

R
REFERENCE




MINISTRY OF SOCIAL DEVELOPMENT
Te Manatū Whakahiato Ora
Information Centre
Te Pūnui Whakamōhioatanga

SSC
331
.252
SUR

PRESERVATION

INFO CENTRE, SOCIAL SECTOR



A00761974B

112 480

Survey of Working-Age
People in 2000
Technical Report



ACNielsen (NZ) Ltd
Level 9 • 120 Victoria Street • PO Box 11 346 • Wellington
Telephone (04) 385-8774 • Fax (04) 384 3267



Survey of Working-Age People in 2000

Technical Report

Ministry of Social Policy

Client Contacts: Bev Hong
Mike Rochford
John Jensen

ACNielsen Contacts: Anne Harland
James Reilly

Date: April 2001

Ref No: 1401227

Table of Contents

| | |
|--|----|
| Introduction | 3 |
| Sampling Methodology | 4 |
| Fieldwork Procedures | 11 |
| Post-Fieldwork Procedures and Processing | 14 |
| Weighting | 16 |
| Response Rate | 25 |
| New Zealand Socio Economic Index (NZSEI) Category Definition | 27 |
| Field Materials | 39 |
| Appendix I - Company Information | |
| Appendix II - ACNielsen Standard Terms and Conditions | |

Introduction

Background The Super 2000 Taskforce was established to develop a stable retirement income framework for New Zealanders. As part of its mandate, the Taskforce undertook a programme of research on the living standards of older people.

The research programme comprises three survey components: a general survey of 3,000 older people; a survey of 500 older Maori; and a survey of working aged people.

When the Taskforce was disbanded, this research programme shifted to the Ministry of Social Policy.

**Research
Objective**

The objectives of this survey of working aged people are to:

- develop, validate and calibrate a standard of living measure that can be used to compare the standard of living of working aged people with that of older people
- measure the standard of living of working aged people generally and of sub-groups of working aged people
- compare the standard of living of working aged people with the living standards of other groups.

As the analysis will be carried out by a contracted analysis team, ACNielsen's role was to provide services relating to data collection, coding of responses, data entry and basic descriptive analysis.

Sampling Methodology

This section discusses and describes the sample frame ACNielsen has developed for house-to-house sampling, the sample design which was used for this study and outlines our multi-stage sample selection procedures.

Target Population

The target population of working aged people has been defined as people aged from 18 to 64 years (inclusive) living in private dwellings (defined as having separate cooking facilities). 83% of households in New Zealand contain one or more people aged 18 to 64¹. The sample is representative of the New Zealand population living in private dwellings.

The budget available for this project allowed for a sample size of 3,682 given the specifications of the project.

ACNielsen Sample Frame

A good proportion of all the house-to-house surveys historically undertaken by ACNielsen have required fully-national interviewing.

The requirement for statistically reliable data led the company some years ago to develop and standardise a reliable national sampling frame. Because an important requirement for much of this work is to be able:

- a) to project the survey results up to total population (ie report data in terms of thousands, tens of thousands and hundreds of thousands of persons) rather than reporting simply in percentage terms, and
- b) to break these data down into relatively small geographical areas,

it was important that the sample frame be closely linked with official population statistics.

Continued On Next Page

¹ Source: Statistics New Zealand analysis of the 1996 Census undertaken for ACNielsen.

Sampling Methodology, Continued

This led ACNielsen to develop a sample frame based upon the smallest of the geographical units which Statistics NZ defines, ie 'meshblocks', developed for the 5-yearly Census data collection purposes. Meshblocks are defined in such a way that they are capable of being amalgamated into a whole range of territorial geographical constructs, including Area Units; local authority Wards, Cities and Districts; and Regions. They can also be defined in terms of a density-of-population continuum, defined by Statistics NZ as Main Urban Areas, Secondary Urban Areas, Minor Urban Areas and Rural Areas.

For Census purposes, New Zealand is split into around 35,000 meshblocks, most of which contain between 100 and 200 residents, which equates to between 30 and 70 dwellings. This was considered too small a unit for a research company's purposes. That is, random selection procedures might mean a particular meshblock is selected a number of times, and is effectively completely "worked out" in a relatively short time, especially given the fact that the sample frame is in continuous use for a whole range of surveys.

On the other hand, the next-smallest Statistics NZ unit, the "Area Unit", was considered too large: Average Area Unit population is around 2,500 (or 800 odd dwellings), and there are only around 1,500 Area Units in total. The practical requirements of a survey research company mean that a large number of areas are "worked" at any one time, which in turn means that a maximum of 1,500 possible sample frame units is too small.

Continued On Next Page

Sampling Methodology, Continued

**ACNielsen
Sample Frame
(continued)** Accordingly, ACNielsen created an entity called the Nielsen Area Unit ("NAU"), which combines, on average, around 7 meshblocks, and contains an average population of around 800 persons, for a total of around 4500 NAUs.

These units were created in such a way that when combined, they will always conform to Statistics NZ Area Unit boundaries, and therefore they conform to all of the territorial geographical and population density constructs described above.

ACNielsen has mapped all 4500 NAUs, using Statistics NZ meshblock maps, which show individual property boundaries. The first time a particular NAU is selected for a survey, a particular property is designated as the interviewer's "start point", ie - the first dwelling he or she calls upon. The NAU map is returned to the office at the end of the survey, and the next time it is selected, the interviewer's start point is the property adjacent to the last property at which contact was made in the previous survey.

The original start point is selected by using a grid pattern overlay template, and a random number selection procedure which produces grid-coordinates. Interviewers record all houses (house numbers and street names) called upon in any particular survey on a sheet attached to the inside of the NAU map folder.

The sample selection procedures used by interviewers in the field are described below.

Continued On Next Page

Sampling Methodology, Continued

Sample Design

The sample design which was used is best described as a **fully national multi-stage stratified probability sample with clustering**. These terms are described and discussed below.

Fully National means essentially that the whole of New Zealand is covered, and the sample is distributed in direct proportion to the geographical distribution of total population. The only exceptions are that Stewart Island, Great Barrier Island and the Chatham Islands are excluded.

Probability Sampling (also called random sampling). What this means is that all members of the population being sampled have a known chance of being selected in the sample. This is a fundamental requirement of a sample to provide unbiased survey results. Probability samples also enable accuracy estimates to be made; that is, they enable the calculation of margins of sampling error.

In practice, simple random sampling is very difficult to achieve, so survey researchers have to build modifications into their sampling procedures to make the process more practical. Stratification, a multi-stage procedure, and clustered sampling are all examples of such modifications.

Stratified Sampling. This refers to the practical requirement to impose some sort of geographical structure on the population being sampled, in order to ensure its thorough and equal representation in the sample achieved. In addition to providing a practical framework for sample selection, stratification tends to increase the representativeness and hence the accuracy of the sample.

The ACNielsen standard stratification system is based upon splitting the country into both geographical regions and "community types" (levels of urban/rural density). This is based upon the Statistics NZ definitions discussed above, and it produces a region by level of urbanisation grid with a target sample size in each cell of the grid which is directly proportional to each cell's share of total population. The strata for this project were based on "level of urbanisation", and were as follows:

Metropolitan Cities (Auckland, Wellington, Christchurch, Dunedin)
Other Main Urban Areas
Secondary Urban Areas
Minor Urban and Rural Areas

Continued On Next Page

Sampling Methodology, Continued

Sample Design
(continued)

Multi-Stage Sampling. This refers to the practical need to impose a staged, sequential selection procedure on the process which interviewers go through in recruiting the sample. That is, we are unable to select a simple random sample by going straight to a number of randomly pre-selected people to interview, because a comprehensive list of all New Zealanders, and addresses for them, does not exist.

Providing staged, sequential and systematic selection guidelines serves two purposes. In addition to giving interviewers a practical framework for recruiting respondents, it preserves the central tenet of probability sampling necessary to allow calculation of sampling error margins. That is, it ensures all households have a known (and in this case equal) chance of being included in the sample.

The ACNielsen system is a three stage procedure - it imposes random or quasi-random guidelines for:-

- a) Selecting Nielsen Area Units ("clusters") within stratification grid cells (strata)
- b) Selecting streets and dwellings within Nielsen Area Units; and
- c) Selecting respondents within dwellings.

These various procedures are described in the following section.

Clustered Sampling. Clustering is the procedure whereby a number of dwellings are selected to be sampled in a patterned way around a single "start point", where a start point is defined as a numbered house on a named street (or in rural areas is a systematically defined dwelling on a known or named road). The purpose of cluster interviewing is to save cost through efficiency savings in interviewers' travel time and mileage. The procedure for selecting clusters is described below.

Continued On Next Page

Sampling Methodology, Continued

Multi-Stage Sampling Procedures

Procedures for selecting clusters, households within clusters, and respondents within households, are described below.

Selection of Clusters

For almost all the surveys we undertake using this system, we select only one start point per Nielsen Area Unit. The Nielsen Area Units, or clusters, are themselves selected in a precise manner, which involves firstly deciding on cluster size, that is, the number of interviews to be obtained around a single start point.

For this project, as the main unit of analysis is the core economic unit of the working aged respondent, it was appropriate that households, rather than individuals, should be the basis of the selection process. It was also determined that the cluster size for this project should be seven.

The area sampling process was as follows:

1. Splitting the sample frame into strata, and calculating the total population, i.e. the total number of households in each stratum.
2. Dividing survey sample size by cluster size to arrive at the number of areas needed. Here $3,682 \text{ interviews} \div 7 = 526 \text{ areas or clusters needed}$.
3. Calculating the proportion of households in each stratum, and dividing the total sample size of 526 areas proportionately across the strata. This resulted in sample sizes for each stratum as follows:

| | |
|-----------------------------|-----|
| Metropolitan Cities | 251 |
| Other Main Urban Areas | 111 |
| Secondary Urban Areas | 41 |
| Minor Urban and Rural Areas | 123 |
4. Dividing the total population within each stratum by the number of clusters required for that stratum, to produce a sampling interval. For example, for the first stratum, this was $609,558 \text{ (permanent private dwellings in metropolitan cities at the 1996 Census, excluding off-shore islands)} \div 251 = 2,428$.
5. Selecting every 2,428th member of the population in the first stratum (starting at a randomly selected initial start point, which is somewhere between 1 and 609,558, with the Area Units in random order).
6. Identifying the 251 Area Units in which each 2,428th household is located.
7. Repeating steps 5 and 6 for the other three strata, using the relevant stratum population sizes and sampling interval intervals.

Continued On Next Page

Sampling Methodology, Continued

Multi-Stage Sampling Procedures (continued)

Selection of Households Within Clusters

The start point in each cluster is a numbered house on a named street, and the way it is selected has been described above.

From this point on interviewers followed a pre-determined walk pattern which essentially involved turning right as they walked out onto the street from the house they had just called on (ie walking in a clockwise direction), then calling on dwellings until the cluster of seven interviews is completed. Rather than calling at each consecutive dwelling, interviewers called only at every third dwelling.

Selection of Respondents Within Households

Only one person per household was interviewed.

A Kish Grid was used to select the respondent for interview. This method randomises the selection process and removes any interviewer discretion from the process. In addition, it overcomes the "astute respondent" problem which can be a problem of the traditional "birthday comes next" system.

In the selection process the names of all eligible household members were recorded and the respondent randomly selected with the interviewer utilising a Kish Grid.

Fieldwork Procedures

Questionnaire development The Ministry of Social Policy, with input from ACNielsen, prepared the content of the questionnaire. Whilst many of the questions were identical to those in the Survey of Older People, questions were adapted or introduced so as to make the questions appropriate to this age group.

Prior to the main fieldwork period, pre-testing of the questionnaire was undertaken.

Initially five pre-tests were completed and the interview length and comprehension of the questions, along with suggested amendments, was discussed with the Ministry of Social Policy. This first stage was completed by 16 February 2000. Another stage of five pre-test interviews was then completed and the findings discussed on 23 February. Both these two stages of pre-test interviews were conducted by the Research Director responsible for this project.

Following from these pre-test interviews, a further ten pre-test interviews were undertaken. At this stage of the process it was appropriate that they were conducted by field interviewers. This stage again resulted in suggested refinements to the questionnaire and these were presented to the Ministry of Social Policy on 1 March.

Following the third stage of the pre-test the questionnaire was again fine-tuned and the final questionnaire was put out into the field for the main fieldwork period 11 March – 18 June. Almost 98% of the questionnaires (3,603 of them) were completed by 4 June.

The final questionnaire averaged at a 39 minutes interview.

Copies of the final questionnaire, showcards and other field materials used have been included in this report.

Interviewer Selection, Training and Briefing

All interviewing was conducted by fully trained and briefed interviewers, and most interviewers on this project were very experienced interviewers. All were given two to three hour personal briefings on this project, the core of which was question by question explanation and discussion of the questionnaire. In addition to the briefing, interviewers were provided with comprehensive written instructions (included in this report).

Continued On Next Page

Fieldwork Procedures, Continued

Fieldwork Procedures

During the conduct of fieldwork itself, ACNielsen imposed a number of quality control procedures which have very important implications for ensuring the representativeness of the sample. These are as follows:

Fieldwork Timing

All fieldwork was conducted on evenings or weekends, to maximise the chances of finding the randomly selected resident at home at time of calling. This procedure minimised the number of calls required to a particular dwelling to obtain the interview, and thus enhanced the chances of interviewing the selected respondent within the number of calls allowable to each dwelling.

Call Regime

In order to maximise the chances of obtaining interviews at initially-selected dwellings and minimise the extent to which dwellings must be replaced with other dwellings, (and thus conform with the requirements of probability sampling), it is necessary to institute a "call-back" regime, whereby interviewers return to dwellings where no contact was made at the first call.

For this project interviewers made up to three visits to each Nielsen Area Unit. This allowed multiple numbers of "door knocks" at each selected dwelling in order to make contact. In each Nielsen Area Unit calls were made on different days in order to maximise the opportunity for finding people at home.

Household Replacement

Some households had to be replaced, either because no contact was made even after the call-back procedure was completed, or because the person who answered the door declined to participate, or because the selected respondent declined.

All permanent private dwellings which were approached (that is, door knocked) are included in the response-rate calculation procedure. Permanent dwellings are those where the people live in that dwelling for six months or more of the year. It includes camping grounds and caravan sites, and in holiday home areas information is sought from neighbours as to whether or not houses are permanent dwellings.

Because it is important to maximise the response rate, in order to feel confident about how well the sample represents the population it is drawn from, it is very important to obtain the required number of interviews from as few dwellings as possible.

Continued On Next Page

Fieldwork Procedures, Continued

Fieldwork Procedures (continued)

For this reason, ACNielsen imposes strict limitations on the number of different households an interviewer may approach at each successive visit to the area. This rule must of course be relaxed where households decline to participate, because in this case, the household must automatically be replaced.

Where a selected respondent declines to participate, that household is also replaced. We do not attempt to select another respondent from that household.

Increasing respondent compliance – Letterbox drop

In order to increase the response rate, letters encouraging participation in the survey and stating that an interviewer will be in their area, were placed in letterboxes of selected households. Thus the interviewers' first trip into the cluster was to identify the households that may be selected for interview and place a letter into each letterbox.

The letters were printed by the Ministry of Social Policy on Ministry letterhead paper and were placed in a Ministry of Social Policy envelope. Interviewers hand-wrote the address of the selected household on the envelope, thus increasing the likelihood of the letter being read. The letterbox drop was undertaken three to four days before the interviewer started making contacts with potential respondents in the area.

The letterbox drop was undertaken in metropolitan and provincial urban areas only. The costs of going into secondary, minor urban or rural areas is prohibitive and these are areas where we typically achieve higher response rates. Metropolitan and provincial urban areas comprise approximately 70% of the population.

Continued On Next Page

Post-Fieldwork Procedures and Processing

Post-Fieldwork Checking and Auditing

Post-fieldwork checking and auditing is a three-level process as follows:

1. The interviewer checked all completed questionnaires to ensure:
 - that full recording of responses had been made, and
 - that skip patterns had been followed correctly.
 2. Then the Regional Supervisors conducted a check and audit of each interviewer's work covering:
 - a check of call sheets to ensure interviewers followed the correct calling and selection procedures for respondents.
 - a 10% audit of each interviewer's work by telephoning the respondent to check that the interview took place, and checking a selection of questions to ensure that responses were recorded correctly.
 - an additional 30% audit of each interviewer's work is conducted by mail. Supervisors mail out a reply-paid card which contains a series of questions confirming that the interview took place and checking the interviewer's performance and manner. These cards are returned to ACNielsen's Auckland office.
 3. The final level of checking and auditing takes place after the completed questionnaires have been received in ACNielsen's office. Any questionnaires with incomplete or inconsistent data are returned to the Regional Supervisor or interviewer to recontact the respondent, or the recontacting is undertaken by the ACNielsen office field supervisors.
-

Data processing

Internal data processing involved preparing questionnaires for data entering, conducting data entry, then testing tabulations to ensure the data are "clean" and internally consistent.

Questionnaire Preparation

Computer based checks and audits eliminated the need for any substantial editing, but to the extent that there is item non-response in the questionnaires, this was dealt with at this stage by assigning an appropriate edit code.

Continued On Next Page

Post-Fieldwork Procedures and Processing, Continued

**Data Entry
Quality
Control**

ACNielsen operates to a very high level of quality control in data entry and has a very low error rate. Over the course of a year we typically exceed a correct pre-verification data entry rate of 99.9% (ie more than 99.9% of all keystrokes are correct). We typically verify 10% of each operator's work by re-entering the data. The other major quality control procedure for data entry is to use a small and dedicated team for the complete process.

