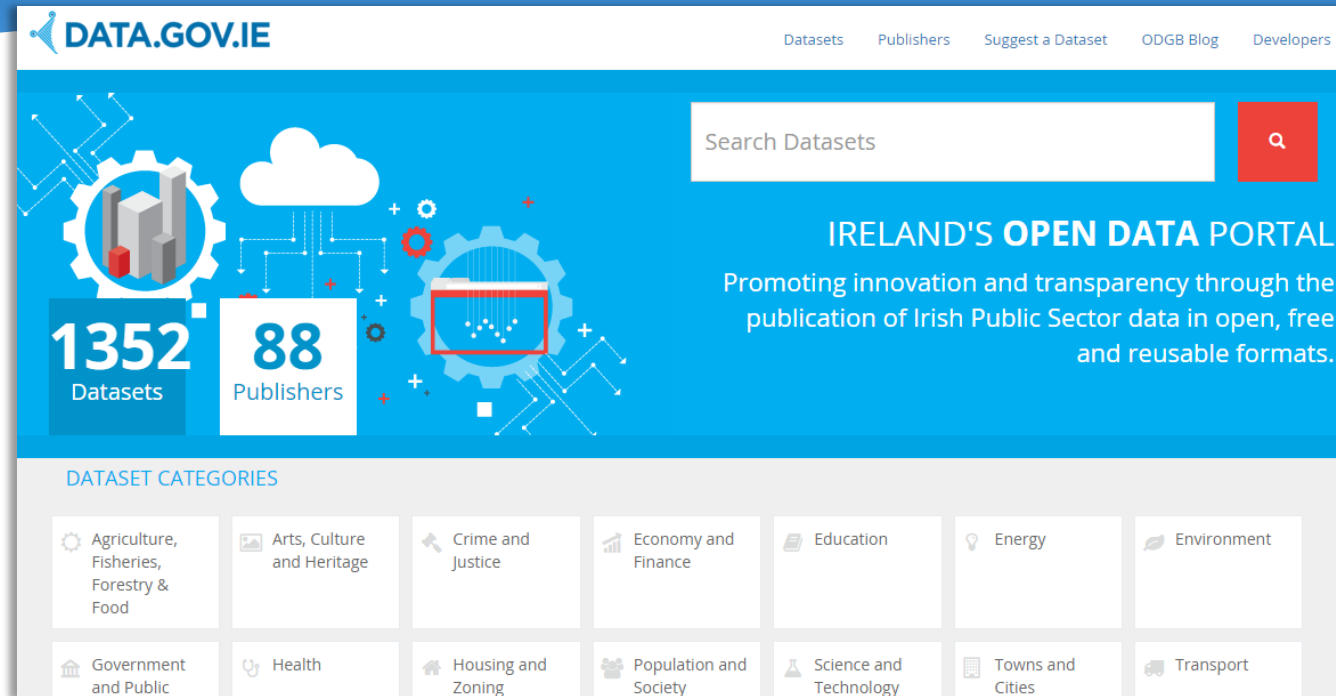
<http://www.cso.ie/px/pxeirestat/statire/SelectTable/Omradeo.asp?Plangua=0#>

\* Statbank tutorial:

<http://www.cso.ie/en/newsandevents/youtubevideos/statbanktutorial/>



# Data.gov.ie



## What data can be found here?

Data.gov.ie is a searchable directory of datasets that are published on the websites of Irish public sector bodies.

The portal was initially populated through a review of the websites of *government departments* and *state bodies*. This initial audit did not include the websites of *local authorities* and *state-sponsored bodies* (An Post, RTE, Bord na Móna, etc.).

Datasets are listed on the portal if they are available in a machine-processable form that allows re-use and re-processing of the data. This excludes datasets that are only available in PDF and Word format.

