

UK Data Archive

Study Number 6691

Social Participation and Identity, 2007-2010: Investigation of a
Sub-Sample of the 1958 National Child Development Study
(second edition)

USER GUIDE

Users of this data collection should note the following:

- The user guide covers all 220 interviews conducted with respondents in England, Scotland and Wales.
- The longitudinal matched quantitative data file included with the first edition covers all 220 cases. The interviews can be matched to cases in the quantitative file using the 'Project' variable and the 'Interview/Participant ID' column in the Data List (file 6691ulist.xls) which will provide the relevant interview and diagram filenames.
- The personal community maps referred to in the documentation are not currently available as part of this data collection, for confidentiality reasons.
- The Participant IDs used in the study are not directly linked to the participant IDs of the longitudinal data of the NCDS quantitative material. If users would like to have access to the linked data, they will need to contact the Centre for Longitudinal Studies, who will be able to advise further.

USER GUIDE

**Social Participation and Identity at 50:
combining quantitative longitudinal data with a qualitative investigation of a
sub-sample of the 1958 National Child Development study (NCDS)**

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USER GUIDE

Social Participation and Identity at 50: combining quantitative longitudinal data with a qualitative investigation of a sub-sample of the 1958 National Child Development study (NCDS)

Introduction

This user guide is one of the resources deposited under the 'Social Participation and Identity' project. This project combines quantitative longitudinal data with a qualitative investigation of a sub-sample of the 1958 National Child Development Study cohort study (NCDS) when they were age 50. It represents the first attempt to interview members of a national, longitudinal cohort study in depth, with the possibility of linking such biographical narratives to structured survey data collected throughout the life course.

The User Guide provides a brief background to the study, profiles the 220 NCDS cohort members who took part in the project and provides information on all project resources deposited at the Archive. The full set of resources available for download is:

- User Guide (NCDSsocialparticipationUserGuide.doc)
- Topic guide (NCDSsocialparticipationTopicGuide.doc)
- 220 non-anonymised transcripts (word format, e.g P005.doc)
- 220 anonymised transcripts (word format, e.g P005.doc)
- 220 Gender and Identity diagrams (pdf format, e.g. P005GID.pdf)
- 220 Personal Community Map diagrams (pdf format, e.g. P005PCM.pdf)
- 220 Life Trajectory diagrams (pdf format, e.g. P005LT.pdf)
- 220 summaries of interview setting and atmosphere (word format, e.g. P005summary.doc)
- One SPSS dataset (NCDSsocialParticipationQuantData.sav)

NCDS Qualitative sub-sample

The 1958 National Child Development Study (NCDS), started out as a single wave Perinatal Mortality Survey. There were over 17,000 children in this birth cohort in Great Britain, all of whom were eligible for comprehensive follow-up. This occurred as funding permitted, at ages 7, 11, 16, 23, 33, 42, 46 and most recently at 50. In addition at age 42/43 a biomedical survey of cohort members was carried out by specially-trained research nurses. In childhood, information came from interviews with parents and teachers, from medical examinations on the whole cohort, while the children themselves underwent educational tests. From age 16, the cohort members themselves were interviewed, and their examination results, and other qualifications over the years, were added to the record. Adult sweeps have collected data in domains including physical and mental health, demographic circumstances, employment, housing, attitudes, and social participation. There has inevitably been some attrition due to lost contact; refusals; emigration and death,

but response rates remain high. The most recent survey at age 50¹ gathered information from just under 10,000 individuals. The fieldwork was carried out by the National Centre for Social Research (NatCen) between 11th August 2008 and 18th May 2009.

The use of an existing large scale longitudinal study as the basis for a qualitative study of a subsample of participants provides the potential for sophisticated stratified or theoretical sampling based upon known characteristics of the target sample. However, there is a tension between constructing a very specific sample that will be of particular interest for the study of a narrowly specified substantive topic, and the need to produce data from a, broadly representative, range of respondents that can then form a resource for subsequent analysis by future researchers. To best meet the central aims of the project, the sample was stratified on two main criteria; geographic location (region) and social mobility. In addition, an attempt was made to take account of the 'Mosaic'² profile characteristics of where cohort members lived, and to ensure that the Mosaic profile of the sample of interviews broadly matched the Mosaic profile of the total sample of cohort members living in each region. The original aim was to interview 180 cohort members, living in selected locations, within three geographic regions across Great Britain: the North West and South East of England and also within Scotland. Additional funding from the Welsh Assembly Government also meant that additional interviews would be carried out in selected areas of Wales during the last quarter of 2009 and the first half of 2010. The target sample of Cohort members was selected to reflect the Mosaic profile of cohort members living within the four geographic regions, with 60 interviews planned for each region. We also aimed to achieve a balance between men and women and for the interview to take place within six months of an individual's main quantitative interview. The sample was stratified by social mobility with the aim of conducting sufficient interviews with upwardly mobile, downwardly mobile, stable 'service class' and stable non-service class individuals to make some qualitative comparisons.

Each respondent signed a consent form before the start of the interview. In total 170 interviews were carried out, 86 men and 84 women, in the North West and South East of England and also within Scotland between November 2008 and August 2009. Seven interviewers, five women and two men, conducted the 170 interviews. Two interviewers worked exclusively in one of the three geographic regions. One worked in both the North West and Scotland. Interviewers were selected to be 'in and around' the age of cohort members. The age of interviewers ranged from 42 to 58 years. 50 interviews were carried

¹ 364 (4%) were interviewed after their 51st birthday.

² The Mosaic classification paints a rich picture of UK households (consumers) in terms of their socio-demographic profile, lifestyles, culture and behaviour. In total, information held in 400 variables from a variety of data sources has been used to build Mosaic. For further details see: Mosaic United Kingdom: The Consumer Classification for the UK. (2006) Experian Ltd.

out in Wales between December 2009 and June 2010. These interviews were carried out by 13 interviewers, nine men and four women.

Topic Guide and Diagrams used during interview

The interviews were conducted on the basis of a semi-structured topic guide, which in its final configuration contained a total of 31 questions. The design of the topic guide was influenced by several considerations. Intellectually, our prime concern was to elicit responses that would illuminate the core issues and debates around participation and identity, articulated particularly through the lenses of life-course and intergenerational mobility. However, we also wanted the interviews to be useful to investigators working across a broader range of sociologically relevant themes and subject areas. Given that our interview sample was drawn from the NCDS, it was important that we not only thought in terms of filling gaps in our understanding of participation stemming from the limited coverage of this particular issue in the quantitative waves of the Study but that we tried to establish multiple links with the main study data. It was also important that we use the opportunity to explore and obtain feedback on the very particular form of participation that is implied by long-term membership of a cohort study like the NCDS. In terms of our approach, as well as collecting information on practices, attitudes and the details of personal life histories, we also wanted to examine how participation and identity were discursively constructed by Cohort Members. This required a careful wording of questions and timing of prompts in order to allow space for and encourage unstructured responses. Lastly, we needed to work within our own parameters of time and resource, which meant balancing out the desired coverage of subject areas with a time limit of approximately 90 minutes per interview.

The topic guide was built up over several months through an iterative process of development and review. This began with a research team review and discussion of the key literatures in research on participation and identity, such as those informing the debates on social and cultural capital. In order to be able to link our study with previous work, we decided to root our guide in the question frame established by Savage and his colleagues for their study of *Globalisation and Belonging* (2005) and the development of this frame by Miles in his qualitative study of the users and non users of cultural institutions in Manchester (Miles and Sullivan 2010). This was then augmented through the incorporation and adaptation of lines of questioning from other qualitative studies, such as Pahl and Spencer's work on friendship (2006) and the ESRC Timescapes project (<http://www.timescapes.leeds.ac.uk/>).

There were six main parts to the Topic Guide: 1) Neighbourhood and belonging, 2) Leisure activities and social participation, 3) personal communities, 4) life history, 5) identity and 6) Reflections on being part of the NCDS. The interview was aimed to be 90 minutes in length.

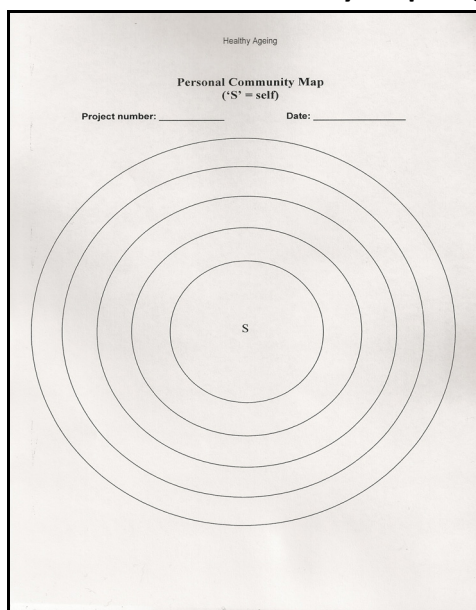
The average length of an interview was in fact 84.75 minutes (sd 25.31). The mode was 84 minutes. The shortest interview took just 25 minutes, the longest 156 minutes.

The first section of the topic guide, on **neighbourhood and belonging**, is designed to tap participation and involvement in neighbourhood activities and establish their significance. It is placed first to help put interviewees at their ease, as the questions are not threatening and usually evoke reflective responses, and to literally 'locate' the Cohort member in terms of their housing and migration histories.

In Section 2 on **Leisure Activities and Social Participation** , our aim was to encourage Cohort Members to define and describe participation in their own terms, rather than by any established criteria or predetermined definition of what social and cultural participation might comprise. This relates to our interest in the nature and significance of everyday or mundane engagements and associations, which are often excluded from view in 'official' accounts of civic and cultural participation.

The third section on **'Friendships'** was included to ensure we have full data on informal social ties and networks to set alongside more formal involvements. It was adapted from Pahl and Spencer (2006), who were interested in developing understanding of personal communities as sites for the production and articulation of social capital. It begins with respondents being asked to map their friendships on a ring diagram (see Figure A), placing individuals in relation to the centre of the diagram according to their importance. Cohort Members were encouraged to discuss the process as they went about filling in the diagram and were then asked a series of questions about their relationship to the people they had included and its significance.

Figure A: Personal Community Map diagram



In Section 4, cohort members recounted their **'life story'** as they see it. This is set up in the form of an open and unformatted invitation as we are interested as much in how people construct an account of their life course as the specific detail, with each providing points of reference and comparison with the respondents' mobility profile and their life trajectories as represented in the main waves of the panel survey. Here then the idea is to distil and locate, socially and culturally, the types of story being told: active or passive accounts, survival or achievement narratives, and so on. Having completed their accounts, respondents are asked to identify the key influences and turning points in their life. The section then ends with a second practical exercise, in which they are asked to choose which from a series of 'life diagrams' (taken from Ville and Guérin-Pace 2005) best represents their own trajectory, or if none are applicable, to draw one of their own (see Figure B).

Section 5, on **Identities**, asked respondents a number of questions about how they defined and described themselves: whether they felt they belonged to a social class, the shaping of their identity by occupation or working life, whether they felt they belonged to a particular generation and whether they felt any sense of national or gender identity (see Figure C).

Figure B: Life Trajectory diagram

Figure C: Gender Identity diagram

The final section of the topic guide asks about **membership of the NCDS**. One of its main aims was to understand Cohort Members' experience of being in the study and to provide an opportunity for feedback on how this might be improved in the future. The more critical component of this section concerned the development of questions around the 'Hawthorne

Effect' (Landsberger 1958), in other words trying to distil how far membership of the Study itself might have affected Cohort Members' sense of self-identity and whether this might in turn be impacting on the way they behave and respond as participants.

Further, more comprehensive details on the development of the Topic Guide are included in a CLS Working paper which can be downloaded from the CLS website <http://www.cls.ioe.ac.uk/publications>.

SPSS Dataset

The SPSS dataset *NCDSSocialParticipationQuantData.sav* contains quantitative information on all 220 cohort members interviewed in the qualitative sub-study. The 220 consist of 110 men and 110 women across the four selected geographic regions on Britain. All interviews in the North West and South East of England and Scotland were carried out between November 2008 and August 2009, interviews in Wales were carried out between December 2009 and June 2010.

There are six 'identifier' variables: unique qualitative project number for each respondent, their gender, geographic location (region and Mosaic profile of the address), identity of the interviewer. 67 variables are taken directly or derived from information in the main age 50 interview carried out on all NCDS cohort members in 2008-2009 (National Child Development Study: Sweep 8, 2008-2009: First Deposit SN6137)³. Seven variables are constructed from longitudinal information, four are individual variables from previous rounds of data collection and one variable is quantified information collected during the qualitative interview. The variables selected include key socio-demographic information e.g. marital status, job title, number of children, and a number of measures of social participation, health, wellbeing and personality. All variables are detailed in Table 1.