Data cleaning involved checking a set of sample data cross-tabulations against the frequency count derived from the data entry process, to ensure that base numbers are consistent and correct and questionnaire skips have been correctly followed. At this stage, the meaning and sense of the data was also checked to ensure they contain no unexpected findings or fluctuations.

**Derived
Variables**

Subsequent to the data being provided to the Ministry, it was requested that a number of additional variables be added to the database.

The calculation for these additional variables was provided by the Ministry, with the exception of the ethnicity prioritisation where the categories were specified by the Ministry but the syntax was done in-house.

Continued On Next Page

Weighting

Survey Weighting

Surveys of this nature usually require weighting in order to provide accurate results. This compensates for disproportionate sampling, such as that due to interviewing only one person from each household, and can also adjust for skews in demographic characteristics due to differential non-response between various demographic groups.

This section gives details of the weighting processes used for this survey, and describes the nine sets of weights produced.

Nine Sets of Weights

Different weights are required depending on the analysis being conducted. Nine sets of weights have been calculated for this survey, listed below:

1. Working aged people - to population
2. Working aged people - to effective sample size for means
3. Working aged people - to effective sample size for cross-tabulations
4. CEUs containing working aged people - to population
5. CEUs containing working aged people - to effective sample size for means
6. CEUs containing working aged people - to effective sample size for cross-tabulations
7. Number of all people in these CEUs - to population
8. Number of adults in these CEUs - to population
9. Number of children in these CEUs - to population.

Three sets of weights allow analyses based on working aged people. One set of these person weights sums to the population size, while the other two sum to approximate effective sample sizes for two types of analyses (means and cross-tabulations). Three similar sets of weights enable analyses based on the number of CEUs containing working aged people. Another three weights were derived from the CEU weights; these enable analyses based on the number of people (all people, adults, or children) in these CEUs.

The weighting process used to calculate the first set of person weights was incomplete post-stratification (also known as raking ratio estimation) with weight constraints. The parameters for this process will be described in detail below. Deriving the other weights from the initial weights was reasonably straightforward; this is also described below.

Continued on Next Page

Weighting, continued

Weights for Working Aged People

The calculation of person weights that sum to the working aged population size involved two main stages.

The first stage adjusted for different respondent selection probabilities, by weighting each respondent by the number of people eligible for the survey in the household. (Because one person is chosen at random from those eligible in each household, and since a self-weighting sample of households was selected, this weight is the appropriate Horvitz-Thompson weight for this survey.) The number of people eligible for the survey is the number of people aged 18-64 in the household. A wide range of eligible household sizes is present in the sample, which would have caused substantial variation in the weights if left untreated. Variation in the weights tends to reduce the reliability of the survey results.

To mitigate this problem, all households with six or more eligible people were given a respondent selection weight of 5. This introduces a small amount of bias, but less than 0.2% of respondents are affected. The improvement in reliability should more than compensate for the small amount of bias introduced. (Note that the word "bias" is used here in a technical sense, meaning the component of survey error not due to sampling variability.)

The second stage of the weighting process controlled for sample imbalances on important demographic characteristics. Four control variables were believed to be crucial; these were age, gender, ethnicity (Maori/non-Maori) and location. These were interlaced for weighting purposes as follows:

1. Age x gender (Age in 5 year brackets, except 18-24 year olds were grouped together)
2. Age x ethnicity (Maori/Non-Maori)
3. Gender x ethnicity (Maori/Non-Maori)
4. Location x gender (location codes listed below)
5. Location x ethnicity (Maori/Non-Maori)
6. Age x location

The location codes used were:

1. Auckland
2. Wellington
3. Other major urban areas
4. Other minor urban areas
5. Rural/Remainder

Continued on Next Page

Weighting, continued

Three respondents refused to give their age; they were each randomly assigned an age group, with age groups being chosen with probability proportional to size.

A number of other variables were investigated for sample imbalances. The frequency distribution was calculated from the survey data using the Horvitz-Thompson weight described above, and this was compared against figures from the 1996 Census. Details are shown in the table on the next page.

Comparison of Survey Distributions against Census

| Social Marital Status | <i>Census</i> | <i>Survey</i> | <i>Difference</i> |
|------------------------------|---------------|---------------|-------------------|
| Partnered | 66.7% | 68.6% | 1.9% |
| Ethnicity | | | |
| Pacific Island | 5.59% | 6.71% | 1.1% |
| Chinese | 2.45% | 1.63% | 0.8% |
| Indian | 1.23% | 1.42% | 0.2% |
| Labour Force Status | | | |
| Employed Full-time | 57.92% | 55.12% | 2.8% |
| Employed Part-time | 14.30% | 19.43% | 5.1% |
| Unemployed | 5.57% | 5.10% | 0.5% |
| Not in Labour Force | 22.96% | 20.34% | 2.6% |
| Income Source | | | |
| Salary or Wages | 63.31% | 71.68% | 8.4% |
| Home Ownership | | | |
| Own Home | 72.04% | 62.90% | 9.1% |

Note: The Census percentages shown for Chinese and Indian people are across people aged 15-64, not people aged 18-64, while the Pacific Island percentage is across all people. All other figures are based on working aged people.

Two of these characteristics showed substantial skews relative to the Census, namely home ownership and whether the respondent received income from salary and wages in the last year. These characteristics were therefore included as control variables in the weighting process.

Continued on Next Page

Weighting, continued

A constrained incomplete post-stratification process was used to bring the survey distributions into line with population benchmarks. (Population figures from the 1996 Census were used, after being scaled up using the March 2000 population estimate.)

Person weights were initially calculated using an unconstrained incomplete post-stratification method. However this resulted in some people receiving quite large weights, in spite of the truncation of the initial probability weights to be at most 5. This was due to large post-stratification adjustment factors being applied to some people.

Specifically, 49 people had adjustment factors over 1.0, with the maximum being 2.51. For comparison, the average adjustment factor was 0.31. So one person had an adjustment factor over 8 times the average.

These large weights would have decreased the reliability of the survey results. A constrained incomplete post-stratification algorithm was therefore used. (Similar weighting processes are becoming widely used in survey research. A ground-breaking article in this area is by Deville, Särndal and Sautory (1993), *Journal of the American Statistical Association* 88, 1013-1020.)

The post-stratification adjustment factors were successfully constrained so that none exceeded 1.09; this was 3.5 times the average adjustment factor. (Adjustment factors were also prevented from falling below one eighth of the average.) This resulted in final person weights with a much less skewed distribution (the skewness statistic was 1.84 instead of 3.85), and reduced the size of the larger weights considerably. For example, the maximum weight dropped from 10.02 to 5.46. This will have significantly improved the reliability of the survey results.

Continued on Next Page

Weighting, continued

CEU Weights and Derived People Weights

CEU weights were derived from the person weights by dividing these weights by the number of working aged people in each CEU. (This number will be either one or two, depending on the composition of the CEU.)

The weights for the number of adults in the CEU will be derived by multiplying the CEU weights by the number of adults in each CEU. The weights for the number of children in the CEU and for all people in the CEU are derived similarly, multiplying by the number of children in each CEU and the number of people in each CEU respectively. In these calculations adults are defined as people aged 18 years or more, and children are people aged less than 18.

Weights Projecting to Effective Sample Size

Weights projecting to an effective sample size were desired for working aged people and CEUs. These would enable later analyses to calculate better sampling errors and significance tests than would otherwise be possible using standard statistical software.

The effective sample size was calculated for a number of survey variables, for means and frequencies where appropriate. Since the actual sample size varied across these variables (because some questions were not asked of all respondents), these effective sample sizes were converted into design effects. The results are shown on the next page, and summarised by the mean and upper decile values. The design effects for means and frequencies were quite different in size, so they are shown and summarised separately.

The upper deciles for the design effects shown on the next page were then converted back into effective sample sizes. (The upper deciles were chosen as a conservative measure of an overall design effect.) The weights for working aged people and for CEUs were rescaled so they summed to these effective sample sizes, producing the remaining four sets of weights required.

Continued on Next Page

Weighting, continued

| Variable Name | Design Effect for Means | |
|---------------|-------------------------|--------------|
| | Person Analysis | CEU Analysis |
| assetnbr | 1.01 | 1 |
| NZSEI | 0.97 | 1.03 |
| costnbr | 0.93 | 1.07 |
| chcostno | 1.03 | 0.94 |
| costq13 | 0.99 | 1.1 |
| costq14 | 1.02 | 1.09 |
| mtgamt1 | 1.06 | 0.86 |
| mtgamt2 | 0.94 | 0.84 |
| mtgamt3 | 1.02 | 0.77 |
| rentamt | 1.05 | 0.88 |
| econq17 | 1.01 | 1.09 |
| econq18 | 1.04 | 0.97 |
| totinc | 1.06 | 1.17 |
| assetgrp | 1.04 | 1.04 |
| solnow | 1.08 | 1.21 |
| incomeok | 1.05 | 1.19 |
| mtgper1 | 1.08 | 0.93 |
| mtgper2 | 1.15 | 1.1 |
| mtgper3 | 0.87 | 0.77 |
| rentper | 1.1 | 1.06 |
| spend | 1.15 | 1.31 |
| happy | 1.13 | 1.29 |
| Average | 1.03 | 1.03 |
| Upper decile | 1.13 | 1.21 |

Continued on Next Page

Weighting, continued

| Variable Name | Value | Design Effect for Frequencies | |
|---------------|-------|-------------------------------|--------------|
| | | Person Analysis | CEU Analysis |
| totinc | 1 | 1.21 | 0.9 |
| totinc | 2 | 1.39 | 2.06 |
| totinc | 3 | 1.53 | 2.23 |
| totinc | 4 | 1.34 | 1.97 |
| totinc | 5 | 1.18 | 1.61 |
| totinc | 6 | 1.15 | 1.54 |
| totinc | 7 | 1.19 | 1.47 |
| totinc | 8 | 1.13 | 1.29 |
| totinc | 9 | 1.15 | 1.23 |
| totinc | 10 | 1.14 | 1.21 |
| totinc | 11 | 1.17 | 1.22 |
| totinc | 12 | 1.13 | 1.05 |
| totinc | 13 | 1.18 | 1.05 |
| totinc | 14 | 1.13 | 0.92 |
| totinc | 15 | 1.14 | 0.87 |
| totinc | 16 | 1.15 | 0.98 |
| totinc | 17 | 1.19 | 0.89 |
| totinc | 18 | 1.18 | 0.91 |
| totinc | 19 | 1.01 | 0.79 |
| assetgrp | 1 | 1.17 | 1.5 |
| assetgrp | 2 | 1.18 | 1.44 |
| assetgrp | 3 | 1.21 | 1.36 |
| assetgrp | 4 | 1.21 | 1.38 |
| assetgrp | 5 | 1.12 | 1.03 |
| assetgrp | 6 | 1.15 | 1.24 |
| assetgrp | 7 | 1.08 | 0.97 |
| assetgrp | 8 | 1.12 | 1.1 |
| assetgrp | 9 | 1.12 | 0.98 |
| assetgrp | 10 | 1.15 | 0.97 |
| assetgrp | 11 | 1.14 | 0.91 |
| assetgrp | 12 | 1.17 | 0.97 |
| assetgrp | 13 | 1.05 | 0.93 |
| assetgrp | 14 | 1.16 | 0.91 |
| assetgrp | 15 | 1.12 | 0.88 |
| assetgrp | 16 | 0.93 | 0.75 |

Continued on Next Page

Weighting, continued

| Variable Name | Value | Design Effect for Frequencies | |
|---------------|-------|-------------------------------|--------------|
| | | Person Analysis | CEU Analysis |
| solnow | 1 | 1.15 | 1.27 |
| solnow | 2 | 1.11 | 1.23 |
| solnow | 3 | 1.12 | 1.25 |
| solnow | 4 | 1.13 | 1.41 |
| solnow | 5 | 1.19 | 1.19 |
| incomeok | 1 | 1.1 | 1.32 |
| incomeok | 2 | 1.14 | 1.27 |
| incomeok | 3 | 1.16 | 1.27 |
| incomeok | 4 | 1.12 | 1.19 |
| mtgper1 | 1 | 1.07 | 0.92 |
| mtgper1 | 2 | 1.09 | 0.97 |
| mtgper1 | 3 | 1.12 | 0.97 |
| mtgper1 | 4 | 1.08 | 0.93 |
| mtgper1 | 5 | 1.02 | 0.9 |
| mtgper2 | 1 | 1.14 | 1.17 |
| mtgper2 | 2 | 1.07 | 1.02 |
| mtgper2 | 3 | 0.92 | 0.72 |
| mtgper2 | 4 | 1.15 | 1.07 |
| mtgper2 | 5 | 1.02 | 0.77 |
| mtgper3 | 1 | 0.56 | 0.77 |
| mtgper3 | 2 | 0.99 | 0.77 |
| mtgper3 | 4 | 0.96 | 0.77 |
| rentper | 1 | 0.99 | 1.09 |
| rentper | 2 | 0.93 | 1.08 |

Continued on Next Page

Weighting, continued

| Variable Name | Value | Design Effect for Frequencies | |
|---------------|-------|-------------------------------|--------------|
| | | Person Analysis | CEU Analysis |
| rentper | 3 | 1.37 | 1.49 |
| Rentper | 4 | 1.18 | 0.91 |
| Rentper | 5 | 1.02 | 1.15 |
| Spend | 1 | 1.14 | 1.25 |
| Spend | 2 | 1.15 | 1.25 |
| Spend | 3 | 1.17 | 1.37 |
| Happy | 1 | 1.15 | 1.28 |
| Happy | 2 | 1.16 | 1.3 |
| Happy | 3 | 1.14 | 1.31 |
| Happy | 4 | 1.13 | 1.36 |
| Happy | 5 | 1.12 | 1.28 |
| Average | | 1.13 | 1.15 |
| Upper decile | | 1.19 | 1.48 |

Response Rate

Analysis of response rate

The following table provides the outcomes which are used in calculating the response rate.

| | |
|--|-------------|
| (A) Total households approached | 8312 |
| Holiday homes/empty homes | 402 |
| No-one aged 18 to 64 in household | 1641 |
| Estimate of no-one aged 18 to 64 years in households where no-one home/unapproachable* | 97 |
| (B) Total eligible occupied households approached (estimated) | 6172 |
| Estimate of eligible households where no-one home/unapproachable household* | 345 |
| (C) Total eligible households contacted | 5827 |
| Household refusal | 932 |
| Respondent not interviewable (language etc) | 153 |
| Respondent refusal | 802 |
| Not available during survey period | 246 |
| Interview not completed | 7 |
| Interview completed but replaced | 5 |
| (D) Total completed interviews | 3682 |

Response Rate (D/B) = 60%

Conversion Rate (D/C) = 63%

*Note that there was a total of 442 households where there was no-one home or the household was unapproachable. We have estimated the proportion of those 442 households that would be eligible and those that would be ineligible due to there being no-one aged 18 to 64 years in the household.

Continued on Next Page

Response Rate, continued

This estimate has been derived by calculating the proportion of contacted households where there was no-one aged 18 to 64 years ie no-one aged 18 to 64 in household (1641) divided by no-one aged 18 to 64 in household (1641) plus the number of contacted eligible households (5827) = 22% and applying this proportion to the number of households where there was no-one home/unapproachable (ie 22% of 442 = 97).

In this way we have estimated that 97 of the 442 households where there was no-one home or the household was unapproachable, would be ineligible due to there being no 18 to 64 year olds living in the household, and 345 would be eligible.

New Zealand Socio Economic Index (NZSEI) Category Definition

Background The NZSEI is a 'continuous scale of socio-economic status which provides a robust, standardised and internationally comparable measure of occupational class'.

Although this method of classification was originally tested in the Health Sector, this product has been developed by Statistics New Zealand with a view to being widely applicable to both social research and official statistics.

Statistics New Zealand have modelled the NZSEI on the International Socioeconomic Index (ISEI) developed by Ganzeboom et al. (1992; 1996), to which results have been shown to have a reasonably close fit.

The overall premise of the model is that

'there exists a fundamental relationship between cultural capital or resources (education) and access to material rewards (income), and that this relationship is mediated through the occupational structure.'

Put quite simply, the index assumes that a person's occupation provides a reasonable basis on which to assign them a position on the socioeconomic hierarchy.

In the past, the Elley-Irving scale has been the most widely used method of measuring socioeconomic status in the New Zealand research community. However, changes in the occupational structure, combined with demographic and social changes, have rendered this method outdated. In response, the NZSEI has been developed in line with the current occupational structure in New Zealand, and using data from the 1991 Census and the New Zealand Standard Classification of Occupations 1990¹. Furthermore, it takes advantage of more advanced techniques in statistical modelling.

Following is a spreadsheet containing the occupational codes, associated descriptions and the NZSEI code as classified by Statistics New Zealand.