# Additional Irish Sources

- \* Ageing in Ireland [www.agestats.ie/](http://www.agestats.ie/)
- \* Public health [www.thehealthwell.info/](http://www.thehealthwell.info/)
- \* Health [www.hiqa.ie/healthcare/health-information/data-collections/online-catalogue](http://www.hiqa.ie/healthcare/health-information/data-collections/online-catalogue)
- \* Children [www.dcy.gov.ie/inventory-of-data-sources-on-childrens-lives/](http://www.dcy.gov.ie/inventory-of-data-sources-on-childrens-lives/)

# UK Data Archive

[www.data-archive.ac.uk/](http://www.data-archive.ac.uk/)

- \* Users from outside the UK can register and access most data in the UK Data Service's [Data Catalogue](#)
- \* To register, a username and password are required
- \* Due to the data redistribution licence agreements with dataset providers/service funders, registration will not permit non-UK users access to a small number of datasets

# Council of European Social Science Data Archives

[www.CESSDA.org](http://www.CESSDA.org)

- \* An umbrella organisation for social science data archives across Europe.
- \* The *CESSDA Catalogue* enables users to locate datasets, as well as questions or variables within datasets, stored at archives throughout Europe.
- \* Data collections include sociological surveys, election studies, longitudinal studies, opinion polls, and census data from the European Social Survey, the Eurobarometers, and the International Social Survey Programme among others

# CESSDA Keyword Search on Age Discrimination



English [Help on Searching Data](#) | [Contact](#)

Search Term: **AGE DISCRIMINATION**  
Synonyms: AGEISM

Study Section Variable

Variable	Study	Archive
[e55] Kuinka vakavaa mielestänne nuorin tai vanhoihin kohdistuva ikäsyryntä Suomessa on?	European Social Survey 2008: Suomen aineisto	FSD
R think there is more age discrimination in GB now than there was 5yrs ago?: Q656	British Social Attitudes Survey, 2009	UKDA
R think there is more age discrimination against older workers in GB now than there was 5yrs ago?: Q657	British Social Attitudes Survey, 2009	UKDA
R think there is more age discrimination against younger workers in GB now than there was 5yrs ago?: Q658	British Social Attitudes Survey, 2009	UKDA
Q27 WORK: AGE DISCRIMINATION	Eurobarometer 44.2 Working Conditions in the European Union November 1995 -January 1996	GESIS ZACAT
Discrimination of respondent's group: age	[ESS03] <sup>2</sup> Evropska družboslovna raziskava 2002/2003	ADP
Discrimination of respondent's group: age	[ESS08] <sup>2</sup> Evropska družboslovna raziskava 2008	ADP
Discrimination of respondent's group: age	[ESS03] <sup>2</sup> European Social Survey 2002/2003	ADP
Discrimination of respondent's group: age	[ESS08] <sup>2</sup> European Social Survey 2008	ADP
YP: Whether bullying was motivated by racism, sexism, ageism, discrimination due to disability or sexual orientation	Longitudinal Study of Young People in England: Waves One to Seven, 2004-2010	UKDA

1-10 of 130 | Next >

Navigation menu (left):  
REFERENCE AND INSTRUCTIONAL RESOURCES  
SCIENCE AND TECHNOLOGY  
SOCIAL STRATIFICATION AND GROUPINGS  
SOCIAL WELFARE POLICY AND SYSTEMS  
SOCIETY AND CULTURE  
TRADE, INDUSTRY AND MARKETS  
TRANSPORT, TRAVEL AND MOBILITY  
Browse by Keyword  
CUSTOMS AND TRADITIONS  
DAMAGE  
DATA  
DEFENDANTS  
DEMOGRAPHY  
DETERIORATION  
DEVELOPMENT  
DIET AND NUTRITION  
DISABILITIES  
DISARMAMENT  
DISCOUNT  
**DISCRIMINATION**  
  AGE DISCRIMINATION  
  DISABILITY DISCRIMINATION  
  DISCRIMINATION AGAINST HOMOSEXUALS  
  LANGUAGE DISCRIMINATION  
  NATIONALITY DISCRIMINATION  
  NEPOTISM  
  RACIAL DISCRIMINATION  
  RELIGIOUS DISCRIMINATION  
  SEX DISCRIMINATION  
DISEASES

