



## **Technical Manual**

# **Multi-Purpose Household Survey, Expanded Confidentialised Unit Record File**

**Australia**

**2006–07**



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# **Multi-Purpose Household Survey, Expanded Confidentialised Unit Record File**

**Australia**

**2006–07**

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AUSTRALIAN BUREAU OF STATISTICS

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# CHAPTER 1

## INTRODUCTION .....

### OVERVIEW

This paper provides information on the release of microdata from the 2006–07 Multi-Purpose Household Survey (MPHS). The data are available through an Expanded Confidentialised Unit Record File (CURF) released with the approval of the Australian Statistician. The 2006–07 MPHS CURF is accessible through the Australian Bureau of Statistics (ABS) Remote Access Data Laboratory (RADL). This Expanded CURF option provides access to more detailed information than would otherwise be available from a basic CURF product. A basic CURF has not been produced from this survey.

The RADL is an on-line batch database query system, to which users submit programs to interrogate and analyse data and access the results. Further information about this facility, including a RADL User Guide, is available on the ABS web site

<<http://www.abs.gov.au>> (see Services We Provide, Confidentialised Unit Record Files (CURFs) – CURF microdata – Accessing CURF microdata).

The CURF enables purchasers to tabulate, manipulate and analyse data to their own specifications.

### ABOUT THE SURVEY

The 2006–07 MPHS was conducted throughout Australia between July 2006 and June 2007 as a supplement to the Labour Force Survey (LFS). In 2006–07 the MPHS was not conducted in August and September due to problems identified with the collection of data for a particular topic. The problems were rectified and adjustments were made to the sample in subsequent months to ensure the target sample size was achieved. This is not expected to have an impact on the data included in this CURF.

The MPHS is designed to provide statistics annually for a small number of labour, social and economic topics. Topics included in the 2006–07 MPHS survey were;

- Adult Learning
- Barriers and Incentives to Labour Force Participation
- Retirement and Retirement Intentions
- Household Use of Information Technology
- Family Characteristics and Transitions.

This expanded CURF comprises data from the Adult Learning, Barriers and Incentives to Labour Force Participation, Retirement and Retirement Intentions, and Household Use of Information Technology topics. A separate CURF will be released for the Family Characteristics and Transitions topic.

The Adult Learning topic collected information on learning undertaken by respondents aged 25 to 64 years. It focused on three types of learning:

- formal learning, such as that undertaken at a university
- non-formal learning, including work-related training and arts and crafts courses
- informal learning, such as reading manuals or learning from family members.

## ABOUT THE SURVEY

*continued*

Information was collected on main field of study, reasons for undertaking study, and learning opportunities available. Information was also collected regarding obstacles which prevented or made it difficult to participate in learning opportunities. Estimates from the survey were published in *Adult Learning, Australia, 2006–07* (cat. no. 4229.0).

The Barriers and Incentives to Labour Force Participation topic collected information from respondents aged 18 years and over, who were either not employed, not in the labour force or who usually worked less than 16 hours per week in all jobs. Respondents were asked about their previous work history; reasons for not working or not wanting more hours at work; and any difficulties or barriers encountered to participation in the labour force. Estimates from the survey were published in *Barriers and Incentives to Labour Force Participation, Australia, Jul 2006 to Jun 2007* (cat. no. 6239.0).

The Retirement and Retirement Intentions topic collected information from respondents aged 45 years and over who had previously worked for two weeks or more. Information was collected on retirement status or intentions to retire in the future. Data were also collected on factors influencing the decision to retire; contribution to superannuation schemes; and income arrangements made by retirees and potential retirees to provide for their retirement. Estimates from the survey were published in *Retirement and Retirement Intentions, Australia, Jul 2006 to Jun 2007* (cat. no. 6238.0).

The Household Use of Information Technology topic collected information on personal and household access to computers and the Internet. Information on locations of use of the Internet; the purpose and frequency of access to the Internet at home and technology used to access the Internet; access to the Internet at sites other than at home; and main reasons for not purchasing or ordering goods or services via the Internet were collected. Estimates from the survey were published in *Household Use of Information Technology, Australia, 2006–07* (cat. no. 8146.0).

The MPHS also collected other socio-demographic information such as educational qualifications, labour force status and personal and household income.