Continued On Next Page

¹ The NZSCO groups together occupations with similar skills requirements

New Zealand Socioeconomic Index Categories (NZSEI) defined, Continued

| NZSCO | Description | NZSEI |
|-------|---|-------|
| 011 | Armed Forces | 54 |
| 0111 | Armed Forces | 54 |
| 111 | Legislators | 84 |
| 1111 | Legislators | 84 |
| 112 | Senior Government Administrators | 82 |
| 1121 | Senior Government Administrators | 82 |
| 113 | Senior Business Administrators | 90 |
| 1131 | Senior Business Administrators | 90 |
| 114 | Special-Interest Organisation Administrators | 63 |
| 1141 | Special-Interest Organisation Administrators | 63 |
| 121 | General Managers | 65 |
| 1211 | Corporate Managers or Managing Directors | 65 |
| 122 | Specialised Managers | 54 |
| 1221 | Production and Operations Managers | 54 |
| 1222 | Finance and Administration Managers | 54 |
| 1223 | Personnel and Industrial Relations Managers | 54 |
| 1224 | Sales and Marketing Managers | 54 |
| 1225 | Advertising and Public Relations Managers | 54 |
| 1226 | Supply and Distribution Managers | 54 |
| 1227 | Computing Services Managers | 54 |
| 1228 | Research and Development Managers | 54 |
| 1229 | Other Specialised Managers | 54 |
| 211 | Physicists, Chemists and Related Professionals | 82 |
| 2111 | Physicists and Astronomers | 82 |
| 2112 | Meteorologists | 82 |
| 2113 | Chemists | 82 |
| 2114 | Geologists and Geophysicists | 82 |
| 212 | Mathematicians, Statisticians and Related Professionals | 83 |
| 2121 | Mathematicians, Statisticians and Related Professionals | 83 |
| 213 | Computing Professionals | 75 |
| 2131 | Computing Professionals | 75 |
| 214 | Architects, Engineers and Related Professionals | 73 |
| 2141 | Architects, Town and Traffic Planners | 73 |
| 2142 | Civil Engineers | 73 |
| 2143 | Electrical Engineers | 73 |
| 2144 | Electronic and Telecommunications Engineers | 73 |
| 2145 | Mechanical Engineers | 73 |

Continued On Next Page

New Zealand Socioeconomic Index Categories (NZSEI) defined, Continued

| NZSCO | Description | NZSEI |
|-------|---|-------|
| 2146 | Chemical Engineers | 73 |
| 2147 | Mining Engineers, Metallurgists and Related Professionals | 73 |
| 2148 | Cartographers and Surveyors | 73 |
| 221 | Life Science and Health Professionals | 79 |
| 2211 | Biologists, Botanists, Zoologists and Related Professionals | 79 |
| 2212 | Microbiologists and Related Professionals | 79 |
| 2213 | Agricultural Scientists | 79 |
| 222 | Health Professionals (except Nursing) | 90 |
| 2221 | Medical Doctors | 90 |
| 2222 | Dentists | 90 |
| 2223 | Veterinarians | 90 |
| 2224 | Pharmacists | 90 |
| 2225 | Dietitians and Public Health Nutritionists | 90 |
| 2226 | Other Health Professionals (except Nursing) | 90 |
| 223 | Nursing and Midwifery Professionals | 60 |
| 2231 | Nursing and Midwifery Professionals | 60 |
| 231 | Tertiary Teaching Professionals | 78 |
| 2311 | Tertiary Teaching Professionals | 78 |
| 232 | Secondary Teaching Professionals | 77 |
| 2321 | Secondary Teaching Professionals | 77 |
| 233 | Primary and Early Childhood Teaching Professionals | 61 |
| 2331 | Primary Teaching Professionals | 61 |
| 2332 | Early Childhood Teaching Professionals | 61 |
| 234 | Special Education Teaching Professionals | 57 |
| 2341 | Special Education Teaching Professionals | 57 |
| 235 | Other Teaching Professionals | 77 |
| 2351 | Education Advisors | 77 |
| 2352 | Education Reviewers | 77 |
| 241 | Business Professionals | 71 |
| 2411 | Accountants | 71 |
| 2412 | Personnel Professionals | 71 |
| 2413 | Other Business Professionals | 71 |
| 242 | Legal Professionals | 89 |
| 2421 | Barristers and Solicitors | 89 |
| 2422 | Judges | 89 |
| 2423 | Other Legal Professionals | 89 |

Continued On Next Page

New Zealand Socioeconomic Index Categories (NZSEI) defined, Continued

| NZSCO | Description | NZSEI |
|-------|---|-------|
| 243 | Archivists, Librarians and Related Information Professionals | 62 |
| 2431 | Archivists and Curators | 62 |
| 2432 | Librarians and Related Information Professionals | 62 |
| 244 | Social and Related Science Professionals | 75 |
| 2441 | Economists | 75 |
| 2442 | Social Scientists | 75 |
| 2443 | Philologists, Translators and Interpreters | 75 |
| 2444 | Psychologists | 75 |
| 2445 | Counsellors | 75 |
| 245 | Religious Professionals | 39 |
| 2451 | Religious Professionals | 39 |
| 311 | Physical Science and Engineering Technicians | 63 |
| 3111 | Physical Science Technicians | 63 |
| 3112 | Civil Engineering Technicians | 63 |
| 3113 | Electrical Engineering Technicians | 63 |
| 3114 | Electronic Engineering Technicians | 63 |
| 3115 | Mechanical Engineering Technicians | 63 |
| 3116 | Chemical Engineering Technicians | 63 |
| 3117 | Mining and Metallurgical Technicians | 63 |
| 3118 | Draughting Technicians | 63 |
| 3119 | Other Engineering Technicians | 63 |
| 312 | Computer Equipment Controllers | 55 |
| 3121 | Computer Equipment Controllers | 55 |
| 313 | Optical and Electronic Equipment Controllers | 54 |
| 3131 | Photographers and Image and Sound Recording Equipment Controllers | 54 |
| 3132 | Broadcasting and Telecommunications Equipment Controllers | 54 |
| 3133 | Medical Equipment Controllers | 54 |
| 314 | Ship and Aircraft Controllers and Technicians | 73 |
| 3141 | Ships' Engineers | 73 |
| 3142 | Ships' Deck Officers and Pilots | 73 |
| 3143 | Aircraft Pilots and Related Workers | 73 |
| 3144 | Air Traffic Controllers | 73 |
| 315 | Safety and Health Inspectors | 62 |
| 3151 | Safety and Health Inspectors | 62 |
| 321 | Life Science Technicians and Related Workers | 58 |

Continued On Next Page

New Zealand Socioeconomic Index Categories (NZSEI) defined, Continued

| NZSCO | Description | NZSEI |
|-------|--|-------|
| 3211 | Life Science Technicians | 58 |
| 3212 | Agricultural Technicians | 58 |
| 322 | Health Associate Professionals | 55 |
| 3221 | Opticians | 55 |
| 3222 | Dental Assistants | 55 |
| 3223 | Physiotherapists | 55 |
| 3224 | Veterinary Assistants | 55 |
| 3225 | Pharmaceutical Assistants | 55 |
| 3226 | Other Health Associate Professionals | 55 |
| 323 | Nursing Associate Professionals | 51 |
| 3231 | Nursing Associate Professionals | 51 |
| 331 | Finance and Sales Associate Professionals | 57 |
| 3311 | Securities and Finance Dealers and Brokers | 57 |
| 3312 | Insurance Representatives | 57 |
| 3313 | Real Estate Agents | 57 |
| 3314 | Travel Consultants and Organisers | 57 |
| 3315 | Technical and Commercial Sales Representatives | 57 |
| 3316 | Buyers | 57 |
| 3317 | Appraisers and Valuers | 57 |
| 3318 | Auctioneers | 57 |
| 3319 | Other Finance and Sales Associate Professionals | 57 |
| 332 | Administrative Associate Professionals | 60 |
| 3321 | Administrative and Related Associate Professionals | 60 |
| 3322 | Legal and Related Business Associate Professionals | 60 |
| 3323 | Bookkeepers | 60 |
| 3324 | Statistical and Mathematical Associate Professionals | 60 |
| 333 | Government Associate Professionals | 65 |
| 3331 | Customs and Border Inspectors | 65 |
| 3332 | Other Government Associate Professionals | 65 |
| 334 | Social Work Associate Professionals | 50 |
| 3341 | Social Work Associate Professionals | 50 |
| 335 | Careers and Employment Advisors | 55 |
| 3351 | Careers and Employment Advisors | 55 |
| 336 | Writers, Artists, Entertainment & Sports Associate Professionals | 50 |
| 3361 | Authors, Journalists and Other Writers | 50 |
| 3362 | Sculptors, Painters and Related Artists | 50 |
| 3363 | Decorators and Commercial Designers | 50 |

Continued On Next Page

New Zealand Socioeconomic Index Categories (NZSEI) defined, Continued

| NZSCO | Description | NZSEI |
|-------|--|-------|
| 3364 | Composers, Musicians and Singers | 50 |
| 3365 | Choreographers and Dancers | 50 |
| 3366 | Film, Stage and Related Actors and Directors | 50 |
| 3367 | Radio, Television and Other Announcers | 50 |
| 3368 | Clowns, Magicians, Acrobats and Related Workers | 50 |
| 3369 | Athletes and Related Workers | 50 |
| 337 | Non- Ordained Religious Associate Professionals | 10 |
| 3371 | Non-Ordained Religious Associate Professionals | 10 |
| 338 | Environmental Protection Associate Professionals | 59 |
| 3381 | Environmental Protection Associate Professionals | 59 |
| 411 | Secretaries and Keyboard Operating Clerks | 45 |
| 4111 | Typists and Word Processor Operators | 45 |
| 4112 | Data Entry Operators | 45 |
| 4113 | Calculating Machine Operators | 45 |
| 4114 | Secretaries | 45 |
| 412 | Numerical Clerks | 42 |
| 4121 | Accounting and Bookkeeping Clerks | 42 |
| 4122 | Statistical and Finance Clerks | 42 |
| 413 | Material Recording and Transport Clerks | 44 |
| 4131 | Stock Clerks | 44 |
| 4132 | Production Clerks | 44 |
| 4133 | Transport Clerks | 44 |
| 414 | Library, Mail and Related Clerks | 41 |
| 4141 | Library and Filing Clerks | 41 |
| 4142 | Mail Carriers and Sorting Clerks | 41 |
| 4143 | Coding, Proofreading and Related Clerks | 41 |
| 4144 | Office Clerks | 41 |
| 421 | Cashiers, Tellers and Related Clerks | 43 |
| 4211 | Cashiers and Ticket Issuers | 43 |
| 4212 | Tellers and Other Counter Clerks | 43 |
| 4213 | Croupiers | 43 |
| 4214 | Pawnbrokers and Moneylenders | 43 |
| 4215 | Bill, Debt and Related Cash Collectors | 43 |
| 422 | Client Information Clerks | 38 |
| 4221 | Receptionists and Information Clerks | 38 |
| 4222 | Telephone Switchboard Operators | 38 |
| 511 | Travel Attendants and Guides | 52 |
| 5111 | Travel Attendants | 52 |

Continued On Next Page

New Zealand Socioeconomic Index Categories (NZSEI) defined, Continued

| NZSCO | Description | NZSEI |
|-------|--|-------|
| 5112 | Travel Guides | 52 |
| 512 | Housekeeping and Restaurant Services Workers | 27 |
| 5121 | Housekeepers | 27 |
| 5122 | Cooks | 27 |
| 5123 | Waiters and Bartenders | 27 |
| 513 | Personal Care Workers | 29 |
| 5131 | Personal Care Workers | 29 |
| 514 | Other Personal Services Workers | 34 |
| 5141 | Hairdressers, Barbers, Beauticians and Related Workers | 34 |
| 5142 | Child Care Workers | 34 |
| 5143 | Undertakers and Embalmers | 34 |
| 515 | Protective Services Workers | 61 |
| 5151 | Fire Fighters | 61 |
| 5152 | Police | 61 |
| 5153 | Prison Guards | 61 |
| 5154 | Other Protective Service Workers | 61 |
| 521 | Salespersons, Demonstrators Models | 33 |
| 5211 | Salespersons and Demonstrators | 33 |
| 522 | Street Vendors | 46 |
| 5221 | Street Vendors | 46 |
| 523 | Fashion and Other Models | 23 |
| 5231 | Fashion and Other Models | 23 |
| 611 | Market Farmers and Crop Growers | 22 |
| 6111 | Field Crop and Vegetable Growers | 22 |
| 6112 | Fruit Growers | 22 |
| 6113 | Gardeners and Nursery Growers | 22 |
| 612 | Market Oriented Animal Producers | 25 |
| 6121 | Livestock Producers | 25 |
| 6122 | Mixed Livestock Producers | 25 |
| 6123 | Poultry Producers | 25 |
| 6124 | Apiarists | 25 |
| 6125 | Crop and Livestock Producers | 25 |
| 6126 | Other Agriculture Workers | 25 |
| 613 | Forestry and Related Workers | 39 |
| 6131 | Forestry Workers and Loggers | 39 |
| 614 | Fishery Workers, Hunters and Trappers | 40 |
| 6141 | Fishery Workers | 40 |

Continued On Next Page

New Zealand Socioeconomic Index Categories (NZSEI) defined, Continued

| NZSCO | Description | NZSEI |
|-------|--|-------|
| 6142 | Aquatic Life Cultivation Workers | 40 |
| 6143 | Hunters and Trappers | 40 |
| 6144 | Animal Welfare Workers | 40 |
| 711 | Building Frame and Related Trades Workers | 45 |
| 7111 | Bricklayers and Stonemasons | 45 |
| 7112 | Carpenters and Joiners | 45 |
| 712 | Building Finishers and Related Trades Workers | 49 |
| 7121 | Plasterers | 49 |
| 7122 | Glaziers | 49 |
| 7123 | Plumbers | 49 |
| 7124 | Painters and Paperhangers | 49 |
| 713 | Electricians | 49 |
| 7131 | Electricians | 49 |
| 721 | Metal Moulders, Sheet-Metal and Related Workers | 45 |
| 7211 | Metal Moulders | 45 |
| 7212 | Sheet-Metal Workers | 45 |
| 722 | Blacksmiths, Toolmakers and Related Workers | 54 |
| 7221 | Blacksmiths | 54 |
| 7222 | Toolmakers, Pattern Makers and Metal Markers | 54 |
| 7223 | Fitters and Turners | 54 |
| 7224 | Saw Doctors | 54 |
| 723 | Machinery Mechanics and Fitters | 49 |
| 7231 | Machinery Mechanics and Fitters | 49 |
| 724 | Electrical and Electronic Instrument Mechanics and Fitters | 53 |
| 7241 | Electrical Mechanics and Fitters | 53 |
| 7242 | Electronics Fitters and Servicicers | 53 |
| 7243 | Radio and Television Servicicers | 53 |
| 731 | Precision Instrument Makers and Related Workers | 44 |
| 7311 | Precision Instrument Makers and Repairers | 44 |
| 7312 | Musical Instrument Makers and Tuners | 44 |
| 7313 | Jewellery and Precious Metal Trades Workers | 44 |
| 732 | Glass Cutters and Related Workers | 50 |
| 7321 | Glass Cutters and Finishers | 50 |
| 733 | Printing Trades Worker | 49 |
| 7331 | Printing Trades Workers | 49 |
| 7332 | Binding Trades Workers | 49 |
| 7333 | Printing Engravers and Etchers | 49 |

Continued On Next Page

New Zealand Socioeconomic Index Categories (NZSEI) defined, Continued

| NZSCO | Description | NZSEI |
|-------|---|-------|
| 741 | Food and Related Products Processing Trades Workers | 38 |
| 7411 | Butchers | 38 |
| 7412 | Bakers | 38 |
| 742 | Cabinet Makers and Related Workers | 40 |
| 7421 | Cabinet Makers and Related Workers | 40 |
| 743 | Tailors and Dressmakers | 36 |
| 7431 | Tailors and Dressmakers | 36 |
| 7432 | Upholsterers and Related Workers | 36 |
| 7433 | Floor Covering Layers | 36 |
| 744 | Leather Goods Makers | 30 |
| 7441 | Leather Goods Makers | 30 |
| 811 | Mining and Mineral Processing Plant Operators | 47 |
| 8111 | Mining Plant Operators | 47 |
| 8112 | Mineral Ore and Stone Treating Plant Operators | 47 |
| 8113 | Well Drillers and Borers and Related Workers | 47 |
| 812 | Metal-Processing Plant Operators | 43 |
| 8121 | Ore Smelting, Metal Converting and Refining Furnace Operators | 43 |
| 8122 | Metal Melters, Casters and Rolling Mill Operators | 43 |
| 8123 | Metal Welders | 43 |
| 8124 | Metal Drawers and Extruders | 43 |
| 813 | Glass and Ceramics Kiln and Related Plant Operators | 30 |
| 8131 | Glass and Ceramics Kiln Operators | 30 |
| 8132 | Other Glass and Ceramics Workers | 30 |
| 814 | Wood-Processing and Papermaking Plant Operators | 49 |
| 8141 | Sawmill, Wood Panel and Related Wood-Processing Plant Operators | 49 |
| 8142 | Paper Pulp Preparation Plant Operators | 49 |
| 8143 | Papermaking Plant Operators | 49 |
| 815 | Chemical Processing Plant Operators | 51 |
| 8151 | Crushing, Grinding and Mixing Equipment Operators | 51 |
| 8152 | Filtering and Separating Equipment Operators | 51 |
| 8153 | Still and Reactor Operators | 51 |
| 8154 | Other Chemical Processing Plant Operators | 51 |
| 816 | Power Generating and Related Plant Operators | 60 |
| 8161 | Power Generating Plant Operators | 60 |
| 821 | Metal and Mineral Products Processing Machine Operators | 38 |