³ The User Guide can be downloaded from the UK Data Archive. Go to http://www.data-archive.ac.uk/doc/6137/mrdoc/pdf/ncds_2008-9_guide_to_dataset_first_deposit.pdf

Table 1: List of variables in 'NCDS_QualitativeSubStudyQuantData.sav'

Variable Name	Variable Label
Identifier Variables	
Project	Project Number of NCDS cohort member in Social Participation study
Gender	Sex of Cohort Member
Interviewer	ID of interviewer
Region	Location of Interview
mosgrp	Mosaic Group from last known address (pre age 50 interview)
mosaictyp	Mosaic Type from last known address (pre age 50 interview)
Longitudinal Variables	
inNCDS	ncds age 0-50: number of times interviewed 0-50 <i>*Variable derived from information in NCDS response file: SN5560, response.sav</i>
inNCDSg	ncds age 0-50: number of times interviewed age 0-50 - grouped <i>*Variable derived from information in NCDS response file: SN5560, response.sav</i>
SEGdcm2	ncds 11/16 and 46/42: social mobility - 2 cat <i>* Variable derived from original socio-economic group variables n1175 (age 11), n2385 (age 16): SN5565, ncds0123.sav, seg (age 42): SN5578, ncds6.sav, n7seg (age 46): SN5579, ncds7.sav</i>
SEGdcm3	ncds 11/16 and 46/42: social mobility - 3 cat <i>*Variable derived from original socio-economic group variables n1175 (age 11), n2385 (age 16): SN5565, ncds0123.sav, seg (age 42): SN5578, ncds6.sav, n7seg (age 46): SN5579, ncds7.sav</i>
SEGdcm7	ncds 11/16 and 46/42: social mobility - 7 cat <i>*Variable derived from original socio-economic group variables n1175 (age 11), n2385 (age 16): SN5565, ncds0123.sav, seg (age 42): SN5578, ncds6.sav, n7seg (age 46): SN5579, ncds7.sav</i>
org23to50	ncds 23 to 50: cm current participation at each sweep: missing included as non-part <i>*Variable derived from n23org, n33org, n42org, n46org, n50norg (see below).</i>
org23to50g	ncds 23 to 50: cm current participation at each sweep grouped: missing included as non-part <i>*Variable derived from n23org, n33org, n42org, n46org, n50norg (see below).</i>
Variables from earlier sweeps of data collection (age 23 to 46)	
n23org	ncds 23: organisation participation - vol, rel, youth, disco, sports <i>*Variable derived from original variables n5950, n5951, n5953, n5915 and n5916 in age 23 dataset (SN5566, ncds4.sav)</i>
n33org	ncds 33: organisation participation inc religion <i>*Variable derived from original variables n504620 to n504626, n504651, n504653 in age 33 dataset (SN5567, ncds5.sav)</i>
n42org	ncds 42: organisation participation inc religion <i>*Variable derived from original variables orgnow1, orgnow2, orgnow3, orgnow4, orgnow5, orgnow6, orgnow7 religion in age 42 dataset (SN5578, ncds6.sav)</i>
n46org	ncds 46: organisation participation - inc hobbies, sports, other <i>*Variable derived from original variables nd7youth, nd7polit, nd7eco, nd7othv, nd7local, nd7hobby, nd7sc, nd7othg in age 46 dataset (SN5579, ncds7.sav)</i>
Variables from age 50 survey	
n50org	ncds age 50: ever participated in clubs / orgs? <i>*Variable derived from original variables n8OrgE01, n8OrgE02, n8OrgE03, n8OrgE04</i>

Variable Name	Variable Label
	<i>n8OrgE05 n8OrgE06 n8OrgE07 n8OrgE08 n8OrgE09 n8OrgE10 n8OrgE11 n8OrgE12 n8OrgE13 n8OrgE14 n8OrgE15 n8OrgE16 in age 50 dataset (SN6137, ncds8.sav)</i>
n50norg	ncds age 50: current participation in any organisation - inc religion <i>*Variable derived from original variables n8OrgN01 n8OrgN02 n8OrgN03 n8OrgN04 n8OrgN05 n8OrgN06 n8OrgN07 n8OrgN08 n8OrgN09 n8OrgN10 n8OrgN11 n8OrgN12 n8OrgN13 n8OrgN14 n8OrgN15 n8OrgN16 n8rnowrl in age 50 dataset (SN6137, ncds8.sav)</i>
n8vote01	ncds age 50: Whether voted in the General Election (May 2005)
n8MS	ncds age 50: CM legal marital status
n8Cohab	ncds age 50: whether CM cohabiting (if not married or in civil partnership)
n50live	ncds age 50: cm living with partner <i>*Variable derived from n8MS, n8Cohab</i>
nd8nchtt	ncds age 50: Total number of cohort member's natural children (in HH and absent)
nd8ochtt	ncds age 50: Total number of cohort member's non-bio children (in HH and absent)
nd8allcht	ncds age 50: total number of all children cm has (bio and non-bio) <i>*Variable derived from nd8nchtt, nd8ochtt</i>
nd8allchtg	ncds age 50: cm has children (bio and non-bio) grouped <i>*Variable derived from nd8nchtt, nd8ochtt</i>
nd8maliv	ncds age 50: Whether cohort member's mother alive (incl prev swp data)
nd8ma	ncds age 50: cm mother alive? <i>*Variable derived from nd8maliv</i>
nd8paliv	ncds age 50: Whether cohort member's father alive (incl prev swp data)
nd8pa	ncds age 50: cm father alive? <i>*Variable derived from nd8paliv</i>
n8ten	ncds age 50: Home ownership / tenure status
n50home	ncds age 50: housing tenure (grouped) <i>*Variable derived from n8ten</i>
n8numrms	ncds age 50: Number of rooms in the house
n8Econ02	ncds age 50: cm current economic activity
jtitle	ncds age 50: job title of job at interview
n8nssec	ncds age 50: NS-SEC current job
n8sc	ncds age 50: social class current job (old scheme)
n8seg	ncds age 50: socio-economic group current job (old scheme)
n8pecac2	ncds age 50: Partner's current economic activity (recoded)
hourpay1	ncds age 50: net pay per hour: exc paid/unpaid overtime <i>*Variable derived from original variables n8cnetwk, n8chour1</i>
hourpay2	ncds age 50: net pay per hour: inc paid/unpaid overtime <i>*Variable derived from original variables n8cnetwk, n8chour1, n8chour2, n8chour3, n8chour4</i>
n8finnow	ncds age 50: Personal assessment of financial situation
n8Sick	ncds age 50: Whether CM can count on people to help if sick in bed
n8Listen	ncds age 50: Whether CM has people around to listen to problems and feelings
n8VisitA	ncds age 50: How often CM visited friends in last two weeks
n8VisitB	ncds age 50: How often CM had friends visit in last two weeks

Variable Name	Variable Label
n8HlthGn	ncds age 50: cm self report general health
n8khlstt	ncds age 50:cm report general health compared to 1 year ago
n8khp17	ncds age 50: cm does not report having any of 17 health problems
n8smokig	ncds age 50: cm smoking status
n8drinks	ncds age 50: how often cm drinks in a week
nd8audg	ncds age 50: AUDIT Group (assessment of alcohol related drinking)
n8wtasss	ncds age 50: how cm views current weight
n8exerse	ncds age 50: cm takes regular exercise
nd8mal	ncds age 50: Total Malaise score (9 questions)
nd8malg	ncds age 50: Total Malaise score – grouped
nd8ext	ncds age 50: IPIP Personality Inventory - Extraversion score 5-50
nd8agr	ncds age 50: IPIP Personality Inventory - Agreeableness score 5-50
nd8con	ncds age 50: IPIP Personality Inventory - Conscientiousness score 5-50
nd8emo	ncds age 50: IPIP Personality Inventory - Emotional Stability score 5-50
nd8int	ncds age 50: IPIP Personality Inventory - Intellect Score 5-50
nd8wemwbs	ncds age 50: Warwick Edinburgh Mental Well-Being Scale
nd8phhe	ncds age 50: SF-36 Physical functioning score
nd8rlmp	ncds age 50: SF-36 Role-limitations due to physical health
nd8rlme	ncds age 50: SF-36 Role-limitations due to emotional problems
nd8enfa	ncds age 50: SF-36 Energy/fatigue score
nd8emwb	ncds age 50: SF-36 Emotional Well-Being score
nd8socf	ncds age 50: SF-36 Social Functioning score
nd8pain	ncds age 50: SF-36 Pain score
nd8genh	ncds age 50: SF-36 General health score
nd8casp14	ncds age 50: Overall CASP-14 Quality of Life Score
n8effic1	ncds age 50: Whether CM feels gets what he/she wants out of life
n8effic2	ncds age 50: Whether CM feels has control of his/her life
n8effic3	ncds age 50: Whether CM feels can run life as he/she wants
n8lifet1	ncds age 50: How satisfied CM is w/ way life has turned out so far
n8NatID1	ncds age 50: Does CM think of self as British
n8NatID2	ncds age 50: Does CM think of self as English
n8NatID3	ncds age 50: Does CM think of self as European
n8NatID4	ncds age 50: Does CM think of self as Irish
n8NatID5	ncds age 50: Does CM think of self as Northern Irish
n8NatID6	ncds age 50: Does CM think of self as Scottish
n8NatID7	ncds age 50: Does CM think of self as Welsh
n8NatID8	ncds age 50: Does CM think of self as none of national ids listed
Qualitative study	
Lifetraj	ncds qual study: life trajectory diagram choice <i>*Variable derived from response to Life Trajectory Diagram (part of qualitative interview). See Figure B for details.</i>

Description of Social Mobility variables

Social mobility is a sociological concept that encapsulates the degree to which an individual's, or family's, social status changes throughout the course of their life as they navigate a social hierarchy. Following the influential 'class structural' perspective (e.g. Erikson and Goldthorpe 1992), we operationalise this as the degree to which an individual moves up and down the social class system, based on their occupational class at the key points of measurement. For example, an individual's own occupation at a point in time and their parent's occupation at an earlier time in their childhood. We also adopted Goldthorpe's influential analysis of the class structure, which distinguishes a professional-managerial 'service class' from an intermediate and working class.

The social mobility of each cohort member was captured by their father's occupation when they were 16 (in 1974) and their own occupation at age 46 (2004), the latest information available when the interviews were being planned. To minimise data loss, if a cohort member had not participated, or had not provided occupation information at age 46, information was taken from the age 42 survey. Likewise, if there was no information recorded about their father's occupation (including father figures) when the cohort member was 16, we used information from when they were age 11⁴. The focus on father's occupation when the cohort member was aged 16, in 1974, as the best proxy for social class of origin, is to ensure that fathers were likely to have reached the peak of their occupational careers. Analysis showed that the average age of cohort members' fathers when cohort members were 16 was 46.6 years (with a standard deviation of 6.5 years). This also neatly matches with the age and employment trajectory of cohort members when we look at their own occupation in the last survey at age 46. Although we are sympathetic to approaches which recognise the paid employment of mothers is also significant to a household's class position, we were confident that in 1974 this would not have had a major influence on many cohort members.

⁴ If there was no father present and no father figure at either age 16 or age 11 then the cohort member will not have been included in the qualitative sub-study. There were only 103 cohort members recorded as having no father figure at both age 11 and age 16.

Socio-Economic Group (SEG) Information from CMs' Father (figure)**1974: Age 16**

SEG information from father's occupation was available for **10,499** of the 14,654 (CMs) who had taken some part in the age 16 survey. The 4,155 CMs with no SEG information was largely due to non-participation in the parental interview (where the SEG information was recorded), but for a significant minority who did take part in the parental interview there was no, or inadequate, father's occupation information recorded. The specific details are given below.

	Number	%	Variable
CMs who had taken some part in the age 16 survey	14,654	100.0%	Resps3*
<i>CMs who did not participate in 'parental interview'</i>	2,963	20.2%	N2358**
<i>CMs who took part in parental interview but no father's occupation was recorded</i>	981	6.7%	N2385**
<i>CMs who took part in parental interview, father's occupation recorded but information inadequate</i>	211	1.4%	
CMs with valid father occupation information	10,499	71.6%	

* Variable in NCDS response file: SN5560, response.sav

**Variable in NCDS childhood data file: SN5565, ncds0123.sav

Who are missing?