## CHAPTER 2

## SURVEY METHODOLOGY .....

### SCOPE AND COVERAGE

The MPHS is linked to the ABS Monthly Labour Force Survey (LFS).

The LFS is based on a multi-stage area sample of private dwellings (houses, flats, etc.). The survey is conducted in both urban and rural areas of all states and territories of Australia. The scope of the LFS is restricted to people aged 15 years and over and excludes the following:

- members of the Australian permanent defence forces
- certain diplomatic personnel of overseas governments, customarily excluded from census and estimated population counts
- overseas residents in Australia
- members of non-Australian defence forces (and their dependents) stationed in Australia.

In addition, the 2006–07 MPHS excluded the following:

- people living in very remote parts of Australia
- people living in non-private dwellings such as hotels, university residences, students at boarding schools, patients in hospitals, residents of homes such as retirement homes and homes for people with disabilities, and inmates of prisons.

The 2006–07 MPHS was conducted in both urban and rural areas in all states and territories, but excluded people living in very remote parts of Australia. The exclusion of these persons will have only a minor impact on any aggregate estimates that are produced for states and territories, with the exception of the Northern Territory where persons living in very remote areas account for approximately 23% of the total number of persons in the population aged 15 years and over.

In the LFS, coverage rules are applied which aim to ensure that each person is associated with only one dwelling, and hence has only one chance of selection. The chance of a person being enumerated at two separate dwellings in the one survey is considered to be negligible.

For more information about the LFS see *Labour Force, Australia* (cat. no. 6202.0).

### DATA COLLECTION METHODOLOGY

Approximately one-third of the dwellings in the outgoing rotation group for the LFS (one-eighth of the sample is rotated out each month) are selected for the MPHS. In these dwellings one person aged 15 years or over who is a usual resident of the dwelling is randomly selected and asked the additional MPHS questions in a personal interview, after the LFS has been fully completed. If the selected person is aged 15 to 17 years, permission to interview is first sought from a parent or guardian. If such permission is denied, information is obtained about the 15 to 17 year old from a responsible adult in the household.

## DATA COLLECTION METHODOLOGY

*continued*

Data are collected using Computer Assisted Interviewing (CAI), whereby responses are recorded directly onto an electronic questionnaire in a notebook computer during a telephone interview. Face-to-face CAI interviews are conducted in a small number of households, where that is the method of collection for the LFS.

The initial sample for the 2006–07 MPHS consisted of approximately 19,800 private dwelling households. Of these households, approximately 2,760 were excluded from the MPHS sample because of sample loss (for example, households selected in the survey which had no residents in scope for the LFS, vacant or derelict dwellings and dwellings under construction). Of the remaining 17,040 private dwelling households, 14,190 or approximately 83.3% fully responded to the MPHS.

## WEIGHTING, ESTIMATION AND BENCHMARKING

As the survey was conducted on a sample of households in Australia, it is important to consider the method of sample selection when deriving estimates from the CURF. This is particularly important as a person's chance of selection in the survey varies depending on the state or territory in which they are selected.

Weighting is the process of adjusting results from the sample survey to infer results for the total in-scope population. To do this, a weight is allocated to each sample unit i.e. each person or household. The weight effectively indicates how many population units are represented by the sample unit.

The first step in calculating weights for each sample unit is to assign an initial weight which is equal to the inverse of the probability of being selected in the survey. For example, if the probability of a person being selected in the survey was one in 600, then the selected person would have an initial weight of 600 (that is, they represent 600 persons in the population). The initial weights are then calibrated to align with independent estimates of the population of interest, referred to as 'benchmarks'. Weights are calibrated against population benchmarks to ensure that the survey estimates conform to the independently estimated distribution of the population, rather than to the distribution within the sample itself.

Replicate weights have been included on the CURF which can be used to calculate sampling error. For more information, refer to the 'Standard Errors' section in Chapter 3.

The survey was benchmarked to the estimated civilian population aged 15 years and over living in private dwellings in each state and territory in non very remote areas. The process of weighting ensures that the survey estimates conform to person benchmarks by state, part of state, age and sex and to household benchmarks by state, part of state and household composition. These benchmarks are produced from estimates of the resident population derived independently of the survey.

## RELIABILITY OF ESTIMATES

Estimates derived from the CURF are subject to both sampling and non-sampling error.