Continued On Next Page

New Zealand Socioeconomic Index Categories (NZSEI) defined, Continued

| NZSCO | Description | NZSEI |
|-------|--|-------|
| 8211 | Machine Tool Operators | 38 |
| 8212 | Cement and Other Minerals Processing Machine Operators | 38 |
| 822 | Chemical Products Machine Operators | 34 |
| 8221 | Pharmaceutical and Toiletry Products Machine Operators | 34 |
| 8222 | Metal Finishers, Platers and Coaters | 34 |
| 8223 | Photographic Products Machine Operators | 34 |
| 823 | Rubber and Plastics Products Machine Operators | 36 |
| 8231 | Tyre Making and Vulcanising Machine Operators | 36 |
| 8232 | Other Rubber and Plastics Products Machine Operators | 36 |
| 824 | Wood Products Machine Operators | 38 |
| 8241 | Wood Products Machine Operators | 38 |
| 8242 | Wood Treaters | 38 |
| 825 | Paper Products Machine Operators | 39 |
| 8251 | Paper and Paperboard Products Machine Operators | 39 |
| 826 | Textile Products Machine Operators | 23 |
| 8261 | Spinning and Winding Machine Operators | 23 |
| 8262 | Weaving and Knitting Machine Operators | 23 |
| 8263 | Sewing and Embroidering Machine Operators | 23 |
| 8264 | Textile Bleaching, Dyeing and Cleaning Machine Operators | 23 |
| 8265 | Other Textile Products Machine Operators | 23 |
| 827 | Food and Related Products Processing Machine Operators | 38 |
| 8271 | Meat and Fish Processing Machine Operators | 38 |
| 8272 | Dairy Products Machine Operators | 38 |
| 8273 | Grain and Spice Milling Machine Operators | 38 |
| 8274 | Baked Goods Producing and Cereals Processing Machine Operators | 38 |
| 8275 | Fruit, Vegetable and Nut Processing Machine Operators | 38 |
| 8276 | Sugar Processing and Refining Machine Operators | 38 |
| 8277 | Tea, Coffee, Cocoa Machine Operators | 38 |
| 8278 | Tobacco Products Processing Machine Operators | 38 |
| 8279 | Brewers, Wine and Other Beverage Machine Operators | 38 |

Continued On Next Page

New Zealand Socioeconomic Index Categories (NZSEI) defined, Continued

| NZSCO | Description | NZSEI |
|-------|--|-------|
| 828 | Leather and Related Products Processors | 36 |
| 8281 | Leather and Related Products Processors | 36 |
| 829 | Assemblers | 40 |
| 8291 | Mechanical Machinery Assemblers | 40 |
| 8292 | Electrical Machinery Assemblers | 40 |
| 8293 | Metal, Rubber and Plastic Products Assemblers | 40 |
| 8294 | Wood and Related Materials Products Assemblers | 40 |
| 8295 | Leather Goods Assemblers | 40 |
| 831 | Railway Engine Drivers and Related Workers | 61 |
| 8311 | Railway Engine Drivers | 61 |
| 832 | Motor Vehicle Drivers | 39 |
| 8321 | Car, Taxi and Light Van Drivers | 39 |
| 8322 | Bus Drivers | 39 |
| 8323 | Heavy Truck Drivers | 39 |
| 833 | Agricultural, Earthmoving and Other Materials- Handling Equipment Operators | 40 |
| 8331 | Motorised Farm Machinery Operators | 40 |
| 8332 | Earthmoving and Related Machinery Operators | 40 |
| 8333 | Crane Operators | 40 |
| 8334 | Lifting-Truck Operators | 40 |
| 834 | Ships' Deck Crews and Related Workers | 49 |
| 8341 | Ships' Deck Crews and Workers | 49 |
| 841 | Building and Related Workers | 44 |
| 8411 | Building and Related Workers | 44 |
| 8412 | Underwater Workers | 44 |
| 911 | Building Caretakers and Cleaners | 27 |
| 9111 | Caretakers and Cleaners | 27 |
| 912 | Messengers and Doorkeepers | 42 |
| 9121 | Messengers and Doorkeepers | 42 |
| 913 | Refuse Collectors and Related Labourers | 36 |
| 9131 | Refuse Collectors and Related Labourers | 36 |
| 914 | Packers and Freight Handlers | 34 |
| 9141 | Packers and Freight Handlers | 34 |
| 915 | Labourers | 30 |
| 9151 | Labourers | 30 |
| 999 | Workers not Classifiable by Occupation | |
| 9999 | Workers not Classifiable by Occupation | |

Continued On Next Page

New Zealand Socioeconomic Index Categories (NZSEI) defined, Continued

**Deriving
socio-
economic level**

The first column on the spreadsheet is the New Zealand Standard Classification of Occupations, 1995. This list comprises the four digit occupational codes used to classify occupation. This list was used in the coding stage to classify the Main Income Earner's described occupation.

The second column provides a description of the occupation, grouped according to the first three digits in the four digit codes assigned.

The third column is the two-digit NZSEI code allocated to each of the broader 3-digit occupational groupings. This two digit NZSEI code is provided (along with the four digit NZSCO classification) in the database.

A seven category NZSEI classification is also provided on the database as a derived variable, whereby 1 is high SES, 6 is low SES and farmers are coded as a 7.

Field Materials

Field Materials

This section comprises a copy of the following materials used in the field:

- Letterbox drop letter
 - Official introductory letter
 - Interviewer instructions
 - Main questionnaire
 - Main showcards
 - Item and activity showcards
 - Items for all respondents (blue cards)
 - Items for respondents with children in their Core Economic Unit (green cards)
 - Activities for all respondents (yellow cards)
 - Activities for respondents with children in their Core Economic Unit (pink cards).
-

Charles Fergusson Building
Bowen Street
Private Bag 39993
Wellington
New Zealand
Tel 64-0-4-916 3860
Fax 64-0-4-916 3918
www.mosp.govt.nz

Dear Residents

Survey of Working Age People in New Zealand

In a few days time, an interviewer from the research company ACNielsen will be in your area. The interviewer may ask someone from your home to do an interview for this survey, which is being carried out throughout New Zealand.

The Ministry of Social Policy is arranging the survey to find out about working age New Zealanders, their lifestyles and the range of living standards that working age people in New Zealand have.


Please help us with this research. If an ACNielsen interviewer knocks on your door, the interviewer will show identification and ask to select one person from your house who is between 18 and 64 years of age, for an interview. Participation in the survey is voluntary. It will take approximately 30 minutes to complete.

The survey is completely confidential and no individual will be able to be identified in the research.

A summary of the results of the survey will be available to those who take part and you will be asked at the interview if you wish to receive a copy.

Thank you for reading this letter. **Please show it to everyone in your household.** And if you are selected, we hope you will enjoy being part of an interesting and important survey.

Yours sincerely



Elizabeth Rowe
General Manager, Policy Group

Charles Fergusson Building
Bowen Street
Private Bag 39993
Wellington
New Zealand
Tel 64-0-4-916 3860
Fax 64-0-4-916 3918
www.mosp.govt.nz

Survey of Working Age People in New Zealand

The Ministry of Social Policy has commissioned ACNielsen to conduct a survey to find out about the lifestyles of working age New Zealanders - what working age New Zealanders have and do and the sorts of things that they would like to have and do.

The information will help to describe the range of living standards that working age people in New Zealand have and will be used to assist in developing policies in a wide range of areas.

We are interviewing 3680 people throughout New Zealand. You are one of the people who have been chosen at random.

We would be grateful if you would take part in the survey as your contribution to the research is important to us. The usefulness of the survey information depends on the participation of people such as you.

Please note that:

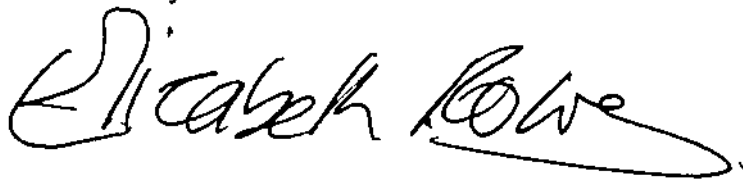
- your participation is voluntary
- what you say will be completely confidential and
- your individual responses will not be able to be identified in the reporting of results.

A summary of the findings will be available later in the year.

Please let the interviewer know if you would like a copy to be sent to you.

Thank you for your help.

Yours sincerely



Elizabeth Rowe
General Manager, Policy Group

Interviewer Instructions

Survey of Working-Age People in 2000

Job Name: Macbeth

Job Number: 3501027/1401227

Final: 9 March 2000

Background

We are carrying out this survey for the Ministry of Social Policy. We will be conducting a total of 3,682 interviews throughout New Zealand.

The aims of this research are to:

- measure the standard of living of working aged people generally and of sub-groups of working aged people (which is why we need such a large sample size)
- compare the standard of living of working aged people with the living standards of older people (Statistics New Zealand are carrying out a companion survey of people aged 65 years and over for the Ministry of Social Policy).

The Questionnaire

Household Composition

Note that there is no page 6.

Q1. You need to record the names of all people who usually live in the household. Note that 'usually' is where a person considers themselves to usually reside at that house, with the exceptions:

- primary or secondary school students who board to attend the school and return home for the holidays, usually reside at their parent's/guardian's address
- post-secondary students usually reside at the address where they live while studying
- children in joint custody usually reside where they spend more nights, if equal amount of time, they usually reside where they are at the time of survey
- people in rest homes, hospitals, prisons or other institutions usually reside where they consider themselves to live
- a person whose home is on a ship, boat or vessel permanently located in any harbour are said to usually reside at the wharf or landing place of the harbour

- a person from another country who has lived, or intends to live in New Zealand for 12 months or more usually resides at their address in New Zealand
- people of no fixed abode have no usual residence
- people who spend equal time residing at different addresses and can not decide which address is their usual residence are said to usually reside at the address they were surveyed at
- if none of the above guidelines apply, the person usually resides at the address they were surveyed at.

Q2. Ask for and record EITHER the month and year of birth OR the age (in years) of each household member, whichever the respondent finds easier to provide.

Q4. Start by recording code 1 alongside the respondent.

Q5. Once you have worked out who is in the respondent's Core Economic Unit, you need to tick them in column 5 on the grid.

Within a household, there may be more than one Core Economic Unit (CEU). For example, any children aged 18 or over are a separate CEU to their parents. The idea of a Core Economic Unit is based on the fact that people are entitled to benefits on different criteria, not just looking at the whole household. For example, the 18 year old living at home, if they are unemployed, is entitled to the unemployment benefit. Members of the respondent's CEU are them plus their partner or spouse (if they have one) plus any children under 18 years of age for whom they are the primary care giver (if any) UNLESS those children have their own partner or children in the household (in which case they are their own CEU). There can a maximum of two people in a parent role, other adults in the household are their own CEU.

Example: In a household there is John and Mary (both 45). Also in the house are their children Sarah (20), Peter (19), Paul (16), Sarah's daughter Amy (2) and John's mother Elizabeth (70). So there are four CEUs in the household: 1) John, Mary and their son Paul; 2) Sarah and her daughter Amy, 3) Peter, and 4) Elizabeth.

Q6. In column Q6 tick any children (ie aged under 18) in the respondent's CEU (so for a child to be ticked in Q6 they must also be ticked in Q5).

Q7. Ensure that respondents are aware they can choose more than one ethnic group from the showcard. If a respondent states they are New Zealanders or Kiwis, say that it is their ethnicity, not their nationality or citizenship that we want. If they still insist, record as Other (code 10). There is room to record up to three different ethnic groups for each person. If they respondent gives more than three, the priority is to take the codes in this order: NZ Maori, Pacific Islands, Asian, European.

Q8. Employed full time is working 30 or more hours a week.

Items

You need to shuffle the cards between each interview.

Q9a). If respondents ask what is meant by having access to, state that it is having access to in their household. So having to go to a neighbour's to watch TV does not mean that they have access to a TV. Specifically, in terms of the boat and batch it means that they feel they are able to use it when they want to. Record item numbers on the grid and circle in column Q9a.

Q9b). For each item that the respondent doesn't have, ask if they would like to have one. If asked, say that you want to know if they would like one if someone gave it to them.

Q9c). And for each item that the respondent doesn't have, but would like to have, ask whether the reasons they don't currently have one is because of the cost or some other reason (we do not need to know what the other reason is).

If respondent queries items, you can clarify as follows:

Secure locks (item 11) – are the locks restricting entry as secure as most households in New Zealand.

Heating available in all main rooms (item 18) – fixed and portable heaters are considered heating.

A good bed (item 19) – refers to a bed that the respondent feels meets their needs for sleeping.

A warm winter coat (item 21) – refers to any coat that protects the wearer from the cold in winter. Any coat that the respondent wears that serves this purpose can be included.

A good pair of shoes (item 22) – shoes that are water-resistant, without holes and in good overall repair.

A best outfit for special occasions (item 23) – an outfit that the respondent feels they could wear for a wedding or similar such occasions.

Note: the blue cards need to be kept in their separate piles for use later in question 11.

Q10. This question is asked if there are children in the respondent's Core Economic Unit (check if any ticks in Q6, page 7). Same procedure as Q9.

Q11a). Hand the pile of blue cards identified that the respondent doesn't have as identified at Q9a). Ask them to sort into three piles as per the showcard.

Q11b). Then hand back the blue cards of items the respondent does have (Q9a).

Q12. This is asked if the respondent has children in their CEU. Same procedure as Q11.

Activities

You need to shuffle the cards between each interview.

Questions 13 to 16 is the same procedure as questions 9 to 12, but this time asking about activities rather than items.

If respondent queries activities, you can clarify as follows:

Visit the hairdresser once every three months (activity 45) – this includes when the hairdresser visits the respondent's home.

Have a holiday away from home every year (activity 46) – a trip away from the respondent's house/flat where the respondent stays overnight for at least one night. If the respondent does not consider that the purpose of the trip was for a holiday then this is not to be included.

Have a night out at least once a fortnight (item 48) – any time spent out of the house for any purpose. This does not have to be for leisure purposes, but may be volunteer work or involved with organisations that the respondent belongs to.

Have a special meal at home at least once a week (item 50) – a meal that is the equivalent of the Sunday roast. A meal where more time or expense may be taken on the preparation.

Pay for childcare services (item 54) does not include kindergarten.

Keeping Costs Down

Q17. Read out the list of options (do NOT rotate). If behaviour does not apply to a respondent (for example 'gone without glasses') record this in the "not at all" column, code 1. What we are trying to get is the level of things that people do to keep down costs.

Item 13. If necessary state that we are talking about a medical prescription from a chemist or pharmacy.

Q18. This is to be answered if there are children ticked in Q6.

Financial Status

Q19. Read out each option (do NOT rotate) and record whether or not the respondent (or their partner) has done these in the last 12 months.

Q20. If the respondent says it varies, stress that we are asking about 'most months'.

Q21. The respondent will have to think about their savings and assets combined. This is to overcome the problem that someone may have purchased a house, thus their savings would have decreased, their assets increased, but the total effect (just taking these two things into account) would be that their savings and assets would have remained the same.

Problems with Accommodation

Q25. Problems are what the respondent defines them as. If the respondent believes that any of the items are a problem, then code as 1.

Q26. This question is for you to code. We need to know whether the respondent's partner has supplied any of the answers to Questions 9 to 25.

If a partner is recorded at Q5, state whether Q9 to Q25 (ie from page 8) was answered:

- Code 1: entirely by the respondent themselves with no input from their partner, or
- Code 2: whether there was some consultation (ie the respondent referred to their partner for some, but not all questions) or
- Code 3: whether all of the questions were answered jointly between the respondent and their partner.

Material Standard of Living

Read the introduction clearly, it is important that the respondent understands that we are asking about their material standard of living, ie things money can buy.

Accommodation

Q29a). If there are two or more adults other than those in the respondent's Core Economic Unit (check Q5) ask this question. This ties into the next question about the number of bedrooms (a couple will typically share a room, so 3 couples in a 3 bedroom house does not mean there is overcrowding in the same way that 1 couple and 4 singles does).

Q29b). For most people this will be a very straight forward question, they will know how many rooms are furnished as a bedroom (ie have a bed or mattress). A few respondents, will need to read through the showcard carefully. What is critical is that a bedroom must have a bed or mattress. Even if there is no-one sleeping in the room (ie it is a guest/spare bedroom) it is to be counted as a bedroom. Rooms such as a study or sewing room that also have a bed or mattress are to be counted as bedrooms. Sleepouts that are furnished and/or used as bedrooms and occupied by members of the same household are to be included, as are caravans when used as bedrooms and occupied by members of the same household as the dwelling. However, do not include rooms such as living rooms that are **also** used as a bedroom (unless this is the only bedroom in the house, such as a bedsit).

Q30. Code 1 is to be used whether or not the respondent (and their partner) have a mortgage on the house. Code 2 is to be used if the respondent (and their partner) own the house with another person/people.

Q32. This asks for the government valuation, even if the respondent states that it is 5 years out of date and they know that if they sold it they would get a higher price. The most recent government valuations may have been undertaken by private firms on commission to the government – these are included.

Q33. It is possible (although very unlikely) that a respondent and their partner may pay both a mortgage and also rent or board. Code both if this is the case. You will need to refer to the respondent's answers to this question to determine which of questions 34 to 37 they answer.

Q34. It is possible that respondents have more than one mortgage. Record the number.

Q35a). If they have more than one mortgage, you will have to ask about their last payment for EACH mortgage. This amount could be a regular or one-off payment and could be for interest, to reduce the principle, or a combination of both. Some people have rapid-repay or fast-track mortgages. IF they do, for this question add together the interest they paid plus the amount by which their mortgage was reduced at the last payment.

Q37b). When people pay board, part of the amount is for accommodation and part is for other expenses such as food, electricity etc. Ask them to estimate how much of the board they pay is for accommodation, not including the other costs.