1,192 CMs took some part in the age 16 survey but information about father's occupation was not provided. This was broken down to 981 where no father occupation was recorded and 211 where some occupation information was recorded but could not be used. For this 211, the information recorded in father's occupation was inadequate (n=122) or the father was in the armed forces and no clarifying information was recorded (n=89).

Interviewer instructions for occupation information (n2385) were as follows. 'If father not working, write 'not working' below and fill in details of last occupation. If no male head write 'none' and proceed to next question.' There were no other interviewer instructions re: which male head of household was applicable or not. As such, if there was a male head of household, occupation information should have been recorded.

Information on the CMs father figure (n2375) was used to explain why 981 did not provide father occupation information. For 866 (88%), there was no male head of household so no information could be recorded. For the remaining 12%, a father (inc. adopted/step/foster) (89, 9%) was present or the CM lived with another male family member (inc. other situation) (26, 3%).

1969: Age 11

SEG information from father's occupation was available for **13,304** of the 15,336 cohort members (CMs) who had taken some part in the age 11 survey. As found at age 16, the 1,466 cohort members with no SEG information was largely due to non-participation in the parental interview (where the SEG information was recorded), but for a significant minority who did take part in the parental interview there was no, or inadequate, father's occupation information recorded. The specific details are given below.

	Number	%	Variable
CMs who had taken some part in the age 11 survey	15,336	100.0%	Resps2*
<i>CMs who did not participate in 'parental interview'</i>	1,460	9.5%	N1111**
<i>CMs who took part in parental interview but no father's occupation was recorded</i>	392	2.6%	N1175**
<i>CMs who took part in parental interview, father's occupation recorded but information inadequate</i>	180	1.2%	
CMs with valid father occupation information	13,304	86.7%	

* Variable in NCDS response file: SN5560, response.sav

**Variable in NCDS childhood data file: SN5565, ncds0123.sav

Who are missing?

572 CMs took some part in the age 11 survey but did not provide occupation information. This was broken down to 392 where no father occupation was recorded and 180 where the father was in the armed forces and no clarifying information was recorded.

Interviewer instructions for occupation information (n1175) were as follows. 'Record occupation for present male head of household. If not working, record details of last occupation. If no male head, fill in details when a male head was last living in household'.

For example, no male head was recorded for 678 cohort members, but usable occupation information was recorded for 421 (62%) of these cohort members.

Information on the CMs father figure (n1127) was used to explain why 392 did not provide father occupation information. For 237 (60%), there was no male head of household so no information could be recorded. For the remaining 40%, a father (inc. adopted/step/foster) (111, 28%) was present of the CM lived with another male family member (inc. other situation) (44, 11%).

Supplementing age 16 SEG information with age 11 SEG information

An additional 4,318 CMs were included by supplementing the 10,499 with occupation information at age 16 with occupation information at age 11. The final sample was **14,817**.

Who were the additional cohort members included?

82% of the additional cases had either not participated in the age 16 survey (2099, 49%) or had not participated in the parental interview at age 16 (1440, 33%). The remaining 18% were made up of cohort members with no father or 'male head of household' at age 16 (598, 14%), those with inadequate father occupational information at age 16 (97, 2%), or where no occupation information recorded for father or other male head figure at age 16 (84, 2%).

Who remained excluded?

Of all 18,558 members of NCDS, 3,539 were excluded from the derived measure of childhood SEG from father occupation at age 16 or age 11. The overwhelming reason for this was non-participation. 60% (2,133) had not participated in either the age 16 or age 11 surveys and 30% (1,059) had not participated at age 16 or 11 and had not participated in the parental interview at age 16 or 11. Of the remaining 10%, 3% (103) had no father (father figure) at age 16 or age 11. The remaining 7% were made up of some combination of partial participation, poor occupation information, or no father (figure) in age 16 and / or age 11 surveys.

Socio-Economic Group (SEG) Information from Cohort Members

Occupation information for CMs was based on current occupation. CMs not in full-time or part-time employment at time of interview were not included.

2004: Age 46

SEG information from CMs own occupation was available for **8,264** of the 9,534 who had taken some part in the age 46 survey. 1,270 cohort members had no SEG information, simply because they were not employed when interviewed. The specific details are given below.

	Number	%	Variable
CMs who had taken some part in the age 46 survey	9,534	100.0%	Resps7*
<i>CMs who took part in interview but no occupation was recorded</i>	1,221	12.8%	N7seg**
<i>CMs who took part in interview, occupation recorded but information inadequate</i>	49	0.5%	
CMs with valid occupation information	8,264	86.7%	

* Variable in NCDS response file: SN5560, response.sav

**Variable in NCDS sweep 7 data file: SN5579, ncds7.sav

Who are missing?

Of the 1,270 with no SEG information, 1,221 (96%) were CMs not in full-time or part-time employment at time of interview, of which 843 (69%) were women. The remaining 49 (4%) gave poor occupation information (n=36) or were in the armed forces with no clarifying information recorded (n=13). 18 (37%) were women.

2004: Age 42

SEG information from CMs own occupation was available for **9,592** of the 11,419 who had taken some part in the age 42 survey. 1,827 cohort members had no SEG information, fundamentally because they were not employed when interviewed. The specific details are given below.

	Number	%	Variable
CMs who had taken some part in the age 42 survey	11,419	100.0%	Resps6*
<i>CMs who took part in interview but no occupation was recorded</i>	1,806	15.8%	Seg**
<i>CMs who took part in interview, occupation recorded but information inadequate</i>	21	0.2%	
CMs with valid occupation information	9,592	84.0%	

* Variable in NCDS response file: SN5560, response.sav

**Variable in NCDS sweep 6 data file: SN5578, ncds6.sav

Who are missing?

Of the 1,827 with no SEG information, 1,241 (68%) were women. 1,759 (96%) were CMs not in full-time or part-time employment at time of interview. 6 (0.3%) CMs who did not know or did not give their employment status (econact) and 14 (0.8%) were in full-time or part-time employment at time of interview but no occupation information was recorded. A further 27 (1%) CMs had an imputed employment status 'employed' recorded (empstat) but no employment status information in 'econact'. The 21 (1%) were in the armed forces with no clarifying information. No-one was recorded with providing inadequate information. All CMs in the armed forces were male.

Supplementing age 46 SEG information with age 42 SEG information

An additional 2,215 CMs were included by supplementing the 8,264 with occupation information at age 46 with occupation information at age 42. The final sample was **10,479**.

Who were included?

81% of the additional cases had not participated in the age 46 survey (1,785). The remaining 19% were made up of cohort members with no occupation information (395, 18%) or inadequate occupational information or in armed forces at age 46 (35, 1%).

Who remained excluded?

Of all 18,558 members of NCDS, 8,079 were excluded from the derived measure of SEG from CMs own occupation at age 46 or age 42. The overwhelming reason for this was non-participation. 83% (6,677) had not participated in either the age 46 or age 42 surveys. 9% (752) were not employed at age 46 and age 42, 8% (632) had not participated at age 46 and were not working at age 42 (or vice versa), and the remaining <1% (18) had some combination of non-participation and poor occupation information. 73% of those excluded as they were not working at age 46 and age 42 were women.

Longitudinal social mobility: CMs with occupation information at 46 or 42 and 16 or 11

The final sample size is **9,527**. Although 10,476 CMs had occupation information at 46 or 42, 952 were excluded as they did not have information on father's information at age 16 or 11.

Who were excluded?

Of the 952, 194 (20%) had not participated in the age 16 *and* 11 surveys. A further 348 (37%) had not participated in the age 16 survey and participated but not provided any occupation information in the age 11 survey, or vice versa. 286 (30%) had participated but had no occupation information recorded in both age 16 and age 11 surveys. The remaining 124 (13%) had poor occupation information recorded in both age 16 and 11 surveys.

Social Mobility Profile

Three social economic group variables were derived: seven-class, three-class and a simple two-class occupation classification. Using the two-class variable to profile social mobility, this resulted in four social mobility categories: a) the stable service class, (b) upwardly mobile into the service class, c) downwardly mobile from the service class, and d) the stable other (working class). Table 2 shows the social mobility profile of the NCDS cohort members who participated at age 16 (or 11) and age 46 (or 42). The longitudinal sample size was 9,527. Given this distribution, a random sample of 180 cohort members would be expected to yield just 14 cohort members in the downwardly mobile group and 19 cohort members in the Stable Service Class. A stratified sample was therefore taken with 30 in each of these two groups and 60 in each of the larger groups of upwardly-mobile cohort members and cohort members in the 'Stable other' category. This ensured sufficient cases in each category for comparative analysis (Table 3).

Table 2: Longitudinal SEG information to construct Social Mobility variable: 2-class SEG

2-Class SEG Social Mobility				
Social Mobility Group	Father's SEG	CM own SEG	%	N
Stable Service	Service Class	Service Class	10.8	1,029
Upwardly Mobile	Other	Service Class	30.1	2,871
Downwardly Mobile	Service Class	Other	7.8	740
Stable Other	Other	Other	51.3	4,887
<i>N(100%)</i>				<i>9,527</i>

Table 3: Weighted and Unweighted distribution of study sample: 2-class Social Mobility

Social Mobility Group	Unweighted %	N	Weighted %	N
Stable Service	16.5	28	10.8	18
Upwardly Mobile	34.1	58	30.1	51
Downwardly Mobile	15.9	27	7.8	13
Stable Other	33.5	57	51.3	87
<i>N(100%)</i>		<i>170</i>		<i>170</i>

Appendix 1: SPSS Syntax for deriving key variables

Social Mobility

SEG in childhood

****Seg16.**

freq n2385.

compute seg16 = -1.

if (n2385 = 1) seg16 = 1.

if (n2385 = 3 or n2385 = 4) seg16 = 2.

if (n2385 = 5) seg16 = 3.

if (n2385 = 2 or n2385 = 12 or n2385 = 13 or n2385 = 14) seg16 = 4.

if (n2385 = 6) seg16 = 5.

if (n2385 = 8 or n2385 = 9) seg16 = 6.

if (n2385 = 7 or n2385 = 10 or n2385 = 11 or n2385 = 15) seg16 = 7.

variable labels seg16 'Fathers SEG in 1974 (cm age 16)'.
value labels seg16 1'Large Business' 2'Professional' 3'Lower Service' 4'Small Business'

5'Intermediate Non-manual' 6'Skilled Manual'

7'Semi and Unskilled' -1'missing'.

freq seg16.

recode seg16 (1 thru 3 = 1) (4,5=2) (6,7=3) (-1=-1) into seg16g.

missing values seg16 seg16g (-1).

variable labels seg16g 'Fathers SEG in 1974 (cm age 16)'.
value labels seg16g 1'Service Class' 2'Intermediate Class' 3'Working Class' -1'missing'.

freq seg16g.

****SEG 11.**

freq n1175 .

compute seg11 = -1.

if (n1175 = 1) seg11 = 1.

if (n1175 = 3 or n1175 = 4) seg11 = 2.

if (n1175 = 5) seg11 = 3.

if (n1175 = 2 or n1175 = 12 or n1175 = 13 or n1175 = 14) seg11 = 4.

if (n1175 = 6) seg11 = 5.

if (n1175 = 8 or n1175 = 9) seg11 = 6.

if (n1175 = 7 or n1175 = 10 or n1175 = 11 or n1175 = 15) seg11 = 7.

variable labels seg11 'Fathers SEG in 1969 (cm age 11)'.
value labels seg11 1'Large Business' 2'Professional' 3'Lower Service' 4'Small Business'

5'Intermediate Non-manual' 6'Skilled Manual'

7'Semi and Unskilled' -1'missing'.

freq seg11.

recode seg11 (1 thru 3 = 1) (4,5=2) (6,7=3) (-1=-1) into seg11g.

missing values seg11 seg11g (-1).

variable labels seg11g 'Fathers SEG in 1969 (cm age 11)'.
freq seg11g.

value labels seg11g 1'Service Class' 2'Intermediate Class' 3'Working Class' -1'missing'.

freq seg11g.