### *Sampling error*

Sampling error arises because the estimates are based on a sample of units and so will differ from estimates that would have been produced if all units in the population had been included in the survey. One measure of the likely difference is given by the standard error (SE), which indicates the extent to which an estimate might have varied because only a sample of dwellings was included. There are about two chances in three

*Sampling error continued*

that the sample estimates will differ by less than one SE from the number that would have been obtained if all persons had been surveyed and about 19 chances in 20 that the difference will be less than two SEs. Instructions on how to calculate SEs can be found in Chapter 3.

Another measure of the sampling error is the relative standard error (RSE) which is obtained by expressing the SE as a percentage of the estimate. Generally, only estimates (numbers, percentages, means and medians) with RSEs less than 25% are considered sufficiently reliable for most purposes. The formula for calculating the RSE of an estimate ( $y$ ) is:

$$RSE(y) = SE(y)/y \times 100\%$$

*Non-sampling error*

Non-sampling errors are inaccuracies that occur because of imperfections in reporting by respondents and interviewers, and errors made in coding and processing data. These inaccuracies may occur in any enumeration whether it be a full count or a sample of the population. Every effort is made to reduce the non-sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient processing procedures.

## CHAPTER 3

## USING THE CURF DATA .....

### ABOUT THE MICRODATA

The 2006–07 MPHS Expanded CURF enables users to manipulate the data, produce tabulations and undertake statistical analysis to individual specifications.

This MPHS 2006–07 microdata is released under the *Census and Statistics Act 1905* which has provision for the release of data in the form of unit records where the information is not likely to enable the identification of a particular person or organisation. Accordingly, there are no names or addresses of survey respondents on the CURF, and other steps have been taken to protect the confidentiality of respondents. These include removing or reducing the level of detail shown for some data items and changing characteristics such as state or area for several records. Data from the 2006–07 MPHS Expanded CURF will therefore not exactly match published data.

Steps to confidentialise the datasets made available on the CURF are taken in such a way as to ensure the integrity of the data and optimise the content of files, while maintaining the confidentiality of respondents. Intending users should ensure that the data they require, at the level of detail they require, are available on the CURF. Data obtained in the survey but not contained on the CURF may be available in tabulated form on request. The location of a full list of all data items on the CURF is provided in the Appendix.

### FILE STRUCTURE

The 2006–07 MPHS Expanded CURF contains three data files (SAS, SPSS and STATA), each containing 14,190 confidentialised records. Each record holds both the person and household level data of a respondent to the survey. Using the person and household weights provided for each record, the data can be used to estimate characteristics for the Australian population.

### GEOGRAPHY

To enable analysis at a regional level, each record contains a state/territory identifier (STATEC) and a substate identifier (CCBALST). The CCBALST data item has two output categories – Capital city and Balance of state. Only the statistical divisions for the six state capital cities defined in the *Australian Standard Geographical Classification* (cat. no. 1216.0) are classified as capital cities. All other regions in Australia, for example, the Australian Capital Territory (including Canberra) and the Northern Territory (including Darwin) are classified to the Balance of state category.

### SPECIAL CODES

For income data items, certain values are reserved as special codes and must not be added as if they were quantitative values. The value of the codes are as follows:

9999999998 = Not applicable

9999999999 = Not stated.

## MULTIPLE RESPONSE FIELDS

A number of questions asked during the MPHS allowed respondents to give more than one response. On the CURF, each response category for these multiple response questions is treated as a separate data item. Each data item has either a 'Not applicable' or a 'Yes' response. A 'Not applicable' response has a code of '0' indicating that the response category is not relevant for the respondent. A 'Yes' response has a code greater than '0' indicating a positive response for that category.

An example of this is the 'Purpose of Internet access at home' question which has six response categories. From these categories six separate data items have been produced – PURNETHA, PURNETHB, PURNETHC...PURNETHF.