Income

Reassure the respondent of the confidentiality of their responses in this section, personal questions relating to their income are asked. We have used showcards to ask for the amount of their income, respondents are generally happier being able to read out a number than to have to give an amount.

Q38. This needs to be asked separately of the respondent and partner (if they have one). Wages and salaries do not include self-employment or other benefits and support payments, other than ACC and private income insurance payouts.

Q39. This question includes both part and full time jobs, the main purpose is to get respondents to think about all their jobs so their estimate in Q40 is more accurate.

Q40. This is a combined amount for the respondent and their partner (again, people are happier answering in this way than separately for each person). Make sure that the respondent is clear that it is a before tax amount, and what is included (read the question clearly).

Q41. This question asks mainly about self-employment, but includes hobbies and royalties. Note that it is possible for people to make a loss, and if people have made a loss from self employment in the last 12 months, this is to be recorded as a 'yes', code 1.

Q42. For those people who have had an income from self-employment, we need to know how much that was. Note that 'loss' and 'zero income' are options here. Make sure the respondent knows that expenses are to be deducted from the income, but that again it is a before tax amount. Again, this is a combined amount for the respondent and their partner.

Q43. Show the respondent the showcard which lists the Government benefits and support payments that we are interested in. Circle all benefits and support payments that the respondent or their partner receive. Note that although they are not currently receiving any of these – they may have received payment for a period within the past 12 months.

Q44. If the respondent (and their partner) receive more than one benefit or support payments you may need to assist them in adding together the amounts. This is also true if they know of a weekly amount (multiply by 52 if they have been on the benefit for the entire year) or a fortnightly amount (multiply by 26). The period of benefit or payment may have been less than a year and the respondent may first need to work out how long they received payments for.

Q46. Ensure that the respondent has sufficient time to read right through the list. Circle the codes where they have received income.

Q47. Again, the respondent may need some assistance in adding together various amounts.

Q48. Some respondents will know their income from the sources in Q46 as a before tax amount, others as an after tax amount.

Q49. This is a summary question, which asks for the total combined income of the respondent and their partner over the past 12 months. If respondents wish to refer to their previous answers, allow them to do so and if necessary assist them in adding together different amounts.

Q50. Check if there are people other than the respondent and their partner in the Core Economic Unit who are employed full or part-time (Q8). If so, ask what the total income was from the last 12 months. Even if it is a child who does a paper round, include this (although that would not necessarily be sufficient to move the combined income into a higher bracket).

Assets

Q51. Code 3 – Endowment life insurance policy is a policy that has a surrender value, ie the person does not have to die to claim. An endowment policy has both a life insurance and a savings element. It is taken out to cover a specified time (eg 30 years) and for a specified value (eg \$150,000). At the end of the term the lump sum is paid, and if the person dies within the time period, the insured value is paid to the estate. So people may take out these

policies as a form of savings (eg retirement savings) but with the back-up of life insurance cover. The value (Q52) is the surrender value of the policy shown on the last statement (ie not the full amount of life insurance cover). This would approximate to the amount of premiums paid in total, minus the premiums paid in the first two years.

Q51. Code 6. This includes a property they may own but let out to family members/friends at no cost.

Q53. If a partner is recorded at Q5, state whether Q29 to Q52 (ie from page 23) was answered:

- Code 1: entirely by the respondent themselves with no input from their partner, or
- Code 2: whether there was some consultation (ie the respondent referred to their partner for some, but not all questions) or
- Code 3: whether all of the questions were answered jointly between the respondent and their partner.

Self Ratings

Q54/55. If any respondents say that they have already answered these questions, state that the previous questions asked only about their material standard of living – this question is much broader – it asks about how they feel about life in general, not just their material standard of living.

Demographic

Q56a). This question asks about the respondent's highest school qualification (this includes both primary and secondary school). If 'other' please specify what the respondent's qualification is.

Q56b). Again, the age at which the respondent left school refers to primary and secondary levels, not tertiary.

Q57. Circle if the respondent has received these qualifications, or circle code 3 if they have neither.

Q58. Full-time tertiary student does not include any hobby classes, it needs to be full time study at a post-secondary school level.

Q59a). If they say they and another person are joint Main Income Earners, ask them to nominate one person for this question.

Q59b&c). A full time job is 30 or more hours a week.

Q59d). You will need to probe on the title and the tasks undertaken. Keep probing until you are sure you understand exactly what the job is. If the person is currently not in a full time job (refer Q8) ask for the last full time job they did.

Q60/67. If the respondent has selected Code 2 (New Zealand Maori) in Q7 as their ethnic group (including if they have also selected other ethnic groups) you need to ask these questions.

Q62. The respondent does not have to be able to name all members of the generation. For example, to qualify as being able to name 3 generations, the respondent only needs to be able to name 1 of their 8 great grandparents. If the respondent starts recalling all the names, say that you only need to know how many generations they can name, not what the names actually are.

Q65. Financial interest in Maori land includes being an owner, part owner, potential owner or beneficiary. Potential owner is when land will be passed down from an earlier generation.

Q66. This is an averaging of contacts over all contacts the respondent has. So, for example, they may have contacts with 'mainly Maori' at home and socially, but with 'few Maori' at work and sport, so on average consider that they have contact with 'some Maori'.

Q67. If the respondent says that they would consider their ability to be less than 'poor' then code as 'not applicable/no ability'. If they ask whether the question refers to understanding or speaking the language, tell them that it refers to their ability with both aspects.

Close

Q69. If anyone asks when the results will be available, say that it is expected that the results will be available in about six months, but it may be a bit longer - and they will definitely get results if they want them and provide their address.

**SURVEY OF WORKING-AGE
PEOPLE IN 2000**

JOB NO. 3501027/1401227

Day and Month

| | | | | | | | |
|--|--|--|--|---|---|---|---|
| | | | | 2 | 0 | 0 | 0 |
|--|--|--|--|---|---|---|---|

Record Address in Full

| |
|--|
| |
|--|

Area Name

| |
|--|
| |
|--|

Area Unit No.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Household No.

| | | |
|--|--|--|
| | | |
|--|--|--|

Calls to obtain

| |
|--|
| |
|--|

Interviewer No.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

SURVEY OF WORKING-AGE PEOPLE IN 2000

Job No. 3501027/1401227

Final: 7 March 2000

Introduction

Good (morning/afternoon/evening), my name is _____ from ACNielsen, the market research company. We are conducting a survey on behalf of the Ministry of Social Policy. The survey is to find out about the lifestyles and range of living standards of working age New Zealanders. Your household may have received a letter a few days ago about this survey.

Interviewer: Hand door-opener official introductory letter. Allow time to read.

It is very important that we interview a representative selection of New Zealanders for this survey, so I have to ask you a few questions to help me select who in your household is the right person for me to talk to.

S1 Can you please tell me the first name of all people aged from 18 to 64 who usually live here. Please tell me their first names starting with the oldest person.

Occupants of Household:

| Person No. | Name | Selection Outcome |
|-------------------|-------------|--------------------------|
| 01 | | |
| 02 | | |
| 03 | | |
| 04 | | |
| 05 | | |
| 06 | | |
| 07 | | |
| 08 | | |
| 09 | | |
| 10 | | |

Occupants of Household:

| <i>Person No.</i> | <i>Name</i> | <i>Selection Outcome</i> |
|-------------------|-------------|--------------------------|
| 01 | | |
| 02 | | |
| 03 | | |
| 04 | | |
| 05 | | |
| 06 | | |
| 07 | | |
| 08 | | |
| 09 | | |
| 10 | | |

Occupants of Household:

| <i>Person No.</i> | <i>Name</i> | <i>Selection Outcome</i> |
|-------------------|-------------|--------------------------|
| 01 | | |
| 02 | | |
| 03 | | |
| 04 | | |
| 05 | | |
| 06 | | |
| 07 | | |
| 08 | | |
| 09 | | |
| 10 | | |

Selection Procedure:

Total Eligible (18 to 64) in Household
Selection Number from Control Sheet
Number of Selected Person
(from Selection Table)

| | |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | |
| <input type="text"/> | |

Selection Table

| Selection Number from Control Sheet | Total Eligible (18 to 64) in Household | | | | | |
|--|--|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6+ |
| 1 or 2 | 1 | 1 | 2 | 2 | 3 | 3 |
| 3 | 1 | 2 | 3 | 3 | 3 | 5 |
| 4 or 5 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6 | 1 | 1 | 1 | 1 | 2 | 2 |
| 7 or 8 | 1 | 1 | 1 | 1 | 1 | 1 |
| 9 | 1 | 2 | 3 | 4 | 5 | 5 |
| 10 or 11 | 1 | 2 | 2 | 3 | 4 | 4 |
| 12 | 1 | 1 | 1 | 2 | 2 | 2 |

ONCE CORRECT RESPONDENT SELECTED....

S2 *(Name) is the person I need to interview. Is she/he available now?*

ARRANGE CALLBACK OR REINTRODUCE IF NECESSARY

Correct Respondent

We are an independent market research company and all of our work is completely confidential. Your answers will be combined with those of other people we talk to and there will be nothing in the results that could identify you.

IF NOT ALREADY SEEN, HAND RESPONDENT OFFICIAL INTRODUCTORY LETTER AND ALLOW TIME TO READ.

S3 *The survey will take approximately half an hour to complete. Can I talk to you now or may I call back at a later time?*

IMPORTANT: IF 'YES CONTINUE NOW' OR APPOINTMENT MADE – DOUBLE CHECK THAT THE RESPONDENT IS 18 TO 64 YEARS (INCLUSIVE).

SECTION – Household Composition

Start time:

To start with I need to ask you some questions about all the members of this household.

Q1 Can you please tell me the names of all people who usually live here, including yourself and any boarders?

RECORD NAME IN Q1 ON GRID

ASK Q2 TO Q4 FOR EACH HOUSEHOLD MEMBER

Q2 What month and year was (...name...) born, or how old are they now?

RECORD MONTH AND YEAR BORN OR AGE IN YEARS IN Q2 ON GRID

ASK IF UNCLEAR

Q3 And is (...name...) male or female?

Code 1 = Male

Code 2 = Female

RECORD GENDER IN Q3 ON GRID

Q4 **SHOWCARD 1** And using this card, what relationship is (...name...) to you?

RECORD CODE IN Q4 ON GRID

INTERVIEWER: TICK IN COLUMN Q5 MEMBERS OF RESPONDENT'S CORE ECONOMIC UNIT AND IN COLUMN Q6 TICK TO SHOW PRESENCE OF CHILDREN UNDER 18 YEARS AS PART OF THAT CORE ECONOMIC UNIT.

NOTE that the core economic unit is the respondent plus partner/spouse (if have one) plus children under 18 years of age (if any) unless the children have their own partner or children in the household.

Children 18 or over are another core economic unit. There can be a maximum of two people in a parent role, other adults are another core economic unit.

ASK Q7 AND Q8 FOR MEMBERS OF CORE ECONOMIC UNIT (Q5).

Q7 **SHOWCARD 2** What is (...name's...) ethnic group? You may choose more than one group.

RECORD CODE/S FROM SHOWCARD IN Q7 ON GRID

Q8 Is (...name...)

READ OUT

Employed full time (30 or more hours/week)..... 1

Employed part time (less than 30 hours/week) 2

Unemployed and seeking employment 3

Not in the paid labour force..... 4

DO NOT READ

Don't Know..... 8

Refused..... 9

RECORD CODE IN Q8 ON GRID

| Person No. | Q1 Name | Q2 | | | | | Q3 Sex | Q4 Rel'nship | Q5 Respondent Core Economic Unit (✓) | Q6 Child in core Economic Unit (✓) | Q7 Ethnic Group | | | Q8 Employ. |
|------------|---------|-----------|-----------|-------|-------|--|--------|--------------|--------------------------------------|------------------------------------|-----------------|--|--|------------|
| | | 2a Month/ | Year Born | 2b Or | Years | | | | | | | | | |
| 01 | | | | | | | | | | | | | | |
| 02 | | | | | | | | | | | | | | |
| 03 | | | | | | | | | | | | | | |
| 04 | | | | | | | | | | | | | | |
| 05 | | | | | | | | | | | | | | |
| 06 | | | | | | | | | | | | | | |
| 07 | | | | | | | | | | | | | | |
| 08 | | | | | | | | | | | | | | |
| 09 | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | |

IF MORE THAN 1 CORE ECONOMIC UNIT IN HOUSEHOLD:

Some of the questions I will ask you about will just relate to (...names ticked in Q5...). I will tell you when I want you to think specifically about these family members.

SECTION – Items

SHUFFLE BLUE CARDS

- Q9a)** *I am now going to show you some cards naming different items. Can you please sort these cards into two piles. In one pile I'd like you to put the things that you have, and in the other pile I'd like you to put the things that you don't have.*

IF NECESSARY:

By have, I mean have access to in your household.

LIST BELOW NUMBERS FOR EACH ITEM RECORDING 'DON'T HAVE' PILE FIRST THEN 'HAVE' PILE. RECORD IN COLUMN 9a

GIVE RESPONDENT PILE OF 'DON'T HAVE', AND ASK FOR EACH ITEM THAT THE RESPONDENT DOES NOT HAVE:

- Q9b)** *For each of these items that you don't have, can you tell me if you would like to have one?*

IF NECESSARY: *If someone gave it to you.*

RECORD IN COLUMN 9b FOR EACH ITEM

FOR EACH ITEM THAT THE RESPONDENT WOULD LIKE TO HAVE, ASK:

- Q9c)** *Is the reason you don't have that item because of the cost, or some other reason?*

RECORD IN COLUMN 9c FOR EACH ITEM

| Item Number | Q9a | | Q9b | | Q9c | |
|---|------|------------|------|---------------|------|--------------|
| | Have | Don't have | Like | Wouldn't like | Cost | Other reason |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |

ASK Q10 IF HAVE CHILDREN AT Q6, PAGE 7. IF NO CHILDREN SKIP TO Q11

SHUFFLE GREEN CARDS

Q10a) *Can you please sort these cards into two piles as before, in one pile put the things that you have and in the other pile the things that you don't have.*

LIST IN GRID BELOW NUMBERS FOR EACH ITEM STARTING WITH 'DON'T HAVE' PILE. RECORD IN COLUMN 10a

GIVE RESPONDENT PILE OF 'DON'T HAVE' AND ASK:

Q10b) *For each of these items that you don't have, can you tell me if you would like to have one?*

IF NECESSARY: *If someone gave it to you.*

RECORD IN COLUMN 10b

FOR EACH ITEM THAT THE RESPONDENT WOULD LIKE TO HAVE, ASK:

Q10c) *Is the reason you don't have that item because of the cost, or some other reason?*

RECORD IN COLUMN 10c

| Item Number | Q10a | | Q10b | | Q10c | |
|---|------|------------|------|---------------|------|--------------|
| | Have | Don't have | Like | Wouldn't like | Cost | Other reason |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |

Q11a) HAND BLUE 'DON'T HAVE' ITEMS PILE TO RESPONDENT AND ASK SHOWCARD 3 *I am now going to ask you to sort the items you don't have into three piles, indicating how important each item is to you, as shown on this card. RECORD IN COLUMN 11a*

Q11b) HAND BLUE 'HAVE' ITEMS PILE TO RESPONDENT AND ASK: SHOWCARD 3 *I am now going to ask you to sort the items you have into three piles indicating how important each item is to you, as shown on this card. RECORD IN COLUMN 11b*

| Item Number | 11a) Don't Have Items | | | 11b) Have Items | | |
|---|-------------------------|---------------------|-------------------|-------------------------|---------------------|-------------------|
| | Not at all important | Fairly important | Very important | Not at all important | Fairly important | Very important |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |

**ASK Q12 IF HAVE CHILDREN AT Q6. IF NO CHILDREN SKIP TO Q13
HAND GREEN 'DON'T HAVE' ITEMS PILE TO RESPONDENT**

Q12a) SHOWCARD 3 *I am now going to ask you to sort the items you don't have into three piles, indicating how important each item is to you, as shown on this card.*
RECORD IN COLUMN 12a

HAND GREEN 'HAVE' ITEMS PILE TO RESPONDENT

Q12b) SHOWCARD 3 *I am now going to ask you to sort the items you have into three piles indicating how important each item is to you, as shown on this card.*
RECORD IN COLUMN 12b

| Item Number | 12a) Don't Have Items | | | 12b) Have Items | | |
|---|-----------------------|------------------|----------------|----------------------|------------------|----------------|
| | Not at all important | Fairly important | Very important | Not at all important | Fairly important | Very important |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |

SECTION – Activities

SHUFFLE YELLOW CARDS

Q13a) *I am now going to show you some cards naming different things to do. Can you please sort these cards into two piles. In one pile I'd like you to put the things that you do, and in the other pile I'd like you to put the things that you don't do.*

LIST BELOW NUMBERS FOR EACH ITEM RECORDING 'DON'T DO' PILE FIRST THEN 'DO' PILE.

RECORD IN COLUMN 13a

GIVE RESPONDENT PILE OF 'DON'T DO' AND ASK FOR EACH ACTIVITY THAT THE RESPONDENT DOES NOT DO

Q13b) *For each of these things that you don't do, can you tell me if you would like to do them*
IF NECESSARY: Not thinking about the cost

RECORD IN COLUMN 13b FOR EACH ITEM

FOR EACH ACTIVITY THAT THE RESPONDENT WOULD LIKE TO DO, ASK:

Q13c) *Is the reason you don't do this thing because of the cost, or some other reason?*

RECORD IN COLUMN 13c FOR EACH ITEM

| Activity Number | Q13a | | Like | Q13b Wouldn't Like | Cost | Q13c Other reason |
|---|------|----------|------|-----------------------|------|----------------------|
| | Do | Don't do | | | | |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |

**ASK Q14 IF HAVE CHILDREN AT Q6. IF NO CHILDREN SKIP TO Q15
SHUFFLE PINK CARDS**

Q14a) *Can you please sort these cards into two piles as before. In one pile I'd like you to put the things that you do, and in the other pile I'd like you to put the things that you don't do.*

LIST IN GRID BELOW NUMBERS FOR EACH ITEM STARTING WITH 'DON'T DO' PILE. RECORD IN COLUMN 14a.