**SEG in childhood: use age 16 - replace with age 11 if missing at age 16.

missing values seg11 seg16 ().

compute seg1116 = seg16.

if (seg16 = -1 and seg11 > -1) seg1116 = seg11.

variable labels seg1116 'ncds 16 /11: fathers seg at 16 - using seg 11 if missing at 16'.

missing values seg1116 (-1).

value labels seg1116 1'Large Business' 2'Professional' 3'Lower Service' 4'Small Business'
5'Intermediate Non-manual' 6'Skilled Manual'

7'Semi and Unskilled' -1'missing'.

freq seg1116.

missing values seg11g seg16g ().

compute seg1116g = seg16g.

if (seg16g = -1 and seg11g > -1) seg1116g = seg11g.

missing values seg1116g (-1).

variable labels seg1116g 'fathers seg at 16 - using seg 11 if missing at 16'.

value labels seg1116g 1'Service Class' 2'Intermediate Class' 3'Working Class' -1'missing'.

freq seg1116g.

recode seg1116g (1=1) (2,3=2) (-1=-1) into seg1116g2.

missing values seg11g seg16g seg1116g seg1116g2 (-1).

variable labels seg1116g2 'Fathers SEG in 1974 using 1969 info if missing at age 16'.

value labels seg1116g2 1'Service class' 2'Other' -1'missing'.

freq seg1116g2.

SEG in adulthood

**SEG 46.

freq n7seg.

compute seg46 = -1.

if (n7seg = 1.1 or n7seg = 1.2) seg46 = 1.

if (n7seg = 3 or n7seg = 4) seg46 = 2.

if (n7seg = 5.1 or n7seg = 5.2) seg46 = 3.

if (n7seg = 2.1 or n7seg = 2.2 or n7seg = 12 or n7seg = 13 or n7seg = 14) seg46 = 4.

if (n7seg = 6) seg46 = 5.

if (n7seg = 8 or n7seg = 9) seg46 = 6.

if (n7seg = 7 or n7seg = 10 or n7seg = 11 or n7seg = 15) seg46 = 7.

value labels seg46 1'Large Business' 2'Professional' 3'Lower Service' 4'Small Business'
5'Intermediate Non-manual' 6'Skilled Manual'

7'Semi and Unskilled' -1'missing'.

freq seg46.

```

recode seg46 (1 thru 3 = 1) (4,5=2) (6,7=3) (-1=-1) into seg46g.
missing values seg46 seg46g (-1).
variable labels seg46g 'CM SEG in 2004 (age 46)'.
value labels seg46g 1'Service Class' 2'Intermediate Class' 3'Working Class' -1'missing'.
freq seg46g.

```

```

**SEG 42.
freq seg .

```

```

compute seg42 = -1.
if (seg = 1.1 or seg = 1.2) seg42 = 1.
if (seg = 3 or seg = 4) seg42 = 2.
if (seg = 5.1 or seg = 5.2) seg42 = 3.
if (seg = 2.1 or seg = 2.2 or seg = 12 or seg = 13 or seg = 14) seg42 = 4.
if (seg = 6) seg42 = 5.
if (seg = 8 or seg = 9) seg42 = 6.
if (seg = 7 or seg = 10 or seg = 11 or seg = 15) seg42 = 7.
value labels seg42 1'Large Business' 2'Professional' 3'Lower Service' 4'Small Business'
5'Intermediate Non-manual' 6'Skilled Manual'
7'Semi and Unskilled' -1'missing'.
freq seg42.

```

```

recode seg42 (1 thru 3 = 1) (4,5=2) (6,7=3) (-1=-1) into seg42g.
missing values seg42 seg42g (-1).
variable labels seg42g 'CM SEG in 2000 (age 42)'.
value labels seg42g 1'Service Class' 2'Intermediate Class' 3'Working Class' -1'missing'.
freq seg42g.

```

**SEG in adulthood: using seg46 - replace with age 42 if missing at 46.

```

**seven category variable.
missing values seg42 seg46 ( ).
compute seg4642 = seg46.
if (seg46 = -1 and seg42 > -1) seg4642 = seg42.
variable labels seg4642 'seg at 46 - using 42 if info missing'.
value labels seg4642 -1'missing at both'.
missing values seg4642 (-1).
value labels seg4642 1'Large Business' 2'Professional' 3'Lower Service' 4'Small Business'
5'Intermediate Non-manual' 6'Skilled Manual' 7'Semi and Unskilled' -1'missing'.
freq seg4642.

```

**three category variable.

```

missing values seg42g seg46g ( ).
compute seg4642b = seg46g.

```

```
if (seg46g = -1 and seg42g >-1) seg4642b = seg42g.
variable labels seg4642b 'seg at 46 - using 42 if info missing'.
value labels seg4642b -1'missing at both'.
missing values seg4642b (-1).
value labels seg4642b 1'Service Class' 2'Intermediate Class' 3'Working Class' -1'missing'.
freq seg4642b.
```

****two category variable.**

```
recode seg4642b (1=1) (2,3=2) (-1=-1) into seg4642b2.
variable labels seg4642b2 'seg at 46 - using 42 if info missing'.
value labels seg4642b2 -1'missing at both'.
missing values seg4642b seg4642b2 (-1).
variable labels seg4642b2'CM SEG in 2004 using 2000 if missing at age 46'.
value labels seg4642b2 1'Service class' 2'Other'
freq seg4642b2.
```

****Longitudinal Social Mobility variables.**

****2 class.**

```
freq seg4642b2 seg1116g2.
compute seg1116g2r = seg1116g2 * 10.
freq seg1116g2r.
compute SEGdcm2 = seg1116g2r + seg4642b2.
variable labels SEGdcm2 'ncds 11/16 and 46/42: social mobility - 2 cat'.
value labels segdcm2 11'stable service' 12'downwardly mobile' 21'upwardly mobile'
22'stable other' -1'missing'.
freq SEGdcm2.
```

****3 class.**

```
compute SEGdad3 = seg1116g * 10.
compute SEGdcm3 = SEGdad3 + seg4642b.
variable labels SEGdcm3 'ncds 11/16 and 46/42: social mobility - 3 cat'.
freq SEGdcm3.
```

****7 class.**

```
freq seg4642 seg1116.
compute seg1116r = seg1116 * 10.
compute SEGdcm7 = seg1116r + seg4642.
variable labels SEGdcm7 'ncds 11/16 and 46/42: social mobility - 7 cat'.
freq SEGdcm7.
```

```
recode segdcm2 segdcm3 segdcm7 (sysmis=-1).
```


Participation in NCDS sweeps

```
count part = resps0 resps1 resps2 resps3 resps4 resps5 resps6 resps7 in50 (1)/
variable labels part 'ncds age 50: number of times interviewed age 0-50'.
freq part.
```

```
recode part (6,7=1) (8=2) (9=3) into partg.
variable labels partg 'ncds age 50: number of times interviewed age 0-50 -grouped'.
value labels partg 1'missed 2 or 3' 2'missed 1' 3'interviewed every (9) time'.
freq partg.
```

Organisation Membership

****Age 23.**

```
do if (n5950 >= 0).
count n23orgA = n5950 n5951 n5953 (1).
count n23orgB = n5915 n5916 (1,2,3).
end if.
if (n5969 <= 2) n23orgA = n23orgA + 1.
compute n23orgC = n23orgA + n23orgB.
freq n23orgA n23orgB n23orgC.
```

```
recode n23orgC (0=0) (1 thru highest = 1) into n23org.
variable labels n23org 'ncds 23: organisation participation - vol, rel, youth, disco, sports'.
value labels n23orgAg n23orgBg n23orgCg 0'none' 1'yes'.
freq n23org.
```

****Age 33.**

```
compute n33org = 0.
do repeat x = n504620 n504621 n504622 n504623 n504624 n504625 n504626.
if (x > 0) n33org = 1.
end repeat.
do if (missing(n504620)).
recode n33org (0,1=-1).
end if.
if (n33org ne 1 and n504653 < 3) n33org = 1.
missing values n33org (-1).
```

```
variable labels n33org 'ncds age 33: CM currently organisation member inc religion?'.
value labels n33org 0'no' 1'yes'.
freq n33org.
```

**** Age 42.**

```
missing values orgever1 orgnow1 (98,99).
```

```

recode orgever1 (1 thru 7 = 1) (8=0) into n42orgever .
compute n42org = n42orgever.
if (n42orgever = 1 and orgnow1 = 8) n42org = 0.
If (n42org ne 1 and freqrelg < 3) n42org = 1.
variable labels n42org 'current member any organisation inc religion?'.
value labels n42org 0'no' 1'yes'.

```

****Age 46.**

```

do if (nd7none >= 0).
count
n46org = nd7youth nd7polit nd7eco nd7othv nd7local nd7hobby nd7sc nd7othg (1) /
end if.
recode n46orgB (0=0) (1 thru highest = 1).
variable labels n46org 'ncds 46: organisation participation - inc hobbies, sports, other'.
value labels n46org 0'none' 1'yes'.
freq n46org.

```

****Age 50**

```

missing values n8orge01 ( ).
compute n50org = 0.
if any(1,n8OrgE01,n8OrgE02,n8OrgE03,n8OrgE04,n8OrgE05,n8OrgE06,n8OrgE07,
n8OrgE08,n8OrgE09,n8OrgE10,n8OrgE11,n8OrgE12,n8OrgE13,n8OrgE14,
n8OrgE15,n8OrgE16)) n50org = 1.
if (missing(n8OrgE01)) n50org = -1.
missing values n50org (-1).
variable labels n50org 'ncds age 50: ever participated in clubs / orgs?'.
value labels n50org 0'none' 1'yes'.
freq n50org.

```

```

compute n50norg = 0.
if (any(1,n8OrgN01,n8OrgN02,n8OrgN03,n8OrgN04,n8OrgN05,n8OrgN06,n8OrgN07,
n8OrgN08,n8OrgN09,n8OrgN10,n8OrgN11,n8OrgN12,n8OrgN13,n8OrgN14,n8OrgN15,
n8OrgN16,n8rnowrl)) n50norg = 1.
if (missing(n8OrgN01)) n50norg = -1.
missing values n50norg (-1).
variable labels n50norg 'ncds age 50: current participation in any organisation - inc religion'.
value labels n50norg 0'no' 1'yes' -1'not applicable'.
freq n50norg.

```

****longitudinal participation**

```

freq n23org n33org n42org n46org n50norg.

```

```

count org23to50 = n23org n33org n42org n46org n50norg (1).

```

variable labels org23to50 'ncds 23 to 50: cm current participation at each sweep: missing included as non-part'.
freq org23to50.

recode org23to50 (0=0) (1,2=1) (3,4=2) (5=3) into org23to50g.
variable labels org23to50g 'ncds 23 to 50: cm current participation at each sweep grouped: missing included as non-part'.
value labels org23to50g 0'never part' 1'part 1 or 2 sweeps' 2'part 3 or 4 sweeps' 3'part every sweep'.
freq org23to50g.

Whom CM lives with

compute n50live = -1.
if (n8ms = 2 or n8ms = 3) n50live = 1.
if ((n8ms ne 2 and n8ms ne 3) and n8cohab = 1) n50live = 2.
if ((n8ms ne 2 and n8ms ne 3) and n8cohab = 2) n50live = 3.
missing values n50live (-1).
variable labels n50live 'ncds age 50: cm living with partner'.
value labels n50live 1'married' 2'cohab' 3'alone' -1'n/a or missing'.
freq n50live.

Total number of children

compute nd8allcht = nd8nchtt + nd8ochtt.
variable labels nd8allcht 'ncds age 50: total number of all children cm has (bio and non-bio)'.
recode nd8allcht (sysmis = -9).
value labels nd8allcht -9'HHGrid or absent child grid not completed'.
missing values nd8allcht (-9).
freq nd8allcht.

recode nd8allcht (0=0) (1 thru 16 = 1) (-9=copy) into nd8allchtg.
variable labels nd8allchtg 'ncds age 50: cm has children (bio and non-bio) grouped'.
value labels nd8allchtg 0'no' 1'yes, 1 plus' -9'HHGrid or absent child grid not completed'.
missing values nd8allchtg (-9).
freq nd8allchtg.

Hourly wage

compute hours1 = n8chour1.
if (missing(n8chour1)) hours1 = n8chour2.
freq hours1.

compute hours2 = n8chour1.
if (missing(n8chour1)) hours2 = sum(n8chour2,n8chour3,n8chour4).
freq hours2.

```
compute hourpay1 = n8cnetwk / hours1.  
compute hourpay2 = n8cnetwk / hours2.  
variable labels hourpay1 'ncds age 50: net pay per hour: exc paid/unpaid overtime'.  
variable labels hourpay2 'ncds age 50: net pay per hour: inc paid/unpaid overtime'.  
freq hourpay1 hourpay2.
```

Appendix 2: Consent Form

Understanding Social Participation

Please sign below to show that you understand the statements and agree to them.