### PURPOSE OF INTERNET ACCESS AT HOME

| <i>Response<br/>category</i> | <i>Data<br/>item</i> | <i>Data item<br/>response</i> |
|------------------------------|----------------------|-------------------------------|
| Work / business              | PURNETHA             | Not applicable (0)<br>Yes (1) |
| Education / study            | PURNETHB             | Not applicable (0)<br>Yes (2) |
| Volunteer / community groups | PURNETHC             | Not applicable (0)<br>Yes (3) |
| Personal / private           | PURNETHD             | Not applicable (0)<br>Yes (4) |
| Other                        | PURNETHE             | Not applicable (0)<br>Yes (5) |
| Not applicable               | PURNETHF             | Not applicable (0)<br>Yes (6) |

## SEIFA INDEXES

The CURF contains two indexes of relative socio-economic advantage, both of which have deciles as response categories. Respondents to the survey are allocated to one of ten categories for each index depending on their level of advantage (a 'Could not be determined' category is also provided). The deciles have been calculated using weighted numbers so there is approximately an equal number of people in each of the ten deciles for the complete sample of 14,190 respondents who appear on the CURF (excluding those where a decile could not be determined).

Tables showing multiple data items, cross-tabulated by more than one SEIFA and/or sub-state geography at a time, are not permitted due to the detailed information about small geographical regions that could be presented. However, simple cross-tabulations of population counts by multiple SEIFA or sub-state geographic data items may be useful in order to determine which geography or SEIFA item to include in primary analysis, and such output is permitted. See the Glossary for definitions of the SEIFA data items included on this CURF. For more information about SEIFA see *Information Paper: Census of Population and Housing – Socio-Economic Indexes for Areas, Australia, 2001* (cat. no. 2039.0).

WEIGHTS AND  
ESTIMATION

The CURF contains records which can be adjusted (weighted) to infer results for the total in-scope population in Australia. Care needs to be taken to ensure the appropriate weight is selected when estimating for the Australian population. The CURF contains two weights:

- FINWTP – Person weight
- FINWTH – Household weight.

The FINWTP weight must be used when estimating the number of people in Australia with a particular characteristic. When estimating the number of households in Australia with certain characteristics, the FINWTH weight must be used.

The application of weights ensures that person estimates conform to an independently estimated distribution of the population by age, sex, state/territory and section of state. Similarly, household estimates conform to an independently estimated distribution of households by certain household characteristics (e.g. by number of adults and children), rather than to the distributions within the sample itself. If weights were to be ignored, no account would be taken of a person's or household's chance of selection in the survey or of different response rates across population groups, with the result that population or household counts produced could be biased.

## STANDARD ERRORS

Standard errors for each estimate produced from this CURF can be calculated using the replicate weights provided on the file.

Each record on the CURF contains 30 sets of replicate weights. Using these weights, it is possible to calculate standard errors for estimates produced from this file, using what is known as the 30 group Jack-knife standard error estimator. When calculating standard errors it is important to select the replicate weights which are most appropriate for the analysis being undertaken:

- WPM0101 to WPM0130 – use for person estimates
- WHM0101 to WHM0130 – use for household estimates.

To obtain the standard error of a weighted estimate  $y$ , calculate the same estimate using each of the 30 replicate weights. The variability between these replicate estimates (denoting  $y_{(g)}$  for group number  $g$ ) is used to measure the standard error of the original weighted estimate  $y$  using the formula:

$$SE(y) = \sqrt{(29/30) \sum_{g=1}^{30} (y_{(g)} - y)^2}$$

where:

$g$  = the replicate groups number

$y_{(g)}$  = the weighted estimate, having applied the weights for replicate group  $g$

$y$  = the weighted estimate from the full sample.

The 30 group Jack-knife method can be applied not just to estimates of population total, but also where the estimate  $y$  is a function of estimates of population total, such as a proportion, difference or ratio. For more information on the 30 group Jack-knife method of SE estimation, see *Research Paper: Weighting and Standard Error Estimation for ABS*

## STANDARD ERRORS

*continued**Household Surveys (Methodology Advisory Committee), July 1999*

(cat. no. 1352.0.55.029).

Use of the 30 group Jack-knife method for complex estimates, such as regression parameters from a statistical model, is not straightforward and may not be appropriate. The method as described does not apply to investigations where survey weights are not used, such as in unweighted statistical modelling.

The following table has been provided to enable CURF users to check some of the relative standard errors they have produced.