GIVE RESPONDENT PILE OF 'DON'T DO' AND ASK:

Q14b) *For each of these things that you don't do, can you tell me if you would like to do them
IF NECESSARY: Not thinking about the cost*

RECORD IN COLUMN 14b

**FOR EACH ACTIVITY THAT THE RESPONDENT WOULD LIKE TO DO,
ASK:**

Q14c) *Is the reason you don't do this thing because of the cost, or some other reason?*

RECORD IN COLUMN 14c

| Activity Number | Q14a | | Q14b | | Q14c | |
|---|------|----------|------|---------------|------|--------------|
| | Do | Don't do | Like | Wouldn't Like | Cost | Other reason |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 1 | 2 | 1 | 2 |

HAND YELLOW 'DON'T DO' ACTIVITIES PILE TO RESPONDENT AND ASK:

Q15a) SHOWCARD 3 *I am now going to ask you to sort the things you **don't do** into three piles, indicating how important each thing is to you, as shown on this card.*
RECORD IN COLUMN 15a

HAND YELLOW 'DO' ACTIVITIES PILE TO RESPONDENT

Q15b) SHOWCARD 3 *I am now going to ask you to sort the things you **do** into three piles, indicating how important each thing is to you, as shown on this card*
RECORD IN COLUMN 15b

| Activity Number | 15a) Don't Do Activities | | | 15b) Do Activities | | |
|---|--------------------------|------------------|----------------|----------------------|------------------|----------------|
| | Not at all important | Fairly important | Very important | Not at all important | Fairly important | Very important |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |

ASK Q16 IF HAVE CHILDREN AT Q6. IF NO CHILDREN SKIP TO Q17.

HAND PINK 'DON'T DO' ACTIVITIES PILE TO RESPONDENT

- Q16a) SHOWCARD 3** *I am now going to ask you to sort the things you don't do into three piles, indicating how important each thing is to you, as shown on this card.*
RECORD IN COLUMN 16a

HAND PINK 'DO' ACTIVITIES PILE TO RESPONDENT

- Q16b) SHOWCARD 3** *I am now going to ask you to sort the things you do into three piles, indicating how important each thing is to you, as shown on this card*
RECORD IN COLUMN 16b

| Activity Number | 16a) Don't Do Activities | | | 16b) Do Activities | | |
|---|--------------------------|------------------|----------------|----------------------|------------------|----------------|
| | Not at all important | Fairly important | Very important | Not at all important | Fairly important | Very important |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |
| <input type="checkbox"/> <input type="checkbox"/> | 1 | 2 | 3 | 1 | 2 | 3 |

SECTION – Keeping Costs Down

Q17 *I am going to read out a list of things some people do to help keep down costs. In the last 12 months, have you done any of these things not at all, a little, or a lot?*

READ OUT

| | | Not at all | A little | A lot |
|----|---|-------------------|-----------------|--------------|
| 1 | bought cheaper cuts of meat or less meat than you would like to buy to help keep down costs? | 1 | 2 | 3 |
| 2 | gone without fresh fruit and vegetables to help keep down costs? | 1 | 2 | 3 |
| 3 | bought secondhand clothing instead of new to help keep down costs? | 1 | 2 | 3 |
| 4 | continued wearing clothing that was worn out because you couldn't afford replacement? | 1 | 2 | 3 |
| 5 | put off buying clothing for as long as possible to help keep down costs? | 1 | 2 | 3 |
| 6 | relied on gifts of clothing to help keep down costs? | 1 | 2 | 3 |
| 7 | continued wearing shoes that were worn out because you couldn't afford replacements? | 1 | 2 | 3 |
| 8 | put up with feeling cold to save heating costs? | 1 | 2 | 3 |
| 9 | stayed in bed longer to save heating costs? | 1 | 2 | 3 |
| 10 | Postponed or put off visits to the doctor to help keep down costs? | 1 | 2 | 3 |
| 11 | postponed or put off visits to the dentist to help keep down costs? | 1 | 2 | 3 |
| 12 | gone without glasses you needed because you couldn't afford them? | 1 | 2 | 3 |
| 13 | NOT picked up a prescription to help keep down costs? | 1 | 2 | 3 |
| 14 | cut back or cancelled an insurance policy to help keep down costs? | 1 | 2 | 3 |
| 15 | gone without or cut back on visits to family or friends to help keep down costs? | 1 | 2 | 3 |
| 16 | done without or cut back on trips to the shops or other local places to help keep down costs? | 1 | 2 | 3 |
| 17 | spent less time on hobbies than you would like to help keep down costs? | 1 | 2 | 3 |
| 18 | NOT gone to a funeral (tangi) you would like to have gone to because of the cost? | 1 | 2 | 3 |
| 19 | Decided not to do training or further education because of the cost? | 1 | 2 | 3 |
| 20 | Made do with not enough bedrooms because of the cost? | 1 | 2 | 3 |

ASK Q18 IF HAVE CHILDREN AT Q6. IF NO CHILDREN SKIP TO Q19.

Q18 *I am now going to read out another list of things some people do to help keep down costs. In the last 12 months, have you done any of these things, not at all, a little or a lot?*

READ OUT

| | | Not at all | A little | A lot |
|----|---|-------------------|-----------------|--------------|
| 21 | Been unable to pay for your child to go on a school outing because of the cost? | 1 | 2 | 3 |
| 22 | Not bought school books or school supplies because of the cost? | 1 | 2 | 3 |
| 23 | Not bought children's books for reading at home because of the cost? | 1 | 2 | 3 |
| 24 | Postponed child's visits to the doctor? | 1 | 2 | 3 |
| 25 | Postponed child's visits to the dentist? | 1 | 2 | 3 |
| 26 | Child went without prescription glasses (or contact lenses) when they were needed? | 1 | 2 | 3 |
| 27 | Child went without music, dance, art or other cultural lessons because of the cost? | 1 | 2 | 3 |
| 28 | Had to limit your child's involvement in sport because of the cost? | 1 | 2 | 3 |
| 29 | Child wore clothes or shoes too small or too large because of the cost? | 1 | 2 | 3 |
| 30 | Children share a bed because of the cost? | 1 | 2 | 3 |
| 31 | Made do with very limited space for the children to study or play because of cost? | 1 | 2 | 3 |

SECTION – Financial Status

NOTE: IF RESPONDENT HAS PARTNER AT Q5, READ “YOU AND/OR YOUR PARTNER”

Q19 *In the last 12 months, have any of these happened to [you] [you or your partner]?*

READ OUT

| | Yes | No |
|---|-----|----|
| 1 You couldn't keep up with payments for electricity, gas or water? | 1 | 2 |
| 2 You couldn't keep up with payments for mortgage or rent? | 1 | 2 |
| 3 You couldn't keep up with payments for such things as hire-purchase, credit cards or store cards? | 1 | 2 |
| 4 You borrowed money from family or friends to meet everyday living costs? | 1 | 2 |
| 5 You received help in the form of food, clothes or money from a community organisation such as a church? | 1 | 2 |
| 6 You pawned or sold something to meet everyday living costs? | 1 | 2 |

Q20 **SHOWCARD 4** *Thinking about your situation over the last 12 months, which of these statements best describes [your] [you and your partner's] financial situation?*

- You spent less money than you received most months..... 1
- You just broke even most months 2
- You spent more money than you received most months..... 3

Q21 **SHOWCARD 5** *Thinking of your level of savings now compared to 12 months ago, which of these statements best describes [your] [you and your partner's combined] situation?*

- You had no savings or assets then or now..... 1
- Your savings and assets are about the same..... 2
- Your savings and assets have increased 3
- Your savings and assets have decreased..... 4

Q22 How well does [your] [you and your partner's combined] total income meet your everyday needs for such things as accommodation, food, clothing and other necessities? Would you say you have not enough money, just enough money, enough money, or more than enough money?

- Not enough 1
- Just enough 2
- Enough..... 3
- More than enough..... 4

Q23 Sometimes people find they need a sum of money as large as \$1500 at short notice because of an emergency. If all of a sudden you had to get \$1500 at short notice for something, could you get the money within a week?

IF NECESSARY:

Include the use of credit card, borrowing money from family, etc.

- Yes 1
 - No 2
 - Don't know 9
- } GO TO Q25

Q24 Could you get \$5000 within a week if an emergency came up?

- Yes..... 1
- No 2
- Don't know 9

SECTION – Problems with Accommodation

Q25 *In your current accommodation, are there problems with any of these?*

READ OUT

| | Yes | No |
|--|-----|----|
| 1 problems with draughts?..... | 1 | 2 |
| 2 problems with dampness?..... | 1 | 2 |
| 3 industrial pollution or other smells? | 1 | 2 |
| 4 noise from traffic, trains or aircraft?..... | 1 | 2 |
| 5 problems with plumbing? | 1 | 2 |
| 6 wiring?..... | 1 | 2 |
| 7 interior paintwork?..... | 1 | 2 |
| 8 windows? | 1 | 2 |
| 9 doors?..... | 1 | 2 |
| 10 the roof? | 1 | 2 |
| 11 problems with the piles or foundations? | 1 | 2 |
| 12 exterior paintwork?..... | 1 | 2 |
| 13 fencing?..... | 1 | 2 |
| 14 paving?..... | 1 | 2 |
| 15 any other problems?..... | 1 | 2 |

Q26 **INTERVIEWER: IF RESPONDENT HAS PARTNER, CODE WHETHER Q9 – Q25 WAS ANSWERED BY RESPONDENT...**

- On their own 1
- With some consultation 2
- Jointly 3

SECTION – Material Standard of Living

Now I am going to ask you a couple of questions about your material standard of living – the things that money can buy. Your material standard of living does NOT include your capacity to enjoy life. You should NOT take your health into account.

Q27 SHOWCARD 6 *Generally, how would you rate your standard of living?*

- High 1
- Fairly high 2
- Medium..... 3
- Fairly low..... 4
- Low 5
- Don't know 9

Q28 SHOWCARD 7 *Generally, how satisfied are you with your current standard of living?*

- Very satisfied..... 1
- Satisfied 2
- Neither satisfied nor dissatisfied..... 3
- Dissatisfied 4
- Very dissatisfied 5
- Don't know 9

SECTION – Accommodation

CHECK GRID ON PAGE 7. ASK Q29a IF THERE ARE TWO OR MORE ADULTS IN HOUSEHOLD NOT TICKED IN Q5 (ie. NOT IN RESPONDENT’S CORE ECONOMIC UNIT). OTHERWISE GO TO Q29b.

Q29a) *How many couples live in this household (apart from you and your partner)?*

Number

Q29b) SHOWCARD 8 *Using this card, which describes exactly what I mean by a bedroom, please tell me how many bedrooms there are in this house?*

Number

Q30 SHOWCARD 9 *Who owns this house/flat?*

| | | | |
|--|---|---|------------------|
| You (and/or your partner) own this house/flat | 1 | | |
| You (and/or your partner) jointly own this house/flat with other people..... | 2 | | |
| A family trust owns this house/flat..... | 3 | } | |
| Parents or other family members own this house/flat | 4 | | |
| A private landlord who is NOT related to you owns this house/flat | 5 | | |
| A local authority or city council owns this house/flat | 6 | | |
| Housing New Zealand owns this house/flat..... | 7 | | |
| Other | 8 | | |
| | | | GO TO Q33 |

Q31 SHOWCARD 10 *How much is the total debt owing on this house/flat?*

| | |
|----------------------------|----|
| Nil..... | 1 |
| \$50,000 or less..... | 2 |
| \$50,001 - \$100,000..... | 3 |
| \$100,001 - \$150,000..... | 4 |
| \$150,001 - \$200,000..... | 5 |
| \$200,001 - \$250,000..... | 6 |
| \$250,001 - \$300,000..... | 7 |
| \$300,001 - \$400,000..... | 8 |
| More than \$400,000..... | 9 |
| Don't know..... | 98 |
| Refused to say..... | 99 |

Q32 SHOWCARD 11 *Which of these best describes the latest government valuation of your property?*

| | |
|----------------------------|----|
| \$25,000 or less..... | 1 |
| \$25,001 - \$50,000..... | 2 |
| \$50,001 - \$100,000..... | 3 |
| \$100,001 - \$150,000..... | 4 |
| \$150,001 - \$200,000..... | 5 |
| \$200,001 - \$250,000..... | 6 |
| \$250,001 - \$300,000..... | 7 |
| \$300,001 - \$350,000..... | 8 |
| \$350,001 - \$400,000..... | 9 |
| 400,001 or more..... | 10 |
| Don't know..... | 98 |
| Refused to say..... | 99 |

Q33 SHOWCARD 12 Which of these do [you] [you or your partner] pay?

- Mortgage for this house/flat 1
- Rent for this house/flat 2
- Board for this house/flat 3
- None of the above..... 4

ASK IF PAY MORTGAGE (CHECK Q33 PAGE 25 CODE 1)

Q34 How many mortgages do you have for this house or flat?

Number

Q35a) What was your last mortgage payment [for each mortgage]?

NOTE: IF HAVE RAPID-REPAY MORTGAGE, ADD TOGETHER THE INTEREST PAID AND THE AMOUNT BY WHICH THE MORTGAGE IS REDUCED

Q35b) What period did that payment cover [for each mortgage]?

| | Mortgage 1 | Mortgage 2 | Mortgage 3 |
|--|--|--|--|
| Amount Paid (Q35a) (nearest \$) | \$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> .00 | \$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> .00 | \$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> .00 |
| Note: Quarter = 13 weeks Year = 52 weeks | Period covered (Q35b) | | |
| | One week | 1 | 1 |
| | Two weeks | 2 | 2 |
| | Four weeks | 3 | 3 |
| | Calendar month | 4 | 4 |
| | Another period specify in weeks | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| | Don't know | 9 | 9 |

ASK IF PAY RENT (CHECK Q33, PAGE 25, CODE 2)

Q36a) How much rent do [you] [you or your partner between you] pay?
DON'T count any share paid by others living in the house/flat

\$.00
(nearest dollar)

Don't know 9

| | |
|---|---|
| <p>Q36b) What period did that payment cover?</p> <p>One week 1</p> <p>Two weeks 2</p> <p>Four weeks 3</p> <p>Calendar month 4</p> <p>Another period, specify in weeks <input type="text"/> <input type="text"/></p> <p>(quarter = 13 weeks, year = 52 weeks)</p> <p>Don't know 9</p> | |
| ASK IF PAY BOARD (CHECK Q33, PAGE 25, CODE 3) | |
| <p>Q37a) How much was the last amount of board that [you] [you or your partner between you] paid?</p> <p style="text-align: right;">Don't know</p> | <p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> .00 (nearest dollar)</p> <p>9</p> |
| <p>Q37b) How much of that amount is for accommodation?</p> <p style="text-align: right;">Don't know</p> | <p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> .00 (nearest dollar)</p> <p>9</p> |
| <p>Q37c) What period did that payment cover?</p> <p>One week 1</p> <p>Two weeks 2</p> <p>Four weeks 3</p> <p>Calendar month 4</p> <p>Another period, specify in weeks <input type="text"/> <input type="text"/></p> <p>(quarter = 13 weeks, year = 52 weeks)</p> <p>Don't know 9</p> | |

SECTION – Income

I have a few questions about your income and assets. As I said at the beginning of the interview your answers will be combined with those of other people we talk to and there will be nothing in the results that could identify you or your answers.