- I have read and understood the Social Participation information sheet.
- A member of the research team has offered to answer any questions I might have about the study and how the information I provide will be used.
- The interview will last for approximately 90 minutes and be digitally recorded. The recording will be transcribed and then be destroyed.
- I agree to assign the copyright I hold in any materials related to this project (e.g. the diagrams I will complete during the interview) to the Research Director of NCDS.
- I understand that my words may be quoted in publications, reports, web pages, and other research outputs but my name will not be used. All the information I give will be anonymised in any resulting publications.
- I agree that a copy of my transcript will be archived at a facility operated by the UK Data Archive at the University of Essex.
- I understand that only researchers with special permission who have agreed to preserve the confidentiality of my data and agreed to the terms I have specified in this form will be granted access to the transcript for future research.
- I understand that other researchers may use my words in publications, reports, web pages, and other research outputs according to the terms I have specified in this form.
- I understand that my participation in this study is entirely voluntary, I do not have to answer any of the questions that I do not want to and if I wish to stop the interview, I may do so at any time. I do not need to give any reasons or explanations for doing so. My participation in this study does not influence my continued involvement in the NCDS.
- I have read and understand this information and I agree to take part in the study.

Name (PLEASE PRINT)

Project Specific Serial number:

Signed _____ Date _____

(Interviewee)

Signed _____ Date _____

(Researcher)

If you have any concerns about this study, please contact the NCDS team on Freephone 0500 600 616, or Dr Jane Elliott on 020 7612 6395. Alternatively please email us at ncds@ioe.ac.uk, or write to the usual address at NCDS, Freepost KE7770, London, WC1H 0BR.

Interview Administration Guidelines

- The first letter inviting a cohort member to participate in the study will be sent out centrally from CLS (xxxxxxxx@ioe.ac.uk). 8-10¹ cohort members per interviewer will be sent a letter at the start each month.
- Interviewers will be emailed the contact details for each of their 8-10 cohort members when the letters have been sent. These details will include: name, address, telephone numbers, project specific serial number. The project specific serial number will be unique to each cohort member. The information will be sent in spreadsheet form (EXCEL) and be password protected. The spreadsheet will be named to include the month the letters were sent out and interviewer initials, e.g. *NCDSNovemberSP.xls*. Interviewers will be given the password over the telephone. The password will remain the same for each list of contact details sent.
- Interviewers will also be emailed a very short summary of key demographic information of the cohort members on their list. This will include who the cohort member currently lives with, how many children they have, marital status, etc. This will be a Word document named in the standard way '*demPROJECTNUMBER.doc*', (e.g. *demP123.doc*).
- Interviewers should aim to contact cohort members to arrange an interview 3-5 days after the initial letter has been sent. Contact (or best efforts) must be made within two weeks. If any contact details are incorrect, please email Sam Parsons (xxxxxxxx@ioe.ac.uk). She will check these details on the main address database and get back to you with any additional information.
- When an interview has been arranged, interviewers need to send out a confirmation letter which includes date and time of interview. An example confirmation letter is included in the interviewer pack. This will also be emailed to each interviewer to be personalised before printing on NCDS headed paper and sending to a cohort member.
- Phone the night before the arranged interview to check that the cohort member is still available for interview. Reiterate that as this is more of a conversation, and that you need to interview them **on their own in a fairly quiet room**.
- Check you have a copy of all forms needed for the interview
 - 2 consent forms
 - 1 ring diagram
 - 1 life as a diagram
 - 1 gender identity diagram
 - 1 interview schedule

¹ The exact number will be pre-arranged with each interviewer, depending on how many interviews they think they could achieve within each month.

- Check that the digital recorder is working and you have spare batteries. Record the interview on **normal speed**.
- When the first interview has been arranged, inform your contact within the research team. This is so a feedback session – either face-2-face or over the telephone – can take place as soon after the interview as possible. This will ideally be repeated after the first 3 interviews. The amount of scheduled future contact between the team members will then vary dependent upon progress and how the interviews have gone. The interviewer can, however, contact the researcher at any time for guidance or discussion.
- Interviewers need to send out a thank-you letter once an interview has been completed. An example thank-you letter is included in the interviewer pack. This will also be emailed to each interviewer to be personalised before printing on NCDS headed paper and sending to a cohort member.
- Interviewers must record all successful and unsuccessful contact attempts with a cohort member on a Contact Record Form. This includes dates and time of phone contacts, date of interview, outcome of interview, any re-arranged interview date, refusal or inability to take part in study (including reasons why).
- When the contact-interviewing process has been completed (successfully or unsuccessfully) with all 10 cohort members, enter the information on the Contact Record Form into the spreadsheet and return to Sam Parsons (xxxxxxxxx@ioe.ac.uk).
- Sam will confirm that she has received the completed spreadsheet. When she has done this interviewers must **remove** the file from their computer. Deleting the file is not enough. Guidelines for destroying data are included in the **Collaboration Agreement**.
- After each interview, interviewers need to write a brief (½ page – 1 page) summary of the interview, highlighting any aspects that would impact on later interpretation and analyses. Try and get across the atmosphere of the interview and a picture of the physical environment the interview took place in. Try to write as objectively as possible but we do want your opinions. Please note this information will be edited by the research team before being deposited at the Data Archive. Please include
 - Character of the street
 - Appearance of the house (external and internal)
 - Who was present in the house at the time of interview
 - How noisy or quiet the house was
 - General atmosphere
 - Manner of the interviewee
 - Rapport between interviewer and interviewee
 - Refreshments served?

NCDS Social Participation & Identity Project

- Save this summary as a Word document using the standard format of 'summaryPROJECTNUMBER.doc' (e.g. summary P123.doc) for saving these documents. Do not include the name of the cohort member or any place names in the document. Email this document to Sam Parsons (xxxxxxxx@ioe.ac.uk and cc. Andrew Miles xxxxxxxx@manchester.ac.uk).
- Interviewers will upload the recorded interview to their PC and email to xxxxxxxx@manchester.ac.uk and cc xxxxxxxx@ioe.ac.uk. The digital file must be encrypted before it is sent. Please see the Digital Encryption Information Sheet for details on how to do this.
- Interviewers will be sent a password protected transcript of the interview for accuracy checking as soon as it has been transcribed. The transcripts will be labelled in such a way that the passwords associated with each transcript come easily to mind. E.g., SPinterview1.doc...SPinterview30.doc could have the password of SP1...SP30. The 'SP' bit could of course be made more complex e.g. SPaRsOnS. A suitable format will be agreed with each interviewer.
- The interviewer will check through the transcript for accuracy and omission, make amendments where necessary, and email it back to xxxxxxxx@manchester.ac.uk and xxxxxxxx@ioe.ac.uk. The file must again be password protected.
- The associated member of the research team will meet up with the Interviewer at arranged intervals to collect the diagrams completed during each interview. The interviewer **must not** post these back to the research team member.

Interview Guidelines

Consistency of technique and good practice in interviews

Information to include at the start each interview

- name of interviewer
- interview number (i.e. this is my third interview). This is to assist clear naming of each transcript for analyses
- serial number and name of NCDS cohort member
- date of interview

Example introductory script: “My name is Samantha Parsons and this is my 14th interview. This is an interview with John Smith, project specific serial number P123456. The date is 24th November 2008.”

Consistency across interviews

The aim is to collect reasonably consistent data across 180 interviews so that these can be analysed in conjunction with quantitative longitudinal data from NCDS. It is therefore important that all questions in the topic guide are covered. There are main and subsidiary questions in the interview topic guide. Must use words or phrases are highlighted in ‘**bold**’ in the topic guide and should be used exactly as printed. Other questions may be paraphrased or reworded to help build rapport and make the interview as natural and conversational as possible.

Seeking Clarification

Seek ‘clarification’ to avoid assumed understanding.

Example 1: If a cohort member uses a shorthand way of answering a question e.g. about local area “Oh it’s lovely, it feels like a village” try not to take this at face value. Probe by asking, “What do you mean by that?” If the follow on response was “Everyone has time for each other”, again probe with “Could you give me an example of what you mean by that?” Likewise, if someone says of a friend ‘He’s like a brother to me’ probe with “What do you mean by that?”

Example 2: If cohort members use vague phrases such as “often” or “frequently” to describe how often they do something (e.g. phone a friend/go to the cinema) try to get them to be more precise by asking “What do you mean by ‘frequently’?”

Example 3: Try to get cohort members to give practical descriptions of specific events rather than making broad generalisations about their lives/other people/relationships. e.g. “I can always rely on my neighbours when I need

them” could be followed up with the question “Can you think of a time when you needed to ask a neighbour for help...what happened?”

Ask all questions

Interviews should not last more than 90 minutes. However, individuals will respond differently. If you have not managed to get through all sections of the interview in this time and the interviewee is happy to, please continue until you have done so.

Life events

Given the age of cohort members there is likely to be reporting of a parent’s death and children leaving home. When a ‘life event’ is mentioned such as a death, divorce, accident, etc, allow space in the interview for further discussion. If the event is salient and important to them we want them to talk about it, rather than moving the interview on. We particularly don’t want to shy away from listening to their personal experiences because of social embarrassment. Useful questions to follow up a cohort member mentioning death of a parent might be ‘What impact did it have on you?’ or ‘How did you feel?’ rather than the more open “Would you like to discuss it?”

Health and Aging

We have not included specific questions about health in the interview guide. However, if health problems have had an impact on the cohort member’s life and experiences please encourage them to talk about this.

Sharing experiences

The aim is to find out about the life circumstances and histories of individuals so questions need to be specific, asking about concrete incidents as much as possible. Aim to use questions like “What happened?”, “What did you do?”, “How did you feel?” in order to stay close to the cohort member’s own experiences.

Interviewers should avoid as far as possible giving information about themselves during the interview e.g. if the cohort member says ‘I am a member of the Labour party’ avoid saying ‘Oh yes so am I’, even if this appears to build rapport.

Allowing Time and Talking over

Allow interviewees plenty of time to answer questions – don’t be afraid of silences these can be very productive in qualitative interviews. In the pilot interviews ‘talking over’ seems to occur most when an interviewer was in ready agreement with something said by interviewee. This could have the effect of the interviewee not following on with something they were saying. To help avoid ‘talking over’ each other, wait until the interviewee has finished speaking.

Interrupting and remaining neutral

Although we want interviewees to talk freely about their experiences, it is important to remain focused on the interview. The aim is to understand individual biographies from the cohort member's perspective. However, we do not want to encourage lengthy discussion of attitudes or values that are not directly related to the main topics of

- neighbourhood and belonging
- participation
- friendships
- life stories & trajectories
- identities
- membership of the NCDS

Contacting Cohort Members

For reasons of confidentiality, you should not mention the name of the study to anyone other than the cohort member or their close family. Instead you should say that you are trying to contact the person who has been taking part over many years in a very important research programme.

When making telephone contact with the cohort member:

- Ask to speak to the cohort member
- Say who you are and that you are calling on behalf of the National Child Development Study
- Remind the cohort member of the letter that was recently sent out inviting them to participate in the Social Participation project
- Thank them for their recent participation in the main NCDS study
- Reassure them that they will not be asked to give up their time again for another 4 years survey
- If asked to explain the purpose of the current survey, say something like:
“Social participation has become a topic of great interest in recent years. Concerns about a possible decline in social unity and changes in British society have raised questions about the role and importance of people’s involvement. Although we have gathered some information about this in previous surveys, to understand social participation properly we need to carry out a series of in-depth conversations with around 200 cohort members. As a member of NCDS you have been an ‘active participant’ in the study for many years. So we would also like to know how you have felt about being in the study, for example, the memories you may have of being in the study as a child.”

If the cohort member is not in and you either speak to someone else or leave a message on the answer machine

- Say who you are and where you are calling from e.g.
“I am NAME and I am calling from the Centre for Longitudinal Studies at the Institute of Education in London.”
- Why you are calling e.g.
“I am trying to get in touch with NAME OF COHORT MEMBER who has been taking part over many years in an important research study with us.”
- If asked, why you want to get in touch with them e.g.
“I want to get in touch with them in order to invite them to take part in the study again.”
- If asked, what the study is about e.g.
“It is an important national study of following people’s lives.” (If necessary explain that for reasons of confidentiality, you are not able to tell them more about the study).

NCDS: SOCIAL PARTICIPATION & IDENTITY PROJECT

TOPIC GUIDE

Notes to Interviewers concerning the use of this guide:

- All questions must be asked.
- In the interests of building rapport and encouraging conversation, it is not necessary to read out each question *verbatim*. While it should be, or should become, possible to memorise shorter questions, longer questions can be re-phrased or adapted slightly as long as the substantive content is covered. However, if a word or phrase within a question or statement has been emboldened it *must* be used exactly as it appears.
- Probes under questions largely represent *possible* lines of development/areas to request expansion on depending on the interviewee's response to the preceding question. However, if a probe has been placed in italics, the supplementary question or subject area it refers to *must* be covered.
- Further guidance and conventions relating to specific questions and subject areas are provided in separate notes under the various section headings.