**TABLE 1: BARRIERS AND INCENTIVES TO LABOUR FORCE PARTICIPATION, Relative Standard Errors—Persons aged 18 years and over**

|  | PERSONS  | RELATIVE<br>STANDARD<br>ERROR |
|--|----------|-------------------------------|
|  | .....    | .....                         |
|  | '000     | %                             |
| Persons in the labour force                        | 10 400.9 | 0.7                           |
| Employed   | 10 030.6 | 0.8                           |
| Persons who usually work 16 hours or more per week | 9 079.1  | 0.9                           |
| Persons who usually work 0–15 hours per week       | 951.5    | 4.3                           |
| Preferred to work more hours                       | 273.0    | 7.5                           |
| Did not prefer to work more hours(a)               | 678.5    | 5.3                           |
| Unemployed   | 370.2    | 5.3                           |
| Persons not in the labour force                    | 4 984.0  | 1.4                           |
| Wanted a paid job(b)                               | 1 007.1  | 3.6                           |
| Did not want a paid job(a)                         | 3 976.9  | 1.4                           |
| Total  | 15 384.9 | 0.2                           |

(a) Includes did not know

(b) Includes maybe/it depends

## CHAPTER 4

## FILE CONTENT .....

### FILE CONTENT

The 2006–07 MPHS CURF contains the files listed below which are available through the RADL.

#### *Expanded CURF files*

MPHS06E.sas7bdat – the MPHS file in SAS for Windows format.

Format.sas7bcat – the format file which provides labels for associated codes in the SAS version of the MPHS CURF.

MPHS06E.SAV – the MPHS file in SPSS format.

MPHS06E.DTA – the MPHS file in STATA format.

41000\_DATA\_ITEM\_LISTING\_MPHS06E.XLS – the documentation file which includes data item names and populations. The file is in Microsoft Excel format.

FREQUENCIES\_MPHS06EPSN.TXT – data item code values and category labels are provided with weighted person frequencies for each response category. The file is in plain text format.

FREQUENCIES\_MPHS06EHH.TXT – data item code values and category labels are provided with weighted household frequencies for each response category. The file is in plain text format.

#### *Expanded CURF test files*

The test files mirror the actual data files but contain random data. The test files can be used to troubleshoot SAS, SPSS or STATA code or to solve any syntax problems prior to submitting RADL jobs. The test files can also test code without the restrictions imposed by RADL. Data from the test files will not match data from the actual MPHS CURF files.

MPHS06E.sas7bdat – the MPHS test file in SAS for Windows format.

Formats.sas7bcat – the format test file which provides labels for associated codes in the SAS version of the MPHS CURF.

MPHS06E.SAV – the MPHS test file in SPSS format.

MPHS06E.DTA – the MPHS test file in STATA format.



## RELEASE OF CURF

The Australian Statistician's approval is required for each release of the CURF. In addition and prior to being granted access to the CURF, all organisations, and individuals within organisations, who request access to the CURF will be required to sign an Undertaking to abide by the legislative restrictions on use. Organisations and individuals who seek access to the 2006–07 MPHS Expanded CURF are required to give an undertaking which includes, among other conditions, that in using the CURF data they will:

- use the data only for the statistical purposes specified
- not attempt to identify particular persons or organisations
- not disclose, either directly or indirectly, the data to any other person or organisation other than members of their organisation who have been approved by the ABS to have individual access to the information
- not attempt to match, with or without using identifiers, the data with any other list of persons or organisations
- in relation to data made available via the Remote Access Data Laboratory (RADL) or the ABS Data Laboratory (ABSDL), access the data only in a manner specifically authorised in writing by the ABS
- not attempt to access the data after the term of their authorisation expires, or after their authorisation is rescinded by the organisation which provided it, or after they cease to be a member of that organisation.

Use of the data for statistical purposes means use of the content of the CURF to produce information of a statistical nature, i.e. the arrangement and classification of numerical facts or data, including statistical analyses or statistical aggregates. Examples of statistical purposes are:

- manipulation of the data to produce means, correlations or other descriptive or summary measures
- estimation of population characteristics
- use of data as input to mathematical models or for other types of analysis (e.g. factor analysis)
- providing graphical or pictorial representations of the characteristics of the population or subsets of the population.