Q38 *In the last 12 months, have [you] [your partner] earned any income from wages or salaries? Please include any ACC or private income insurance payments.*

| | Respondent | Partner |
|------------|-------------------|----------------|
| Yes | 1 | 1 |
| No | 2 | 2 |
| Don't Know | 8 | 8 |
| Refused | 9 | 9 |

} **GO TO Q41**

ASK Q39 & Q40 OF THOSE CODED 1 ABOVE

Q39 *In the last 12 months, how many paid jobs have [you] [your partner] had?*

| | | |
|------------|----------------------|----------------------|
| Respondent | <input type="text"/> | <input type="text"/> |
| Partner | <input type="text"/> | <input type="text"/> |

Q40 SHOWCARD 13 Can you tell me which of these apply for your (and your partners') total earnings for all of these jobs? Please tell me your earnings BEFORE tax. Please include income only from wages or salaries, or from any ACC or private income insurance payouts. Do not include self-employment or any government benefits or support payments.

| | |
|----------------------------|----|
| \$1 - \$5,000..... | 1 |
| \$5,001 - \$10,000..... | 2 |
| \$10,001 - \$15,000..... | 3 |
| \$15,001 - \$20,000..... | 4 |
| \$20,001 - \$25,000..... | 5 |
| \$25,001 - \$30,000..... | 6 |
| \$30,001 - \$35,000..... | 7 |
| \$35,001 - \$40,000..... | 8 |
| \$40,001 - \$50,000..... | 9 |
| \$50,001 - \$60,000..... | 10 |
| \$60,001 - \$70,000..... | 11 |
| \$70,001 - \$80,000..... | 12 |
| \$80,001 - \$90,000..... | 13 |
| \$90,001 - \$100,000..... | 14 |
| \$100,001 - \$110,000..... | 15 |
| \$110,001 - \$120,000..... | 16 |
| More than \$120,000..... | 17 |
| Don't Know..... | 97 |
| Refused to say..... | 98 |

Q41 In the last 12 months, have [you] [your partner] earned any income from self-employment, including making a loss? Include any income from hobbies or royalties.

| | Respondent | Partner |
|------------|------------|---------|
| Yes | 1 | 1 |
| No | 2 | 2 |
| Don't Know | 8 | 8 |
| Refused | 9 | 9 |

} GO TO Q43

ASK Q42 IF RESPONDENT OR PARTNER CODED 1 IN Q41

Q42 SHOWCARD 14 *Please use this card to tell me [your (and your partner's)] income from all your self-employment in the past 12 months, with expenses deducted and BEFORE personal income tax was taken out.*

| | |
|---------------------------|----|
| Loss..... | 1 |
| Zero income..... | 2 |
| \$1 - \$5,000..... | 3 |
| \$5,001 - \$7,500..... | 4 |
| \$7,501 - \$10,000..... | 5 |
| \$10,001 - \$12,500..... | 6 |
| \$12,501 - \$15,000..... | 7 |
| \$15,001 - \$17,500..... | 8 |
| \$17,501 - \$20,000..... | 9 |
| \$20,001 - \$25,000..... | 10 |
| \$25,001 - \$30,000..... | 11 |
| \$30,001 - \$40,000..... | 12 |
| \$40,001 - \$50,000..... | 13 |
| \$50,001 - \$70,000..... | 14 |
| \$70,001 - \$100,000..... | 15 |
| \$100,001 or more..... | 16 |
| Don't Know..... | 97 |
| Refused to say..... | 98 |

Q43 SHOWCARD 15 *In the last 12 months have you (or your partner) received any of the following from the Government?*

| | |
|--|----|
| Community Wage (Unemployment, Sickness or Training Benefit)..... | 1 |
| Emergency Benefit..... | 2 |
| Student Allowance..... | 3 |
| Domestic Purposes Benefit..... | 4 |
| Widows Benefit..... | 5 |
| Invalids Benefit..... | 6 |
| Transitional Retirement Benefit..... | 7 |
| New Zealand Superannuation or Veterans Pension..... | 8 |
| Family Support..... | 9 |
| Accommodation Supplement..... | 10 |
| Disability Allowance..... | 11 |
| Special Benefit..... | 12 |
| Child Care Subsidy..... | 13 |
| Training Incentive Allowance..... | 14 |
| Unsupported Child Benefit..... | 15 |
| Other regular payment..... | 16 |
| None of these..... | 97 |
| Refused..... | 98 |
| Don't Know..... | 99 |

GO TO Q45

Q44 **SHOWCARD 16** *How much did [you] [you and your partner between you] receive in total from these benefits and support payments in the last 12 months? Please tell me the amount after tax.*

| | |
|--------------------------|----|
| \$1 - \$2,500..... | 1 |
| \$2,501 - \$5,000..... | 2 |
| \$5,001 - \$7,500..... | 3 |
| \$7,501 - \$10,000..... | 4 |
| \$10,001 - \$12,500..... | 5 |
| \$12,501 - \$15,000..... | 6 |
| \$15,001 - \$17,500..... | 7 |
| \$17,501 - \$20,000..... | 8 |
| \$20,001 - \$25,000..... | 9 |
| \$25,001 - \$30,000..... | 10 |
| \$30,001 - \$40,000..... | 11 |
| \$40,001 - \$50,000..... | 12 |
| \$50,001 - \$70,000..... | 13 |
| \$70,001 or more..... | 14 |
| Don't Know | 97 |
| Refused to say..... | 98 |

Q45 *Do [you] [you or your partner] have a Community Services Card?*

| | |
|-----------------|---|
| Yes..... | 1 |
| No | 2 |
| Don't know..... | 9 |

Q46 SHOWCARD 17 *In the last 12 months, did you (or your partner) get income from any of these?*

CODE ALL THAT APPLY

| | |
|--|----------------|
| Interest from banks, finance companies, building societies, solicitor's nominee companies, government stock, etc | 1 |
| Dividends from shares, returns from unit trusts | 2 |
| Interest from mortgages or loans | 3 |
| Rents received (net of expenses) | 4 |
| Income from a family trust | 5 |
| Overseas income | 6 |
| Income from Maori land or from other leased land | 7 |
| Income from a partnership as a non-working shareholder | 8 |
| Child maintenance payments, reparation or similar payments | 9 |
| None of these | 97 - GO TO Q49 |

Q47 SHOWCARD 18 *Thinking about the income you (and your partner) got from all of these sources you identified in that last showcard, which of these applies*

| | |
|---------------------------|----|
| Loss | 1 |
| Zero income | 2 |
| \$1 - \$2,500 | 3 |
| \$2,501 - \$5,000 | 4 |
| \$5,001 - \$7,500 | 5 |
| \$7,501 - \$10,000 | 6 |
| \$10,001 - \$12,500 | 7 |
| \$12,501 - \$15,000 | 8 |
| \$15,001 - \$17,500 | 9 |
| \$17,501 - \$20,000 | 10 |
| \$20,001 - \$25,000 | 11 |
| \$25,001 - \$30,000 | 12 |
| \$30,001 - \$40,000 | 13 |
| \$40,001 - \$50,000 | 14 |
| \$50,001 - \$70,000 | 15 |
| \$70,001 or more | 16 |
| Don't Know | 97 |
| Refused to say | 98 |

| | | |
|-----|--|---|
| Q48 | <i>Is that amount before tax or after tax?</i> | |
| | Before tax | 1 |
| | After tax..... | 2 |
| | Don't know..... | 9 |

Q49 **SHOWCARD 19** *Now thinking about your (and your partner's) TOTAL overall income from wages, salaries, self-employment, government benefits and support payments and any other income, for the last 12 months, which of these applies? Please tell me the amount BEFORE tax.*

| | |
|----------------------------|----|
| Loss..... | 1 |
| Zero income..... | 2 |
| \$1 - \$5,000..... | 3 |
| \$5,001 - \$10,000..... | 4 |
| \$10,001 - \$15,000..... | 5 |
| \$15,001 - \$20,000..... | 6 |
| \$20,001 - \$25,000..... | 7 |
| \$25,001 - \$30,000..... | 8 |
| \$30,001 - \$35,000..... | 9 |
| \$35,001 - \$40,000..... | 10 |
| \$40,001 - \$50,000..... | 11 |
| \$50,001 - \$60,000..... | 12 |
| \$60,001 - \$70,000..... | 13 |
| \$70,001 - \$80,000..... | 14 |
| \$80,001 - \$90,000..... | 15 |
| \$90,001 - \$100,000..... | 16 |
| \$100,001 - \$110,000..... | 17 |
| \$110,001 - \$120,000..... | 18 |
| More than \$120,000..... | 19 |
| Don't Know..... | 97 |
| Refused to say..... | 98 |

ASK IF OTHERS TICKED AT Q5, PAGE 7 [AND WHO ARE EMPLOYED FULL OR PART TIME, IE Q8 = 1 OR 2¹]

Q50 SHOWCARD 19 *And now including (...names at Q5...) as well as you (and your partner), which of these applies for the TOTAL overall income from all sources? Again, please tell me the amount BEFORE tax.*

| | |
|----------------------------|----|
| Loss..... | 1 |
| Zero income..... | 2 |
| \$1 - \$5,000..... | 3 |
| \$5,001 - \$10,000..... | 4 |
| \$10,001 - \$15,000..... | 5 |
| \$15,001 - \$20,000..... | 6 |
| \$20,001 - \$25,000..... | 7 |
| \$25,001 - \$30,000..... | 8 |
| \$30,001 - \$35,000..... | 9 |
| \$35,001 - \$40,000..... | 10 |
| \$40,001 - \$50,000..... | 11 |
| \$50,001 - \$60,000..... | 12 |
| \$60,001 - \$70,000..... | 13 |
| \$70,001 - \$80,000..... | 14 |
| \$80,001 - \$90,000..... | 15 |
| \$90,001 - \$100,000..... | 16 |
| \$100,001 - \$110,000..... | 17 |
| \$110,001 - \$120,000..... | 18 |
| More than \$120,000..... | 19 |
| Don't Know..... | 97 |
| Refused to say..... | 98 |

¹ Note that the instructions included in the brackets were part of the written interviewer instructions and were not on the questionnaire that was administered by the interviewers. They have been added to this document for clarity.

The clarification in brackets is the only change that has been made to this document since the questionnaire was administered in the field.

SECTION – Assets

Q51 SHOWCARD 20 *Now thinking about your assets rather than your income. (Apart from this property), do [you] [you or your partner] have any of these assets?*

CODE ALL THAT APPLY

| | |
|---|--------------|
| Money deposited with banks, eg savings, cheque accounts, term deposits | 1 |
| Other investments, eg shares, unit trusts bonus bonds, debentures, credit unions | 2 |
| Endowment life insurance policies | 3 |
| Money or investments in a family trust | 4 |
| Money owed to you | 5 |
| Residential property, eg holiday home, rented-out residential property, land, etc | 6 |
| Investment in commercial property | 7 |
| Business ownership or investment eg in farming, forestry or any other business | 8 |
| Any other assets, eg art, antiques, collectables. Do NOT count household effects, motor vehicles recreation, leisure or hobby equipment | 9 |
| None of these | 10 GO TO Q53 |

Q52 SHOWCARD 21 (NOT counting this property), which of these applies for the total value of the assets you have identified?

| | |
|----------------------------|----|
| \$1 - \$1,000..... | 1 |
| \$1,001 - \$5,000..... | 2 |
| \$5,001 - \$10,000..... | 3 |
| \$10,001 - \$15,000..... | 4 |
| \$15,001 - \$25,000..... | 5 |
| \$25,001 - \$50,000..... | 6 |
| \$50,001 - \$100,000..... | 7 |
| \$100,001 - \$150,000..... | 8 |
| \$150,001 - \$200,000..... | 9 |
| \$200,001 - \$250,000..... | 10 |
| \$250,001 - \$300,000..... | 11 |
| \$300,001 - \$350,000..... | 12 |
| \$350,001 - \$400,000..... | 13 |
| \$400,001 - \$500,000..... | 14 |
| \$500,001 - \$750,000..... | 15 |
| \$750,001 or more..... | 16 |
| Don't know..... | 98 |
| Refused to say..... | 99 |

Q53 INTERVIEWER: IF RESPONDENT HAS PARTNER, CODE WHETHER Q29 – Q52 WAS ANSWERED BY RESPONDENT

| | |
|-----------------------------|---|
| On their own..... | 1 |
| With some consultation..... | 2 |
| Jointly..... | 3 |

| |
|-------------------------------|
| SECTION – Self Ratings |
|-------------------------------|

I now have a couple of questions about how you feel about life in general.

Q54 SHOWCARD 22 *In general, how happy would you say you are? Would you say you were...*

- | | |
|---------------------------------|---|
| Very happy | 1 |
| Happy | 2 |
| Neither happy nor unhappy | 3 |
| Unhappy | 4 |
| Very unhappy | 5 |
| Don't know | 8 |
| Refused | 9 |

Q55 SHOWCARD 23 *Now taking everything into account, how satisfied or dissatisfied are you with your life these days?*

- | | |
|---|---|
| Very satisfied..... | 1 |
| Satisfied | 2 |
| Neither satisfied nor dissatisfied..... | 3 |
| Dissatisfied | 4 |
| Very dissatisfied | 5 |
| Don't know | 8 |
| Refused | 9 |

SECTION – Demographic

And finally, I have just a few more questions about yourself.

Q56a) SHOWCARD 24 *What is your highest school qualification?*

| | |
|--|---|
| None | 1 |
| Primary proficiency examination | 2 |
| School certificate in one or more subjects | 3 |
| Sixth Form Certificate, University Entrance in one or more subjects..... | 4 |
| Higher School Certificate, Higher Leaving Certificate | 5 |
| University Bursary, Scholarship..... | 6 |
| Overseas school qualification..... | 7 |
| Other school qualification (specify)..... | 8 |

Q56b) *How old were you when you left school?*

NOTE: COUNT ONLY PRIMARY AND SECONDARY SCHOOLS OR EQUIVALENT

| | |
|-----------------|---|
| Age | <input type="text"/> <input type="text"/> |
| Don't know..... | 99 |

Q57) SHOWCARD 25 *Have you obtained either of these since leaving school?*

CIRCLE IF HAVE OBTAINED

| | |
|---|---|
| Occupational certificate or diploma obtained since leaving school taking at least 3 months full time (or equivalent) to get | 1 |
| Bachelors Degree or higher | 2 |
| Neither of these..... | 3 |

Q58) *Are you currently a full-time tertiary student?*

IF NECESSARY: Tertiary study is post-school study..

| | |
|----------|---|
| Yes..... | 1 |
| No | 2 |

| | |
|--|---|
| Q59a) <i>Are you the main income earner of (...names ticked at Q5)?</i> | Yes..... 1 No 2 |
| Q59b) <i>Are you/is the Main Income Earner currently in a full time job?</i> | Yes..... 1 GO TO Q59d) No 2 Refused 9 |
| Q59c) <i>Have you/has the Main Income Earner ever had a full time job?</i> | Yes..... 1 No 2 } GO TO Q60 Refused 9 } |
| Q59d) <i>What kind of work (do/does/did) you/the Main Income Earner do in your/their (last) full-time job?</i> GIVE FULL TITLE (eg Childcare Aide, Maths Teacher, Machine Operator) | |
| PROBE FOR MAIN TASKS. DESCRIBE AS FULLY AS POSSIBLE (eg looking after children at day centre, teaching secondary school students, operating wool combing machine), and for managers state main activities controlled. | |
| CHECK RESPONDENT'S ETHNIC GROUP (Q7, PAGE 7), IF CODE 2, ASK Q60 – Q67. IF NOT GO TO Q68 | |
| Q60) <i>Do you identify as Maori?</i> | Yes..... 1 No 2 |

| | | |
|-------|--|---|
| Q61 | SHOWCARD 26 <i>If you had to choose ONE of these options that best describes you, which would you choose?</i> | 1 2 3 4 5 6 7 8 9 |
| | A Kiwi A New Zealander..... Maori/Pakeha..... Part Maori..... A Polynesian..... A Maori Other (please describe)..... Refused..... Don't know | |
| Q62 | <i>How many generations of your Maori ancestry can you name?</i> Note: (ie actually knows at this point in time, does not have to refer elsewhere) | 1 2 3 4 9 |
| | 1 generation (parents) 2 generations (grandparents) 3 generations (great grandparents) More than 3 generations Don't know | |
| Q63a) | <i>Have you ever been to a marae?</i> | 1 2 GO TO Q64 |
| | Yes No | |
| Q63b) | SHOWCARD 27 <i>How often over the past 12 months?</i> | 1 2 3 4 5 |
| | Not at all Once..... A few times..... Several times More than once a month..... | |

| | | |
|-------|---|---|
| Q64 | SHOWCARD 28 <i>In terms of YOUR involvement with your whanau, would you say that YOUR whanau plays...</i> | |
| | A very large part in your life | 1 |
| | A large part in your life | 2 |
| | A small part in your life..... | 3 |
| | A very small part/no part in your life | 4 |
| <hr/> | | |
| Q65 | <i>Do you have a financial interest in Maori land, that is as an owner, part or potential owner or beneficiary</i> | |
| | Yes..... | 1 |
| | No | 2 |
| | Don't know | 8 |
| | Refused..... | 9 |
| <hr/> | | |
| Q66 | <i>This question considers your contacts with people. Thinking about work, sport, church, school, socially and at home, in general would you say that your contacts are with...</i> | |
| | READ OUT | |
| | Mainly Maori..... | 1 |
| | Some Maori | 2 |
| | Few Maori | 3 |
| | No Maori | 4 |
| | DO NOT READ | |
| | Don't know | 8 |
| | Refused | 9 |
| <hr/> | | |
| Q67 | <i>Now I would like to ask you a question about you and Maori language. How would you rate your overall ability with Maori language?</i> | |
| | READ OUT | |
| | Excellent..... | 1 |
| | Very good | 2 |
| | Good | 3 |
| | Fair..... | 4 |
| | Poor..... | 5 |
| | DO NOT READ | |
| | Not applicable/no ability | 6 |
| | Refused | 8 |
| | Don't know | 9 |

Q68 Can I please have your name and phone number in case my supervisor needs to verify that this interview has taken place.

RESPONDENTS NAME: _____

RESPONDENTS PHONE NUMBER:

Q69 *Would you like to receive information about the results of this survey when they become publicly available?*

Yes.....

No.....

Don't know.....

1

2

9

} **GO TO**

} **CLOSE**

Q70 *We will be sending out the information to those who would like it so could I please have your postal address?*

Address: _____

Thank you very much for taking the time to answer these questions. In case you missed it, my name is from ACNielsen and we are doing this research on behalf of the Ministry of Social Policy.

RECORD FINISH TIME

INTERVIEW DURATION (mins)

I hereby certify that this interview carried out and recorded by me today is true and accurate and in accordance with the Market Research Society Code of Practice, survey methodology and specified instructions.