SECTION 1: NEIGHBOURHOOD AND BELONGING (10-15 minutes)

Q1. We know a bit about your housing history from your survey responses but we would like to know a little bit more about your **involvement in your current neighbourhood**. Can I begin by asking you **how long you have lived here and about how you came to live here?**

Probe for:

Whether choice of residential location contingent on particular life events (job/career, marriage, kids etc)

Where they lived before.

How often they've moved.

Q2. Do you feel you belong here?

Probe for:

What are the neighbours like?

Do you feel part of a community?

Do you feel this is the right place for you?

Q3. When people ask where you are from, what do you say?

Q4. Do you think you will continue living here in the future? Under what circumstances might you move and where to?

Probe for:

Possible reasons for staying or going - job movements, children/family reasons, local amenities, housing career etc

Q5. What would your **ideal house** be like, and where would it be located?

SECTION 2: PARTICIPATION (15-20 minutes)

The survey included questions about your spare time interests and activities but we are not sure that these questions gave you enough scope to describe and explain what you do. We therefore want to ask some additional questions.

Q6. First, could you talk me through your last week and then last weekend in terms of how you **spent your spare time**?

Probe for:

Outside the home -

How often do went out, *what they did*, where they went, how long they spent, who they did it with/met

Motivation – *why/how did they become interested*, what do they get out of it, how long have they been doing it, *how involved are they*

Inside the home -

What they did when they stayed in, how long do they spent doing it, did they do with anybody

Why/how did they become interested, how long have they been doing it

Q7. Is this a **typical pattern**?

Probe for:

How, when, and *why it might vary*

Q8. Do you belong to any **organised clubs** or have any **formal associations** - for example do you attend a **church** or **evening classes**, or are you a member of a **political party**, **sports club** or **musical group**?

Probe for:

Length, extent of, reasons for involvement

The local significance such organisations/activities, types of people involved

Subscriptions to organisations/causes

Q9. (*If not raised above*) Do you do any **voluntary or charitable work**?

Probe for:

What this involves – function, time

Reasons for getting involved or for not getting involved

Q10. How have your interests and involvements **changed or developed over time?**

Probe for:

Comparison with parents' interests and interests growing up

Timing, reasons and influences for any change

Q11. To what extent does your **leisure time** and **social life** overlap with **family life?**

Probe for:

Do you find you spend most of your leisure time with family, or do you spend most of your time with friends? How does what you do with your partner/family differ from what you do with friends?

Q12. Does your job or work situation affect your leisure activities in either a positive or negative way?

Probe for:

Demands of work, e.g. irregular hours, overtime, working away, holiday entitlement

Workplace social events

Sense of work/life balance, priorities

(If has one) impact of partner's job on leisure time/opportunities

SECTION 3: FRIENDSHIPS (15-20 minutes)

(Give separate sheet with ring diagram entitled 'Personal Community Map' to interviewee)

Q13. Looking at this page with the five concentric rings marked on, can you please think of **those people who are important to you**, and write their names in, with those who are **most important closest to the centre** (*allow five minutes for interviewee to complete this*)

Note: where the respondent offers comments about how difficult or easy this is, encourage comments and reflections (in order to encourage discussion about the criteria being evoked).

Q14. Thank you. For each person you've listed could you say:

- Why has that person been placed there (in a specific location within the 5 circles)? **In what way are they important to you?**
- How would you describe your relationship to that person (e.g. mainly 'fun/sociable' or confiding?)

Probe for:

How often do you keep in touch?

What do you talk about?

How has your relationship with this person changed in importance or intensity?

Note: Do not probe specifically for the terms used to describe the relationship (best friend, colleague, family, etc) since we want to know the lay terms used by respondents.

Ensure that when the respondent points to an individual the name of that person and their position within the ring structure is also clearly mentioned for the tape transcription.

When this exercise has been completed, please indicate the relationship of each person to the cohort member by annotating the diagram (e.g. Mum; Bro; Aunt; Cous; Fr=friend; Wk for work colleague, etc) in a different colour ink to one used by the interviewee.

Q15. And thinking specifically about **the Christmas holiday period**, who do you generally spend time with? How much does it vary year by year?

Q16. Thinking about the people you have included here as being most important to you, who would you say you rely on for most of your emotional support?

SECTION 4: LIFE STORIES & TRAJECTORIES (up to 30 minutes)

The NCDS has collected a lot of information about your life over the years. But we'd now like to give you more of a chance to say what has been important in your life from your own perspective.

Q17. So could you talk me through your **life story** as you see it?

Note: Reassure the interviewee that they can take as much time as they wish or need.

It is particularly important not to prompt or to offer any structure at this point but to let people construct their own response and to give them some time to work out how they want to do it. If they ask for clarification, indicate that there is no 'right' way to do this and encourage them to start where or with what they want to.

Only if, after 10 minutes or so, people are really struggling to give a response, or if their response is very short and they have actually finished their account after a few minutes, should they be given some assistance/asked to expand using the following prompt structure:

- **Starting with your childhood could you say a bit about**
 - **what kind of child you were**
 - **how you got on at school**
 - **who had the most influence on your life**
- **Thinking about when you left school and decided what to do next ...**
- **Going back to your early years of work and your twenties...**
- **Focusing on your thirties...**
- **Finally thinking back over the past five or ten years...**

Q18. Have you covered all of the major points you want to cover? What would you say have been the **key influences and turning points**?

Probe for:

*Why were they important - how and why they changed the course of a life or lives?
Influential people as well as events/situations*

Q19. If you had to depict your life up to now by means of a diagram, which of these diagrams would you choose (*show separate 'Life Trajectories' sheet to interviewee and ask them to mark which one with a tick*), or if none of these apply, can you draw a more representative pattern in the blank box?

Note: where the respondent offers comments about how difficult or easy this is, encourage comments and reflections (in order to encourage discussion about the criteria being evoked).

SECTION 5: IDENTITIES (15-20 minutes)

We are interested in **how you see yourself as a person**, and whether and in what ways this might have shifted or changed over the course of your life.

Q20. Generally speaking, could you tell me **how you define yourself**?

Note: do not offer possible characteristics. It is important to get the lay categories which are meaningful to respondents.

Q21. Do you think of yourself as **belonging to a social class**?

Probe for:

If so, which one, and why? If not, why not?

Have you always felt this way? Did you feel you belonged to a particular social class when you were growing up?

Have particular experiences ever made you more or less aware of yourself as belonging to a class?

Note: if respondents refer to themselves as 'ordinary', they should be asked to expand on what they mean by this.

Q22. How much do you think your **occupation or working life** has shaped your sense of who you are?

Probe for:

Would you say you've had a career?

Q23. As you probably know, the NCDS was chosen as a representative sample of British people born in 1958. **What does 'British' mean to you?**

Probe for:

Alternative, preferred, labels - English/Scottish/Welsh/Irish/Black British etc - and their meaning

How patriotic do you feel?

Q24. Do you think of yourself as **belonging to a particular generation**?

Q25. What are the main advantages and disadvantages of being the age you are?

Probe for:
Health and physical factors

Q26. How important is being a woman/man to your sense of who you are?

Probe for:
Has this changed over time?

Q27. Can I ask you to look at this diagram (*show separate 'Gender and Identity' diagram with male-female spectrum line on it to the interviewee*)? Some people think that there is a continuum between masculinity and femininity. If you agree, where would you place yourself on this line? (*Once this has been done*) Would you always have positioned yourself there or might you have chosen a different place on the line in a different period of your life?

SECTION 6: MEMBERSHIP OF THE NCDS (10 minutes)

Finally, we'd like to find out more about what it has been like for you to be a member of the NCDS - whether it's been a good and interesting experience, how it might have been improved, whether we've been asking the right types of questions, and so on.

Q28. Do you have any memories of being in the study as a child?

Probe for:

What? Whether unsettling or enjoyable, etc

Q29. As an adult there has been the opportunity to be interviewed 6 times between age 23 and 50. Can you recall any occasions on which you didn't take part and what the reasons for this were?

Note: if the response to this question doesn't match the interviewee's actual participation record or if they have missed an interview but can't recall, remind them and prompt again for reasons for not taking part.

Q30. Have you ever thought of dropping out?

Probe for:

Why/ Why not? When?

What have been the most frustrating aspects of being a panel member?

What would improve the experience of being a panel member?

Q31. Has being part of the NCDS had any impact on your life?

Probe for:

Whether it makes them feel somehow different from other people

Do you ever talk about being a panel member with anyone? Who? In what context?

Does the experience of being a panel member ever encourage you to reflect on your own life and experiences?

THANK YOU VERY MUCH! That's the last question in this interview but before we finish are you happy that we've covered everything you wanted to say? Is there anything else you would like to raise or mention?



Gender and Identity diagram

Project specific serial number: _____

Date: _____

MALE

FEMALE

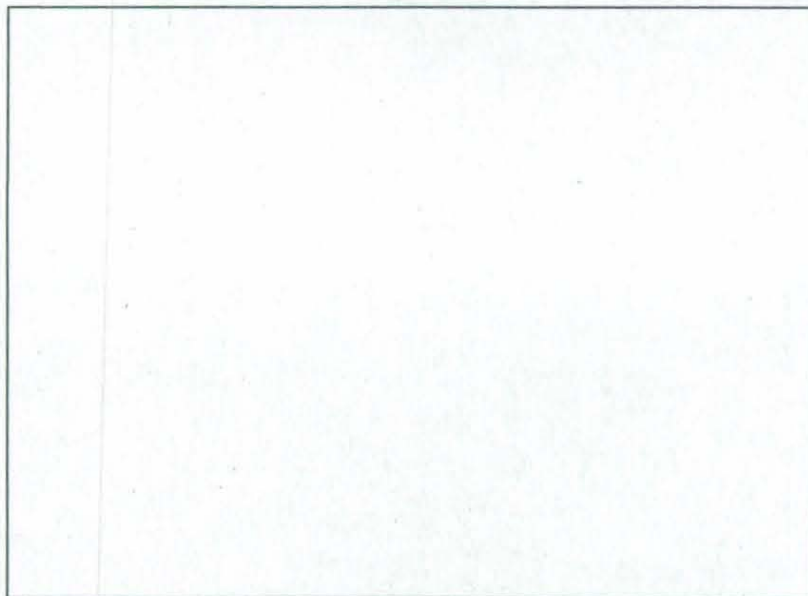
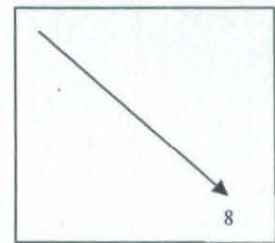
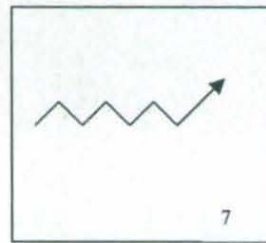
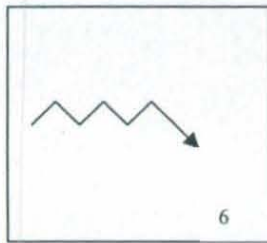
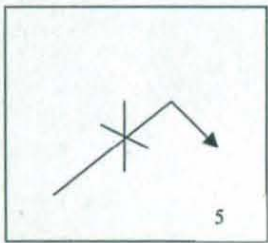
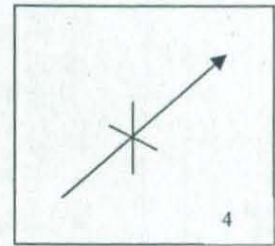
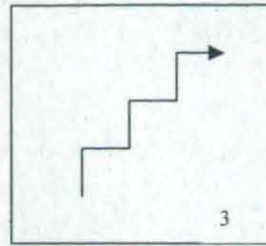
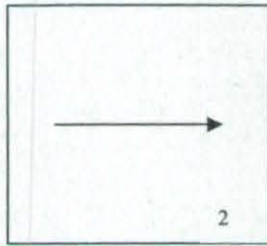
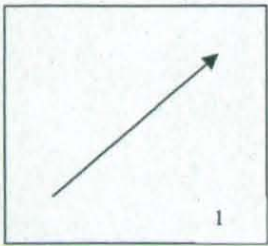
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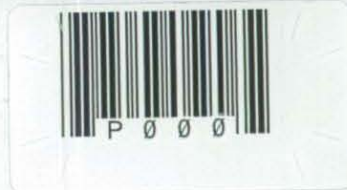