All CURF users are required to read and abide by the 'Responsible Access to ABS CURFs – Training Manual' available on the ABS website <<http://www.abs.gov.au>> (see Services We Provide – Confidentialised Unit Record Files (CURFs) – CURF microdata – Accessing CURF microdata). Use of the data for unauthorised purposes may render the purchaser liable to severe penalties. Advice on the propriety of any particular intended use of the data is available from the Microdata Access Strategies Section via <[microdata.access@abs.gov.au](mailto:microdata.access@abs.gov.au)>.

|                                |  |
|--------------------------------|--|
| CONDITIONS OF SALE             | All ABS products and services are provided under conditions of sale. Any queries relating to these Conditions of Sale should be referred to <intermediary.management@abs.gov.au>.  |
| PRICE                          | The Recommended Retail Price (RRP) of the 2006–07 MPHS Expanded CURF, as at February 2008 is \$1,320.00 including GST.   |
| HOW TO ORDER                   | All clients wishing to access the 2006–07 MPHS Expanded CURF should refer to the ABS website, < <a href="http://www.abs.gov.au">http://www.abs.gov.au</a> > (see Services We Provide – Confidentialised Unit Record Files (CURFs) – CURF microdata – Accessing CURF microdata) and read the Responsible Access to ABS CURFs – Training Manual, and other relevant information, before downloading the Application and Undertaking to apply for access. |
| <i>Australian universities</i> | University clients should refer to the ABS website < <a href="http://www.abs.gov.au">http://www.abs.gov.au</a> > (see Services We Provide – Services for Universities). The 2006–07 MPHS Expanded CURF can be accessed by universities participating in the ABS/Universities Australia CURF agreement for research and teaching purposes.  |
| <i>Other clients</i>           | Other prospective clients should contact the Microdata Access Strategies Section via < <a href="mailto:microdata.access@abs.gov.au">microdata.access@abs.gov.au</a> > or on (02) 6252 7714.  |

## ABBREVIATIONS .....

|        |   |
|--------|---|
| ABS    | Australian Bureau of Statistics   |
| ABSCQ  | Australian Bureau of Statistics Classification of Qualifications        |
| ABSDL  | Australian Bureau of Statistics Site Data Laboratory                    |
| ADSL   | asymmetric digital subscriber line                                      |
| ANZSCO | Australian and New Zealand Standard Classification of Occupations       |
| ANZSIC | Australian and New Zealand Standard Industrial Classification           |
| AQF    | Australian Qualifications Framework                                     |
| ARIA   | Accessibility/Remoteness Index of Australia                             |
| ASCED  | Australian Standard Classification of Education                         |
| ASGC   | Australian Standard Geographical Classification                         |
| CAI    | computer assisted interviewing  |
| CD     | collection district   |
| CURF   | confidentialised unit record file                                       |
| DHAC   | Australian Government Department of Health and Aged Care                |
| DSL    | digital subscriber line   |
| Gbps   | gigabits per second   |
| GIS    | geographic information system   |
| GISCA  | National Centre for Social Applications of GIS, University of Adelaide  |
| GST    | goods and services tax  |
| ISCED  | International Standard Classification of Education                      |
| ISDN   | integrated service digital network                                      |
| kbps   | kilobits per second   |
| LFS    | Labour Force Survey   |
| Mbps   | megabits per second   |
| MB     | megabyte  |
| MPHS   | Multi-Purpose Household Survey  |
| n.f.d. | not further defined   |
| OECD   | Organisation for Economic Co-operation and Development                  |
| OMIE   | owner manager of incorporated enterprise                                |
| PSTN   | public switched telephone network                                       |
| RA     | Remoteness Area   |
| RADL   | Remote Access Data Laboratory   |
| RSE    | relative standard error   |
| SACC   | Standard Australian Classification of Countries                         |
| SAS    | software package for preparing and executing computerised data analysis |
| SDSL   | symmetric digital subscriber line                                       |
| SE     | standard error  |
| SEIFA  | Socio-Economic Indexes for Areas  |
| SPSS   | software package for preparing and executing computerised data analysis |
| STATA  | software package for preparing and executing computerised data analysis |
| TAFE   | Technical and Further Education   |

APPENDIX

**DATA ITEM LIST** .....

*For data items and structure see the Excel spreadsheet titled  
'41000\_DATA\_ITEM\_LISTING\_MPHS06E' associated with this information  
paper.*