# Inter-university Consortium for Political and Social Research (ICPSR)

- World's largest archive of digital social science data
  - [www.icpsr.umich.edu/](http://www.icpsr.umich.edu/)
- \* ISSDA subscribes for all RoI Universities
- \* Create a MyData account to be able to download data as an ICPSR member

# Search Examples

- \* By topic e.g. *income health china*
- \* By variable e.g. *read newspapers, political party, volunteer ; body mass, difficulty walking*
- \* By specific research question (using natural language) e.g. *Does health insurance change the use of medical services?* Or broken down by concept e.g. *income health china*
- \* By specific dataset e.g. *"World Values Survey"*



# Variable Search Example

**ICPSR** Find & Analyze Data

[Find Data](#) [Search/Compare Variables](#) [Find Publications](#) [Resources for Students](#) [Get Help](#)

## Filter Results

### Time Period

YYYY to YYYY

## Variable Search Results

Use the search box below to revise your search , or [start a new search](#) .

read newspapers, political party, volunte

Results 1 - 17

Results per page: 25 ▼

Sort by: Relevance ▼

Name Label/Question



[SECACT1](#)

**[1st secondary activity](#)**

At any time while you were (REPEAT ACTIVITY) did you do anything else? (like talking, reading, watching TV, listening to the radio, eating or caring for children) ... [\(view details\)](#)

*Taken from: National Survey of Parents, 1999-2001 - Time Diary Data.*



[SECACT2](#)

**[2nd secondary activity](#)**

At any time while you were (REPEAT ACTIVITY) did you do anything else? (like talking, reading, watching TV, listening to the radio, eating or caring for children) ... [\(view details\)](#)

*Taken from: National Survey of Parents, 1999-2001 - Time Diary Data.*

# Integrated Public Use Microdata Series, International (IPUMS):

<https://international.ipums.org/international/>

- \* IPUMS-International is a project dedicated to collecting and distributing census data from around the world. Its goals are to:
  - \* Collect and preserve data and documentation
  - \* Harmonise data
  - \* Disseminate the data absolutely free!
- \* Ireland (C.S.O.) has contributed 9 census samples
  - \* 2011, 2006, 2002, 1996, 1991, 1986, 1981, 1979 and 1971

# Popular Variables

## Top Ten

Educational attainment

Marital status

Employment status

Relationship to head

Age

Sex

Class of worker

Years of schooling

Ownership of dwelling

Urban-rural status

## 11 to 20

School attendance

Occupation, ISCO

Literacy

Industry, general recode

Country of birth

Nativity status

Children ever born

Occupation, unrecoded

Industry, unrecoded

Religion

## 21 to 30

Water supply

Children surviving

Electricity

Sewage

Migration status, 5 years

Earned income

Total income

Spouse's location in hh

Number of rooms

Toilet

# Data Harmonisation

## Marital Status: IPUMS-International

### Bangladesh 2011

- 1 = Unmarried
- 2 = Married
- 3 = Widowed
- 4 = Divorced/separated

### Mexico 1970

- 1 = Married, civil & relig
- 2 = Married, civil
- 3 = Married, religious
- 4 = Consensual union
- 5 = Widowed
- 6 = Divorced
- 7 = Separated
- 8 = Single

### Kenya 1999

- 1 = Never married
- 2 = Monogamous
- 3 = Polygamous
- 4 = Widowed
- 5 = Divorced
- 6 = Separated

# Recent papers using IPUMS-I data

- **Occupational Segregation** of Afro-Latinos
- Cross-National Comparison of **Internal Migration** Age Profiles
- Changing **Household Patterns** of Young Couples in Low- and Middle-Income Countries
- **Malaria Eradication** in the Americas: A Retrospective Analysis of Childhood Exposure
- Local Economic Conditions and Participation in the **Rwandan Genocide**