Life Trajectories

Project specific serial number: _____

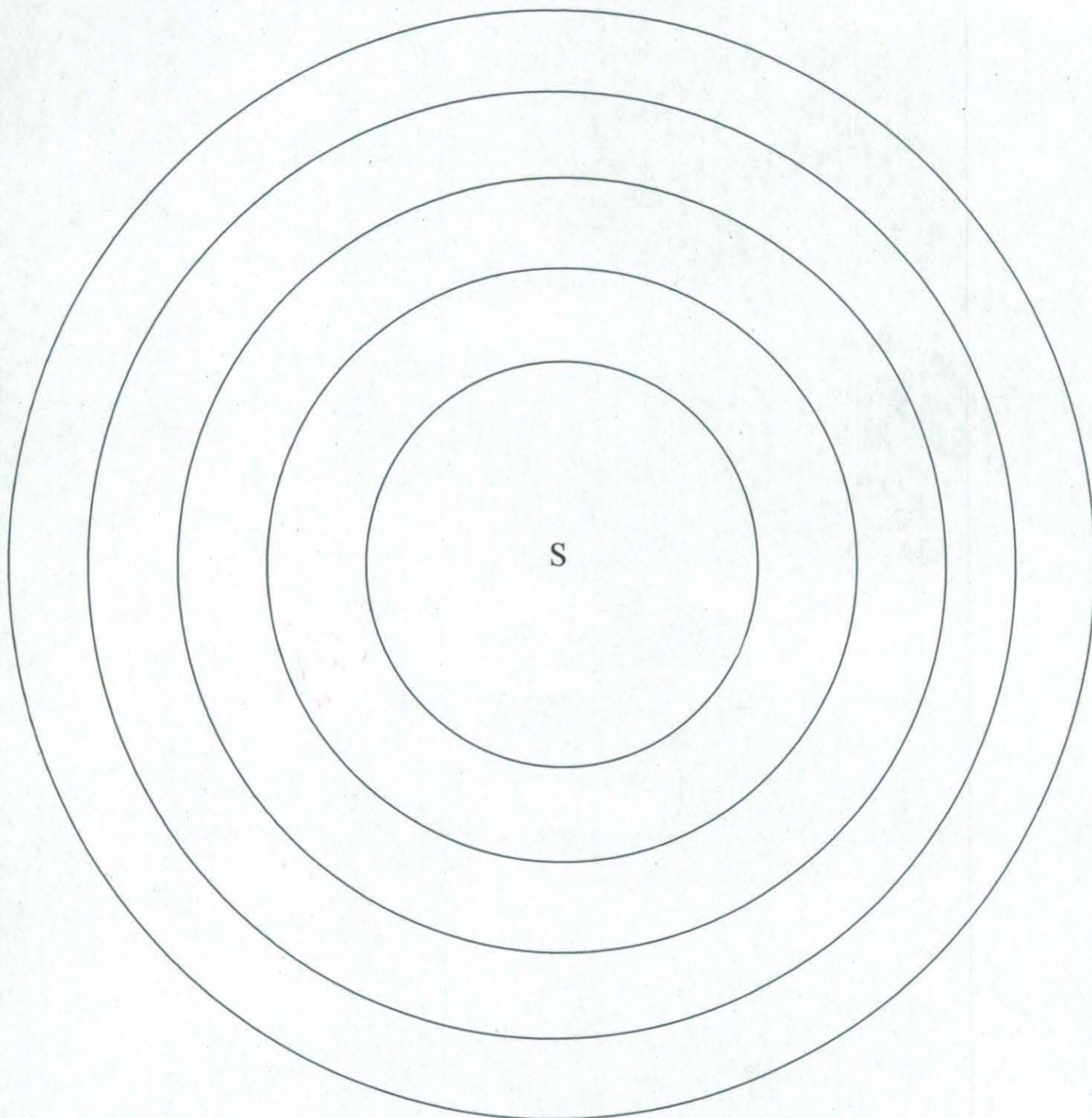
Date: _____





Personal Community Map
('S' = self)

Project specific serial number: _____



ANONYMISATION ISSUES

1. All personal names to be replaced by terms from the following list (according to how they are described by the respondents) WIFE/ HUSBAND/ PARTNER/ FATHER/ MOTHER/ BROTHER/SISTER (1,2,3...), GRANDMOTHER (1,2,) GRANDFATHER (1,2,) AUNT (1,2....), UNCLE (1,2....), COUSIN (1,2...), NEIGHBOUR (1,2,3), BEST FRIEND (1,2,), FRIEND (1,2....0), COLLEAGUE (1,2,...) ETC
2. Geographical references. All interviews to be code numbered to make their regional origins clear (e.g. S1..., NW1..., SE1...). Large cities are not normally to be anonymised (as this is not a key identifier). Street addresses are to be anonymised (STREET1, 2...). Countries to be COUNTRY 1,2... and regions REGION1, 2...
3. Other key locations with respect to current and future residence to be anonymised using PLACE1,2,... (we are not to use more discriminating terms such as town, suburb, city, village etc as standardisation will be difficult to enforce across the sample and this may mislead researchers) (It is also quite likely that if these terms are meaningful to respondents, they will be used in the narrative by the respondents themselves).
4. Locations which are visited (e.g. as tourists, for leisure) are not normally to be anonymised.
5. Other anonymisations: UNIVERSITY (1,2,...); SCHOOL (1,2....), WORKPLACE (1,2...) CLUB (1,2....).
6. No need to anonymise political parties or political affiliations, religious affiliations, world views, attitudes, etc.
7. We do not need to keep a separate document for each transcript detailing what was anonymised/replaced in that particular transcript.
8. In the actual transcript, it is important that replaced words/phrases are clearly identified. As square brackets [] are already used throughout the transcripts, I suggest that we use these curly brackets { }

ECONOMIC AND SOCIAL RESEARCH COUNCIL END OF AWARD REPORT



For awards ending on or after 1 November 2009

This End of Award Report should be completed and submitted using the **grant reference** as the email subject, to **reportsofficer@esrc.ac.uk** on or before the due date.

The final instalment of the grant will not be paid until an End of Award Report is completed in full and accepted by ESRC.

Grant holders whose End of Award Report is overdue or incomplete will not be eligible for further ESRC funding until the Report is accepted. ESRC reserves the right to recover a sum of the expenditure incurred on the grant if the End of Award Report is overdue. (Please see Section 5 of the ESRC Research Funding Guide for details.)

Please refer to the Guidance notes when completing this End of Award Report.

Grant Reference	RES-503-25-0001		
Grant Title	Social Participation and Identity: Combining Quantitative Longitudinal Data with a Qualitative Investigation of a Sub-sample of the 1958 Cohort Study		
Grant Start Date	01/10/2007	Total Amount Expended:	£303,171.09
Grant End Date	31/03/2010		
Grant holding Institution	Centre for Longitudinal Studies, Institute of Education, University of London		
Grant Holder	Professor Jane Elliott		
Grant Holder's Contact Details	Address	Email	
	20 Bedford Way London WC1H 0AL	j.elliott@ioe.ac.uk	
		Telephone 020 7612 6395	
Co-Investigators (as per project application):		Institution	
Professor Mike Savage		University of Manchester	

1. NON-TECHNICAL SUMMARY

Please provide below a project summary written in non-technical language. The summary may be used by ESRC to publicise your work and should explain the aims and findings of the project. *[Max 250 words]*

The project conducted qualitative interviews with a sub-sample of 170 individuals at age 50 from the 1958 British Birth Cohort study, also known as the National Child Development Study (NCDS). The interviews were organised into six main sections focussing on: 1) Neighbourhood and belonging; 2) Leisure activities and social participation; 3) Personal communities; 4) Life histories; 5) Identity; 6) Reflections on being part of the NCDS. The project has provided three valuable resources:

- I) Interviews focus on respondents' accounts of their social participation and how they construct their identities, including their life trajectories and sense of belonging. Research in this area currently focuses around one-time, cross-sectional surveys and this new data allows us unprecedented insights into the dynamic forces which facilitate or restrict various kinds of participation and identification throughout the respondents' lifetimes.
- II) Transcripts of the biographical interviews are being made available for a wide community of social science researchers with interests not only in social participation and identity, but also more generally in the life course, health, leisure, and relationships between work, employment and household dynamics.
- III) A methodological report on the project that focuses on the advantages of linking qualitative data to longitudinal quantitative data and on using the quantitative data to understand more about responses to qualitative interviews.

The project has benefited from close collaboration between the Centre for Longitudinal Studies (CLS) at the Institute of Education and the ESRC Centre for Research on Socio-cultural Change (CRESC) at the University of Manchester.

2. PROJECT OVERVIEW

a) Objectives

Please state the aims and objectives of your project as outlined in your proposal to the ESRC. *[Max 200 words]*

To carry out in-depth biographical interviews with a stratified sub-sample of 180 individuals from the 1958 British Cohort Study at age 50. These will focus on individuals' social participation including associational memberships; participation in courses; and more informal participation with family, neighbours and friends. They will also explore how such involvements are tied to individuals' sense of identity and how they intersect with and are shaped by individual biographies.

To analyse the rich qualitative data from the transcribed interviews in tandem with quantitative longitudinal data from NCDS to gain a better understanding of the processes which encourage or prevent individuals from becoming more involved.

To analyse the associations between social participation, health and well-being for individuals as

they enter later middle-age, using both qualitative, interpretative approaches and longitudinal modelling.

To develop methodological expertise on how qualitative data and quantitative data can be used alongside each other and to run three practical workshops on combining qualitative and quantitative data based on the resources produced in the project.

To archive the transcribed, anonymised interviews together with quantitative longitudinal data from the NCDS to create a resource for secondary analysis.

b) Project Changes

Please describe any changes made to the original aims and objectives, and confirm that these were agreed with the ESRC. Please also detail any changes to the grant holder's institutional affiliation, project staffing or funding. *[Max 200 words]*

The project has been augmented in two key ways. First, additional funding was obtained for additional interviews to be carried out in Wales. A total of 60 additional interviews were planned and 49 of these have been completed. Funding was provided by the Welsh Assembly Government and the project team have collaborated with the Wales Institute of Social & Economic Research, Data & Methods (WISERD) to complete these interviews. Second, separate funding was obtained to conduct an additional 30 interviews with members of the 1946 cohort and 30 interviews with the Hertfordshire Cohort. These form part of the 'Healthy Ageing Across the Lifecourse' programme of research, led by Professor Diana Kuh.

There have been no changes to the grant holder's institutional affiliation, project staffing or funding. However, there was a slight delay to the start of the project. In part this was due to a delay in receipt of the formal offer letter from ESRC and the subsequent delays this caused in setting up a sub-contract between the University of Manchester and the Institute of Education. This accounts for the fact that the final total of interviews completed was 170 – ten short of the original target of 180. However, having reached this total, and recognising the additional interviews collected as part of the Welsh boost, we were satisfied that we had achieved a substantial collection of high-quality interviews.

c) Methodology

Please describe the methodology that you employed in the project. Please also note any ethical issues that arose during the course of the work, the effects of this and any action taken. *[Max. 500 words]*

In order to collect qualitative information on social participation and identity from a sub-sample of cohort members, a topic guide was developed with six main sections: 1) Neighbourhood and belongin; 2) Leisure activities and social participation; 3) Personal communities; 4) Life history; 5) Identity; 6) Reflections on being part of the NCDS. The interviews were conducted using a semi-structured topic guide comprising a total of 31 open-ended questions and 3 self-completion diagrams. Given that our interview sample was drawn from the NCDS, it was important that we not only thought in terms of filling gaps in our understanding of participation stemming from the limited coverage of this particular issue in the quantitative waves of the Study, but that we tried to establish multiple links with the main study data. The initial 'pilot' topic guide was developed between January and May 2008. This was tested in the field in a series of seven pilot interviews with Cohort Members across the three sampling regions in June 2008. The pilot interviews resulted in a number of changes to the draft guide. As well as the adding, dropping, replacing and splitting of particular questions, this included the specifying of mandatory

prompts, words and phrases and the inclusion of detailed instructions to interviewers. A central aim of the research was to collect reasonably consistent data across the interviews so that information obtained could be analysed in conjunction with quantitative longitudinal data from NCDS. It was therefore important that all questions in the topic guide were covered according to a standardised approach. 'Must-use' words or compulsory phrases were highlighted in 'bold' in the topic guide. Other questions could be paraphrased or reworded to help build rapport and make the interview as natural and conversational as possible.