## GLOSSARY .....

|  |   |
|--|---|
| <b>Accessibility/Remoteness Index of Australia</b>             | Accessibility/Remoteness Index of Australia (ARIA) was developed by the Commonwealth Department of Health and Aged Care (DHAC) and the National Key Centre for Social Applications of Geographic Information System (GISCA). ARIA measures the remoteness of a point based on the physical road distance to the nearest Urban Centre (ASGC 1996) in each of five size classes.  |
| <b>Actively looking for work</b>                               | People who were taking active steps to find work. Active steps comprise: <ul style="list-style-type: none"> <li>■ registering with a Job Network employment agency</li> <li>■ contacting an employment agency</li> <li>■ contacting prospective employers</li> <li>■ answering an advertisement for a job</li> <li>■ checking Centrelink touchscreens</li> <li>■ checking factory notice boards</li> <li>■ advertising or tendering for work.</li> </ul>  |
| <b>Age</b>   | This is the reported age of a person on the last birthday.  |
| <b>Analog/Public Switched Telephone Network (PSTN)</b>         | A telecommunications network operated by a carrier to provide services to the public.   |
| <b>Annuities</b>   | A series or stream of payments made at regular intervals, usually purchased with a lump sum from a life insurance company, typically to provide retirement income.  |
| <b>Arts, craft or recreational course</b>                      | This includes: <ul style="list-style-type: none"> <li>■ courses run through an Adult and Community Education Centre</li> <li>■ hobby courses</li> <li>■ recreational courses run by or at a TAFE</li> <li>■ YWCA/YMCA courses.</li> </ul>   |
| <b>ASGC Remoteness Structure</b>                               | The Remoteness structure is used for the production of standard ABS statistical outputs from Population Censuses and some ABS surveys. It is a structure describing Australia in terms of a measurement of remoteness. The Remoteness structure includes all Collection Districts (CDs) and therefore, in aggregate, it covers the whole of Australia. The purpose of the structure is to classify CDs which share common characteristics of remoteness into broad geographical regions called Remoteness Areas (RAs). There are six RAs in this structure.             |
| <b>Australian Standard Classification of Education (ASCED)</b> | The ASCED is a national standard classification which includes all sectors of the Australian education system: that is, schools, vocational education and training, and higher education. From 2001, ASCED replaced a number of classifications used in administrative and statistical systems, including the Australian Bureau of Statistics Classification of Qualifications (ABSCQ). The ASCED comprises two classifications: Level of Education and Field of Education. See <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0). |
| <b>Available to start work</b>                                 | For people not in the labour force, those who were available to start work in the reference week or within four weeks.  |
| <b>Available to start work with more hours</b>                 | Employed people who usually worked 0 to 15 hours per week in all jobs and were available to start work with more hours in the reference week or within four weeks.  |
| <b>Balance of state/territory</b>                              | This area comprises the region outside of the six state capital Statistical Divisions. The area includes the Australian Capital Territory and the Northern Territory (except those in very remote areas).   |