# International Data Providers

- \* WHO: <http://www.who.int/gho/database/en/>
- \* World Bank: <http://data.worldbank.org/>
- \* <http://www.ucd.ie/issda/help/otherdataarchives/>

# Zanran:

## [www.zanran.com](http://www.zanran.com)

ZANRAN

housing ireland -northern



✓ GRAPHS ✓ TABLES ✓ REPORTS

Anywhere ▼

12 months ▼

Any file type ▼

Data & statistics on **housing ireland -northern** – 1828 results

FLEXDNS

**[AFILIAS LIMITED \(IRELAND CORPORATION\) 2 LA TOUCHE HOUSE IFSC, DUBLIN, IRELAND 1](#)**

[www.uspto.gov/web/trademarks/tmog/20131029\\_URC.pdf](http://www.uspto.gov/web/trademarks/tmog/20131029_URC.pdf)

**ireland**

Oct 2013 | [United States Patent and Trademark Office](#) [URL](#)

**[Irish house completions \(000s\) Source: Irish Department of Finance & Irish Department of Environment](#)**

[www.bankofireland.com/includes/about\\_us\\_new/pdfs/overview.pdf](http://www.bankofireland.com/includes/about_us_new/pdfs/overview.pdf)

**Irish house** prices still falling, rents may have bottomed Change from peak ...

significantly 2010(f) 2011(f) 2012(f) 2013(f) 2014(f) Graph shows: **Irish house** completions ...

Private sector rents may have bottomed 03q1 03q2 03q3 03q4 04q1 04q2 04q3 04q4 05q1 05q2 05q3 05q4 06q1 06q2 06q3 06q4 07q1 07q2 07q3 07q4 08q1 08q2 08q3 08q4 09q1 09q2 09q3 09q4 10q1 (iv) Deflation may be coming to an end • The **Irish** CPI

Jan 2014 | [www.bankofireland.com](http://www.bankofireland.com) – 17 more results from this site [URL](#)

# Using Google to Locate Data

- \* children ireland dataset OR "data archive" OR "data portal"
- \* Gender dataset OR "data archive" OR "data portal"
- \* migration dataset OR "data archive" OR "data portal"



# Contact Details

ISSDA: [www.issda.ie](http://www.issda.ie)

Email: [issda@ucd.ie](mailto:issda@ucd.ie)

Julia Barrett, Research Services

Manager, UCD Library

[Julia.barrett@ucd.ie](mailto:Julia.barrett@ucd.ie)

Guide: <http://libguides.ucd.ie/data>



Irish Social Science Data Archive

*Ireland's centre for quantitative data acquisition, preservation, and dissemination.*

Established in 2000, ISSDA's mission is to ensure wide access to quantitative datasets in the social sciences, and to advance the promotion of international comparative studies of the Irish economy and Irish society. To this end it acquires data from academic, research bodies and public sector sources, supporting:

- Secondary use and analysis for research
- Teaching and learning use
- Replication and validation of research
- Archival preservation

At the broadest level, ISSDA collects anonymised microdata, i.e. data that arises from surveys or administrative records relating to individuals or groups of individuals that have been cleansed of personal identifiers or other information that may enable identification of individuals represented in a dataset. Datasets collected by ISSDA generally have an Irish geographic coverage.

#### ***Access A Wide Variety Of Key Datasets In The Social Sciences!***

While based in UCD and managed by UCD Library, ISSDA is a national service that provides access to a wide range of data. Information about the data is available from



#### ***Other ISSDA Services***

##### ***Inter-university Consortium for Political and Social Research (ICPSR)***

ISSDA holds a national subscription to the ICPSR data archive. This means that if you are based in any Irish university (DCU, NUIG, NUIM, TCD, UCC, UCD, UL) you will have access to this data archive.

The ICPSR is an international consortium of approximately 700 academic institutions and research organisations that maintains an archive of more than 500,000 data files in the political and social sciences.

To access the ICPSR database, you will need to set up a MyData account, or alternatively log on with a facebook or gmail account:

<https://www.icpsr.umich.edu/rpxlogin>

#### ***Training and Support***