The interviews were carried out by a team of seven interviewers, two of whom (Andrew Miles and Samantha Parsons) were part of the core team; the other five were experienced qualitative interviewers. Each interviewer conducted between 19 and 34 interviews. The use of an existing large-scale longitudinal study as the basis for a qualitative study of a sub-sample of participants provides the potential for sophisticated stratified or theoretical sampling based upon known characteristics of the target sample. However, there is a tension between constructing a very specific sample that will be of particular interest for the study of a narrowly specified substantive topic, and the need to produce data from a broadly representative range of respondents that can then form a resource for subsequent analysis by future researchers. To best meet the central aims of the project, the sample was stratified by two main criteria: geographic location and social mobility.

A total of 170 interviews were completed and transcribed. These have been imported to NVivo and matched with data from the quantitative longitudinal datasets from the 1958 cohort as an aid to analysis. Further details of the methodology are discussed in a working paper on the project, published on the CLS Website.

d) Project Findings

Please summarise the findings of the project, referring where appropriate to outputs recorded on *ESRC Society Today*. Any future research plans should also be identified. [*Max 500 words*]

The interview response rate was 71% and the refusal rate 17%. Linkage with the NCDS shows a slight bias towards more highly educated, more politically engaged and healthier respondents. We conclude that using a longitudinal quantitative study as the basis for a qualitative study is practical and effective. There was no evidence from the interviews that participation in this sub-study might affect cohort members' preparedness to participate in further sweeps of the main study.

In the main, cohort members gave very positive accounts of their involvement in the NCDS over the past 50 years. Four main themes emerged: childhood memories, continued participation, improving the experience and maximising future participation. Respondents frequently recalled that they felt special to have been selected to be part of the study and there were vivid memories of educational assessments or medical and laterality tests. Despite drop-out and refusal in subsequent waves, cohort members who were interviewed reported a sense of loyalty mixed with obligation towards the study and an increased sense of wanting to see it through to the end. Some even recognised they were irreplaceable, with the longitudinal nature of the study bringing a sense of commitment. However, continued participation was not just out of a sense of duty or altruism. The personal benefits for some were feeling a sense of importance or still feeling special to be part of the study, together with an increased understanding and interest in the study as they themselves have got older.

Respondents emphasised the importance of both the regularity and type of feedback that they have received or would like to receive as a means of improving their experience. For example,

cohort members wanted to know specifically what Government policies have been shaped or changed by the data.

Preliminary studies have been carried out on a number of issues connected with respondents' broader narratives of participation and identity, including:

- I) the way they construct their life stories;
- II) participation typologies;
- III) class, gender, national and generational identities.

These have highlighted the importance of issues around work, in particular; but also family formation and life stage in enabling and defining participation; how men and women respond very differently to being asked about their gender identity; and the continuing salience of class.

One of the most notable features of the interviews is the concern of many to present themselves as 'ordinary' people with unremarkable lives, even though the opposite is quite often true. We have found that even the most successful individuals in career terms prefer to tell a 'modest' story, and this is the subject of an article recently submitted to the British Journal of Sociology which argues that upwardly mobile men often do not draw attention to their success and prefer to deploy 'modest stories'. We are pursuing this interest by assessing whether we can consider the 1958 cohort as part of a 'missing generation' whose experience of political and economic restructuring in the 1980s and 90s has led to a form of cultural amnesia.

e) Contributions to wider ESRC initiatives (eg Research Programmes or Networks)

If your project was part of a wider ESRC initiative, please describe your contributions to the initiative's objectives and activities and note any effect on your project resulting from participation.
[Max. 200 words]

This project was not part of a wider ESRC initiative so this question is not applicable. However, it should be noted that we have collaborated with the Timescapes project, specifically by sharing information on the development of our interview topic guide, and by consulting with them over best practice in gaining consent for qualitative interviews, anonymising interview transcripts and archiving qualitative material. In addition, as can be seen from our Outputs listed on the ESRC Society Today website, we have collaborated with the Realities Node in running two workshops.

3. EARLY AND ANTICIPATED IMPACTS

a) Summary of Impacts to date

Please summarise any impacts of the project to date, referring where appropriate to associated outputs recorded on *ESRC Society Today*. This should include both scientific impacts (relevant to the academic community) and economic and societal impacts (relevant to broader society). The impact can be relevant to any organisation, community or individual. [Max. 400 words]

The project has already had a number of both scientific and societal impacts. First, as planned in our original objectives, we have held three methodological workshops that focussed on mixed methods research using the qualitative interview transcripts together with quantitative longitudinal data from the 1958 cohort study. Elliott has led two successful workshops on 'Narrative and Mixed Methods research', which provided participants with hands-on experience of using NVivo to facilitate analysis using both qualitative and quantitative data. Miles and Savage have organised and co-presented two joint workshops with the ESRC Realities node group at the University of Manchester, which attracted audiences from across the UK. The first, entitled 'Engaging Qualitatively and Quantitatively', took place on 17 December 2009. The second, 'Doing Mixed Methods', on 23 June 2010. Further details of these workshops are listed on *ESRC Society Today*.

Second, a Radio 4 documentary series *When I Grow Up* (5 x 15 minutes February - March 2010), which was narrated by John Waite, was based on a group of ten cohort members who were part of the qualitative study. This has had a very positive impact on raising the profile of the study and resulted in many more 'hits' on the CLS website.

The project has also attracted considerable interest amongst sociologists and those interested in longitudinal methods. Savage presented findings on qualitative aspects of social mobility at the 2010 Research Methods Festival and at the BSA Conference.

b) Anticipated/Potential Future Impacts

Please outline any anticipated or potential impacts (scientific or economic and societal) that you believe your project might have in future. [Max. 200 words]

Further workshops based on the resource of qualitative interviews are planned for the next twelve months. These include a workshop planned to take place in Edinburgh in October 2010 to showcase the resource and provide participants with hands-on experience of using the NVivo software to facilitate mixed methods research. Demonstrating the potential international impact of our work, Miles and Savage are presenting a training workshop on longitudinal analysis at the University of Copenhagen in September 2010. Elliott has been invited to present at a workshop on combining qualitative evidence with quantitative longitudinal studies in Berlin in early October 2010.

Furthermore, we are planning a workshop on methodological and substantive issue in the study of social and cultural participation for a wider audience, including cultural sector researchers and policy makers, for the Spring of 2011, to be hosted by the DCMS or Arts Council England. This will consider the contribution that longitudinal qualitative perspectives and mixed methods approaches can make to understanding participation.

You will be asked to complete an ESRC Impact Report 12 months after the end date of your award. The Impact Report will ask for details of any impacts that have arisen since the completion of the End of Award Report.

4. DECLARATIONS

Please ensure that sections A, B and C below are completed and signed by the appropriate individuals. The End of Award Report will not be accepted unless all sections are signed.

Please note hard copies are NOT required; electronic signatures are accepted and should be used.

A: To be completed by Grant Holder

Please read the following statements. Tick ONE statement under ii) and iii), then sign with an electronic signature at the end of the section.

i) The Project

This Report is an accurate overview of the project, its findings and impacts. All co-investigators named in the proposal to ESRC or appointed subsequently have seen and approved the Report.	<input checked="" type="checkbox"/>
---	-------------------------------------

ii) Submissions to *ESRC Society Today*

Output and impact information has been submitted to <i>ESRC Society Today</i> . Details of any future outputs and impacts will be submitted as soon as they become available.	<input checked="" type="checkbox"/>
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OR

This grant has not yet produced any outputs or impacts. Details of any future outputs and impacts will be submitted to <i>ESRC Society Today</i> as soon as they become available.	<input type="checkbox"/>
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OR

This grant is not listed on <i>ESRC Society Today</i> .	<input type="checkbox"/>
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iii) Submission of Datasets

Datasets arising from this grant have been offered for deposit with the Economic and Social Data Service.	<input checked="" type="checkbox"/>
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OR

Datasets that were anticipated in the grant proposal have not been produced and the Economic and Social Data Service has been notified.	<input type="checkbox"/>
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OR

No datasets were proposed or produced from this grant.	<input type="checkbox"/>
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RESEARCH

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Current CLS research

» Current CLS research

Solving the Problem of Attrition in Longitudinal Surveys

Career and partnership trajectories: How are they connected for women and men?

Using health record linkage in the UK Millennium Cohort Study to investigate childhood obesity, asthma and infections

Predicting and preventing non-response in cohort studies

Administrative Data - Methods, Inference and Networks

Life History & Healthy Ageing

Understanding Individual Behaviours: Exploratory Network

Social Participation and Identity

Determinants of physical activity in the UK Millennium Cohort Study

The contribution of environmental lead exposure in early childhood to inequalities in child health and cognitive development in the UK Millennium Cohort Study

Causes and consequences of outcomes for young children in Northern Ireland

National Centre for E-Social Science Quantitative Node

Education and intergenerational social mobility: Preparation of data from the 1946 National Survey of Health and Development Birth Cohort

» Teaching Resources

Social Participation and Identity

Combining quantitative longitudinal data with a qualitative investigation of a sub-sample of the 1958 Cohort Study

The aim of the project is to conduct 180 qualitative interviews with individuals at age 50 from the NCDS cohort. Interviewing began in November 2008 and so far nearly 40 interviews have taken place. For a comparatively small cost this will provide three valuable resources which will considerably enhance the relevance and appeal of the study to wider groups of social scientists.

- Methodologically, this will be the first attempt anywhere in the world to interview members of a panel survey in depth, with the possibility of linking such narratives to data collected in earlier waves.
- Substantively, the interviews will focus on respondents' accounts of social participation. Research in this area is currently focused around cross sectional surveys and this will allow us unprecedented insights into the dynamic, life course forces which facilitate or restrict various kinds of participation.
- As a resource, transcripts of the 180 biographical interviews will be available for a wide community of social science researchers with interests not only in social participation, but also more generally in the life course, health, leisure, the relationship between work, employment and household dynamics.

The substantive focus of this project will be to use qualitative interview data and longitudinal quantitative data in tandem to develop a clearer understanding of why some individuals join groups, voluntary organisations and charities, and participate in social activities while others do not.

Use of longitudinal data from the 1958 British Birth Cohort Study together with qualitative data from interviews with a sample of 180 cohort members will help us to gain further insights into the processes and mechanisms that explain why some individuals exhibit much higher levels of associational membership and social engagement than others.

The project will benefit from close collaboration between the Centre for Longitudinal Studies (CLS) at the Institute of Education and [CRESC](#) at the University of Manchester. While CLS will take the methodological lead on the project, CRESC have particular strengths in the substantive area of social participation and social capital.

The lead researchers at CLS are [Jane Elliott](#) and [Sam Parsons](#).

Date published: 13/05/2008

Last amended on: 23/04/2009

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Social Participation and Identity – NCDS Project

Title: Social Participation and Identity: Combining quantitative longitudinal data with a qualitative investigation of a sub-sample of the 1958 cohort study (Wales sample)

Funder(s): WAG

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Overview

This project is a joint venture with the Institute of Education, Centre for Longitudinal Studies and the ESRC Centre for Research on Socio-cultural change (Manchester University). The main study, funded by ESRC, is undertaking 180 qualitative interviews with cohort members of the 1958 National Child Development Study. In the first stage of the project WISERD was funded by WAG to undertake an additional 60 interviews with a Wales sample.

Interviews were completed during 2010. As part of the second stage of the project, WISERD researchers and colleagues from the Institute of Education will undertake analysis of interviews, looking at the qualitative interview data in relation to the quantitative longitudinal data generated by the NCDS to date. There is also the possibility of looking at the data comparatively in relation to the other nations of the United Kingdom.

Deliverables

There will be range of outputs, relating to the analysis of the Wales data and to comparative explorations of the data set as a whole. Outputs will include collaborations with colleagues at Manchester and London.

A Wales report based on the data contained in the Welsh interviews will be produced and made available via the WISERD website.

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- [15th September 2011 - Workshop: Locating and Using Data Resources on Wales](#)
- [21st September 2011 - Workshop: Mapping Your Research Data](#)
- [8th - 9th November 2011 - Workshop: Multilevel Modelling Using MLwiN](#)

WISERD News

- [15th July - WISERD Director Elected Fellow of the Learned Society of Wales](#)
- [12th July - Audio Walks Project Helping Young People Engage With Their Community](#)
- [11th July - WISERD Researchers Involved in Projects Funded by Assembly Economic Research Grants](#)

Also in this section

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