Signed: _____ Interviewer name: _____

Date: _____ Interviewer number: _____

Co-ordinator check:

- Complete questionnaire check..... 1
- Telephone audit completed.....2
- Route audit completed.....3
- Door to door completed.....4

Co-ordinator signature: _____ Date: _____

Re-contact details

Interviewer: _____ Date: _____

Co-ordinator: _____ Date: _____

Office: _____ Date: _____

Office use only

Edited by: _____ Verified by: _____

Punched by: _____

SHOWCARD 1

1. Respondent (myself)
2. Spouse or partner
3. Son or daughter
4. Son-in-law or daughter-in-law
5. Father, mother, father-in-law or mother-in-law
6. Grandparent or great grandparent
7. Grandchild or great grandchild
8. Brother, sister, brother-in-law or sister-in-law
9. Uncle, aunt, great uncle or great aunt
10. Nephew, niece or cousin
11. Foster child
12. Flatmate
13. Guest or visitor
14. Boarder
15. Lodger or roomer
16. Housekeeper (live-in)
17. Other live-in employee
18. Other occupant

SHOWCARD 2

- 1. European/Pakeha**
- 2. New Zealand Maori**
- 3. Samoan**
- 4. Cook Island Maori**
- 5. Niuean**
- 6. Tongan**
- 7. Other Pacific**
- 8. Chinese**
- 9. Indian**
- 10. Other**

You may choose more than one code

SHOWCARD 3

Not at all important

Fairly important

Very important

SHOWCARD 4

- 1 You spent less money than you received most months**
- 2 You just broke even most months**
- 3 You spent more money than you received most months**

SHOWCARD 5

- 1 You had no savings or assets then or now**
- 2 Your savings and assets are about the same**
- 3 Your savings and assets have increased**
- 4 Your savings and assets have decreased**

SHOWCARD 6

1 High

2 Fairly high

3 Medium

4 Fairly low

5 Low

SHOWCARD 7

- 1 Very satisfied**
- 2 Satisfied**
- 3 Neither satisfied nor dissatisfied**
- 4 Dissatisfied**
- 5 Very dissatisfied**

SHOWCARD 8

A bedroom is a room furnished as a bedroom. It has a bed or mattress in it and may have other items such as a dresser or chest of drawers.

Include:

- **rooms furnished as bedrooms**
- **bedsits**
- **sleepouts and caravans used as bedrooms and occupied by household members**

Do not include:

- **rooms such as a living room that are also used as a bedroom (unless this is the only bedroom in the house)**

SHOWCARD 9

- 1 You (and/or your partner) own this house/flat**
- 2 You (and/or your partner) jointly own this house/flat with other people**
- 3 A family trust owns this house/flat**
- 4 Parents or other family members own this house/flat**
- 5 A private landlord who is NOT related to you owns this house/flat**
- 6. A local authority or city council owns this house/flat**
- 7. Housing New Zealand owns this house/flat**
- 8. Other**

SHOWCARD 10

- 1. Nil**
- 2. \$50,000 or less**
- 3. \$50,001 - \$100,000**
- 4. \$100,001 - \$150,000**
- 5. \$150,001 - \$200,000**
- 6. \$200,001 - \$250,000**
- 7. \$250,001 - \$300,000**
- 8. \$300,001 - \$400,000**
- 9. More than \$400,000**

SHOWCARD 11

- 1. \$25,000 or less**
- 2. \$25,001 - \$50,000**
- 3. \$50,001 - \$100,000**
- 4. \$100,001 - \$150,000**
- 5. \$150,001 - \$200,000**
- 6. \$200,001 - \$250,000**
- 7. \$250,001 - \$300,000**
- 8. \$300,001 - \$350,000**
- 9. \$350,001 - \$400,000**
- 10. \$400,001 or more**

SHOWCARD 12

- 1 Mortgage for this house/flat**
- 2 Rent for this house/flat**
- 3 Board for this house/flat**
- 4. None of the above**

SHOWCARD 13

1. \$1 - \$5,000
2. \$5,001 - \$10,000
3. \$10,001 - \$15,000
4. \$15,001 - \$20,000
5. \$20,001 - \$25,000
6. \$25,001 - \$30,000
7. \$30,001 - \$35,000
8. \$35,001 - \$40,000
9. \$40,001 - \$50,000
10. \$50,001 - \$60,000
11. \$60,001 - \$70,000
12. \$70,001 - \$80,000
13. \$80,001 - \$90,000
14. \$90,001 - \$100,000
15. \$100,001 - \$110,000
16. \$110,001 - \$120,000
17. More than \$120,000

SHOWCARD 14

1. Loss
2. Zero income
3. \$1 - \$5,000
4. \$5,001 - \$7,500
5. \$7,501 - \$10,000
6. \$10,001 - \$12,500
7. \$12,501 - \$15,000
8. \$15,001 - \$17,500
9. \$17,501 - \$20,000
10. \$20,001 - \$25,000
11. \$25,001 - \$30,000
12. \$30,001 - \$40,000
13. \$40,001 - \$50,000
14. \$50,001 - \$70,000
15. \$70,001 - \$100,000
16. \$100,001 or more

SHOWCARD 15

1. **Community Wage (Unemployment, Sickness or Training Benefit)**
2. **Emergency Benefit**
3. **Student Allowance**
4. **Domestic Purposes Benefit**
5. **Widows Benefit**
6. **Invalids Benefit**
7. **Transitional Retirement Benefit**
8. **New Zealand Superannuation or Veterans Pension**

9. **Family Support**

10. **Accommodation Supplement**
11. **Disability Allowance**
12. **Special Benefit**
13. **Child Care Subsidy**
14. **Training Incentive Allowance**
15. **Unsupported Child Benefit**

16. **Other regular payment**

SHOWCARD 16

- 1. \$1 - \$2,500**
- 2. \$2,501 - \$5,000**
- 3. \$5,001 - \$7,500**
- 4. \$7,501 - \$10,000**
- 5. \$10,001 - \$12,500**
- 6. \$12,501 - \$15,000**
- 7. \$15,001 - \$17,500**
- 8. \$17,501 - \$20,000**
- 9. \$20,001 - \$25,000**
- 10. \$25,001 - \$30,000**
- 11. \$30,001 - \$40,000**
- 12. \$40,001 - \$50,000**
- 13. \$50,001 - \$70,000**
- 14. \$70,001 or more**

SHOWCARD 17

- 1. Interest from banks, finance companies, building societies, solicitor's nominee companies, government stock, etc**
- 2. Dividends from shares, returns from unit trusts**
- 3. Interest from mortgages or loans**
- 4. Rents (net of expenses)**
- 5. Income from a family trust**
- 6. Overseas income**
- 7. Income from Maori land or from other leased land**
- 8. Income from a partnership as a non-working shareholder**
- 9. Child maintenance payments, reparation or similar payments**

- 97. None of these**

SHOWCARD 18

1. Loss
2. Zero income
3. \$1 - \$2,500
4. \$2,501 - \$5,000
5. \$5,001 - \$7,500
6. \$7,501 - \$10,000
7. \$10,001 - \$12,500
8. \$12,501 - \$15,000
9. \$15,001 - \$17,500
10. \$17,501 - \$20,000
11. \$20,001 - \$25,000
12. \$25,001 - \$30,000
13. \$30,001 - \$40,000
14. \$40,001 - \$50,000
15. \$50,001 - \$70,000
16. \$70,001 or more

SHOWCARD 19

1. Loss
2. Zero income
3. \$1 - \$5,000
4. \$5,001 - \$10,000
5. \$10,001 - \$15,000
6. \$15,001 - \$20,000
7. \$20,001 - \$25,000
8. \$25,001 - \$30,000
9. \$30,001 - \$35,000
10. \$35,001 - \$40,000
11. \$40,001 - \$50,000
12. \$50,001 - \$60,000
13. \$60,001 - \$70,000
14. \$70,001 - \$80,000
15. \$80,001 - \$90,000
16. \$90,001 - \$100,000
17. \$100,001 - \$110,000
18. \$110,001 - \$120,000
19. More than \$120,000

SHOWCARD 20

- 1 Money deposited with banks, eg savings, cheque accounts, term deposits**
- 2 Other investments, eg shares, unit trusts, bonus bonds, debentures, credit unions**
- 3 Endowment life insurance policies**
- 4 Money or investments in a family trust**
- 5 Money owed to you**
- 6 Residential property, eg holiday home, rented out residential property, land etc**
- 7 Investment in commercial property**
- 8 Business ownership or investment, eg in farming, forestry or any other business**
- 9 Any other assets, eg art, antiques, collectibles. Do NOT count household effects, motor vehicles, recreation, leisure or hobby equipment**
- 10. None of these**

SHOWCARD 21

1. \$1 - \$1,000
2. \$1,001 - \$5,000
3. \$5,001 - \$10,000
4. \$10,001 - \$15,000
5. \$15,001 - \$25,000
6. \$25,001 - \$50,000
7. \$50,001 - \$100,000
8. \$100,001 - \$150,000
9. \$150,001 - \$200,000
10. \$200,001 - \$250,000
11. \$250,001 - \$300,000
12. \$300,001 - \$350,000
13. \$350,001 - \$400,000
14. \$400,001 - \$500,000
15. \$500,001 - \$750,000
16. \$750,001 or more

SHOWCARD 22

- 1. Very happy**
- 2. Happy**
- 3. Neither happy nor unhappy**
- 4. Unhappy**
- 5. Very unhappy**

SHOWCARD 23

- 1. Very satisfied**
- 2. Satisfied**
- 3. Neither satisfied nor dissatisfied**
- 4. Dissatisfied**
- 5. Very dissatisfied**

SHOWCARD 24

- 1. None**
- 2. Primary proficiency examination**
- 3. School Certificate in one or more subjects**
- 4. Sixth Form Certificate, University Entrance in one or more subjects**
- 5. Higher School Certificate, Higher Leaving Certificate**
- 6. University Bursary, Scholarship**
- 7. Overseas school qualification**
- 8. Other school qualification**

SHOWCARD 25

- 1. Occupational certificate or diploma obtained since leaving school taking at least 3 months full time (or equivalent) to get**
- 2. Bachelors Degree or higher**
- 3. Neither of these**

SHOWCARD 26

- 1. A Kiwi**
- 2. A New Zealander**
- 3. Maori/Pakeha**
- 4. Part Maori**
- 5. A Polynesian**
- 6. A Maori**
- 7. Other**

SHOWCARD 27

1 Not at all

2 Once

3 A few times

4 Several times

5 More than once a month

SHOWCARD 28

- 1 A very large part in your life**
- 2 A large part in your life**
- 3 A small part in your life**
- 4 A very small part/no part in your life**

Telephone

10

Secure locks

11

Microwave

12

Washing machine

13

Clothes drier

14

Dishwasher

16

Waste disposal unit

15

Food processor

17

**Heating available in
all main rooms**

18

**Warm bedding
in winter**

20

A good bed

19

**A warm winter
coat**

21

**A good pair
of shoes**

22

**A best outfit for
special occasions**

23

**Pay television
(eg Sky)**

24

Video player

25

Stereo

26

**Access to the
Internet**

28

Personal computer

27

**Home contents
insurance**

29

Boat

30

**Holiday home, bach
or crib**

32

Car

31

Television

33

A pet

34

**An inside lavatory
or toilet**

35

**Running water in
the house**

36

**Mains electricity
(not supplied from
on-site battery or
generator)**

37

Hot running water in the house

38

**Suitable wet weather
clothing for
each child**

39

**A pair of shoes in
good condition for
each child**

40

A child's bike

41

A Playstation

42

**Participate in
family (whanau)
activities**

43

**Give presents to family
or friends on birthdays,
Christmas or other
special occasions**

44

**Visit the
hairdresser once
every three months**

45

**Have a holiday away
from home every year**

46

**Have a holiday
overseas at least once
every 3 years**

47

**Have a night out
at least once a
fortnight**

48

**Have family or friends
over for a meal at
least once a month**

49

**Have a special meal
at home at least
once a week**

50

**Have enough
room for family
to stay the night**

51

**Pay someone
to help
with housework**

52

**You or your partner
contribute regularly
to a retirement
scheme**

53

**Pay for childcare
services**

54

**Have children's
friends over for
a meal**

55

**Have enough
room for children's
friends to stay
the night**

56

**Have children's
friends to a
birthday party**

57

Appendix I - Company Information

Company Profile

ACNielsen Corporation is the world's leading provider of market research, information and analysis to the consumer products and service industries. More than 9,000 clients in over 90 countries rely on ACNielsen's dedicated professionals to measure competitive marketplace dynamics, to understand consumer attitudes and behaviour, and to develop advanced analytical insights that generate increased sales and profits.

The company provides four principal market research services:

Retail measurement

Includes continuous tracking of consumer purchases at the point of sale through scanning technology and in-store audits. ACNielsen delivers detailed information on actual purchases, market shares, distribution, pricing and merchandising and promotional activities.

Consumer panel research

Includes detailed information on purchases made by household members, as well as their retail shopping patterns and demographic profiles.

Customised research

Includes quantitative and qualitative studies that generate information and insights into consumers' attitudes and purchasing behaviour, customer satisfaction, brand awareness and advertising effectiveness.

Media measurement

Includes information on international television and radio audience ratings, advertising expenditure measurement and print readership measurement that serves as the essential currency for negotiating advertising placement and rates.

In addition, ACNielsen markets a broad range of advanced software and modeling & analytical services. These products help clients integrate large volumes of information, evaluate it, make judgements about their growth opportunities and plan future marketing and sales campaigns.

As the industry leader, we constantly work to set the highest standards in the quality and value of our services, and the passion and integrity of our people bring to helping clients succeed.

Our professionals worldwide are committed to giving each of our clients the exact blend of information and service they need to create competitive advantage: The right information, covering the right markets, with the most valuable information management tools, all supported by the expertise and professionalism of the best market research teams in the industry.

Appendix II - ACNielsen Standard Terms and Conditions

Validity of Proposals

All proposals are open to acceptance for a period of one month from the date of issue, after which date they will be subject to reappraisal. ACNielsen reserve the right to withdraw the proposal prior to the expiry of the one month period.

The contents of the proposal, including the particular methodology proposed, and the price, are confidential to the client and shall not be disclosed to third parties. The copyright in the proposal document shall be deemed to be vested in ACNielsen.

Copyright

For all customised ad hoc studies and omnibus questions, the copyright in the survey report shall be deemed to be vested in the client, but under no circumstances is the client permitted to sell the data.

Notwithstanding, the client shall not disclose the findings of the survey or the contents of the proposal to third parties (other than associated companies, professional advisors or other authorised consultants) without the prior written consent of ACNielsen.

In the event of the client intending a wider circulation of the survey's findings, the client must obtain prior written approval from ACNielsen of the content of such publications and must acknowledge ACNielsen as the source of the information.

Survey Records

Completed questionnaires and computer tapes prepared from them remain the property of ACNielsen. In accordance with the practice of the Market Research Society of New Zealand, the questionnaires will normally be destroyed after the expiry of six months from the date of provision of the final computer tabulations. The data held on computer tape will normally be held for up to two years.

The client, however, may on request and at his own expense have copies of the above questionnaires and/or computer tape, subject to the requirements of the Code of Conduct of the Market Research Society of New Zealand respecting the confidentiality of information obtained from survey respondents.

Force Majeure

ACNielsen will do its utmost to deliver the survey report in accordance with the timing quoted in the proposal, but shall not be held liable for delays or other failure to perform its obligations occasioned by factors outside its control (including, by way of example only, postal or other communication delays, industrial disputes, fire or accident, governmental act or natural catastrophe).

Factors unforeseen at the time of proposal writing could affect the timing of the project (including by way of example only, problems in locating minority samples, adverse weather conditions, etc.). Under these circumstances ACNielsen will use its best endeavours to meet the proposed time schedule, but shall not be held liable for delays.

Appendix II - ACNielsen Standard Terms and Conditions, Continued

-
- Accuracy** The client shall recognise that figures derived from the survey are estimates derived from sample surveys carried out in accordance with accepted market research methods and as such are subject to limits of statistical error.
- ACNielsen shall use its best endeavours to ensure the accuracy of the report but does not warrant the accuracy of any data provided, nor does it accept responsibility for any error contained in or any omission from the report or any loss direct or consequential arising therefrom.
-
- Test Materials** In the event that ACNielsen shall be commissioned to conduct a survey requiring respondents to examine, use or consume any materials (including, by way of example only, food, drink or medications) the client shall indemnify ACNielsen against any action by anyone relating to the description, presentation, use or consumption of these materials, whether or not the client is the manufacturer, distributor or agent for such materials.
-
- Terms of Payment** Unless stated to the contrary in the proposal the fee for the survey shall be payable in two equal instalments as follows:
- One-half on the date of acceptance of the proposal.
 - One-half on delivery of the final report.
- For continuous research, the fee shall be payable quarterly in advance.
- All fees quoted exclude GST. Fees are payable by the 20th of the month following invoicing.
- Should the client cancel a survey after it has been commissioned, the client will be liable to pay the proportion of the agreed fee that covers all work carried out and expenses incurred and financial commitments entered into by ACNielsen subsequent to the date of commissioning.
- Similarly, work postponed or rescheduled by clients could be subject to an extra fee to cover extra expenses incurred.
-
- Entire Contract** These terms together with the proposal shall constitute the entire contract between ACNielsen and the client.
- Any alterations to the specifications, as laid out in the proposal, may lead to reappraisal of the timetable and/or fee quoted.
- No amendment shall be deemed to have been made to the contract unless confirmed in writing by the party requesting the amendment and subsequently confirmed in writing by the other party.
-

Our Core Purpose:

**Contribute to our clients' success worldwide
by providing a better understanding of their markets.**

Our Core Values:

**Integrity and honesty;
respect and development of people;
and excellence and innovation.**

Vision:

**To be recognised worldwide as the premier
professional services firm in market research.**