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| <b>Bit</b>                                   | Abbreviation for binary digit and describing the smallest unit of information handled by a computer. One bit expresses a 1 or a 0 in a binary numeral, or a true or false logical condition. See also Byte.  |
| <b>Bridging course</b>                       | Bridging and 'enabling' courses provide specific background to allow further study for students who do not have the prerequisite subject matter knowledge or who have not studied for some time.   |
| <b>Broadband</b>                             | Defined by the ABS as an 'always on' Internet connection with an access speed equal to or greater than 256 Kilobits per second (Kbps).   |
| <b>Byte</b>                                  | Abbreviation for binary term. A unit of data, today almost always consisting of 8 bits. A byte can represent a single character, such as a letter, a digit, or a punctuation mark. See also kilobit and kilobyte.  |
| <b>Cable</b>                                 | Describes those technologies including coaxial cable, fibre optic cable and hybrid fibre coaxial cable which are capable of transmitting data at speeds of up to 2 Gigabits per second (Gbps).   |
| <b>Capital city</b>                          | This area comprises the Statistical Divisions of the six state capital cities which are defined in the <i>Australian Standard Geographical Classification (ASGC)</i> (cat. no. 1216.0).  |
| <b>Certificate not further defined</b>       | Survey responses are coded to Certificate not further defined (n.f.d.) when there is not enough information to code them to Certificate I, II, III or IV in the <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0), Level of Education classification.   |
| <b>Child</b>                                 | A person of any age who is a natural, adopted, step, or foster son or daughter of a couple or lone parent, usually resident in the same household, and who does not have a child or partner of their own usually resident in the household.  |
| <b>Collection Districts</b>                  | CDs are designed for use in census years for the collection and dissemination of Population Census data. In non-census years, CDs are undefined. In aggregate, CDs cover the whole of Australia without gaps or overlaps. The CD is the smallest spatial unit in the ASGC. CDs aggregate to form larger spatial units such as the Remoteness Areas in the Remoteness Structure. In Census years, the CD is the common denominator which integrates all classification structures in the ASGC. For the 2006 Census, 38,704 CDs were defined throughout Australia. |
| <b>Computer use</b>                          | This refers to use of a computer in the 12 months prior to interview.  |
| <b>Country of birth</b>                      | Country of birth has been classified according to the <i>Standard Australian Classification of Countries (SACC), 1998</i> (cat. no. 1269.0).   |
| <b>Current job</b>                           | The job in which a person currently works.   |
| <b>Dial-up connections</b>                   | Connection to the Internet via modem and dial-up software utilising the public switched telecommunication network (PSTN).  |
| <b>Did not prefer to work more hours</b>     | People who said 'No' or 'Don't know' when asked 'Would you prefer to work more hours than you usually work?'.  |
| <b>Did not want a paid job</b>               | People who were not classified as employed or unemployed who answered 'No' or 'Don't know' when asked if they would like a paid job.   |
| <b>Digital Subscriber Line</b>               | More properly referred to as ADSL as this covers several digital technologies (e.g. asymmetric DSL or ADSL and symmetric DSL or SDSL) for fast two-way data connections over the PSTN.   |
| <b>Duration of current main job/last job</b> | Length of time worked in current main job/last job.  |

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| <b>Educational institution</b>                                     | Any institution whose primary role is education. Included are schools, higher education establishments, colleges of technical and further education, public and private colleges, etc. Excluded are institutions whose primary role is not education, for example, hospitals.  |
| <b>Employed</b>  | <p>People who during the reference week:</p> <ul style="list-style-type: none"> <li>■ worked for one hour or more for pay, profit, commission or payment in kind in a job or business, or on a farm (comprising employees, employers and own account workers); or</li> <li>■ worked for one hour or more without pay in a family business or on a farm (i.e. contributing family workers); or</li> <li>■ were employees who had a job but were not at work and were: <ul style="list-style-type: none"> <li>■ away from work for less than four weeks up to the end of the reference week; or</li> <li>■ away from work for more than four weeks up to the end of the reference week and received pay for some or all of the four week period to the end of the reference week; or</li> <li>■ away from work as a standard work or shift arrangement; or</li> <li>■ on a strike or locked out; or</li> <li>■ on workers' compensation and expected to return to their job; or</li> </ul> </li> <li>■ were employers or own account workers who had a job, business or farm, but were not at work.</li> </ul> |
| <b>Employed full-time</b>  | Employed people who usually worked 35 hours or more a week (in all jobs) and those who, although usually working less than 35 hours a week, worked 35 hours or more during the reference week.   |
| <b>Employed part-time</b>  | Employed people who usually worked less than 35 hours a week (in all jobs) and either did so during the reference week, or were not at work in the reference week.   |
| <b>Employees</b>   | People who work for a public or private employer and receive remuneration in wages, salary, a retainer fee from their employer while working on a commission basis, tips, piece rates, or payment in kind, or people who operate their own incorporated enterprise with or without hiring employees.   |
| <b>Employees (excluding OMIEs) with paid leave entitlements</b>    | Employees (excluding Owner Managers of Incorporated Enterprises) (OMIEs), who were entitled to either paid sick leave or paid holiday leave (or both).   |
| <b>Employees (excluding OMIEs) without paid leave entitlements</b> | Employees (excluding OMIEs), who were not entitled to, or did not know whether they were entitled to, paid sick and paid holiday leave.  |
| <b>Employers</b>   | People who operate their own unincorporated economic enterprise or engage independently in a profession or trade and hire one or more employees.   |
| <b>Employment types</b>  | <p>Classification of employed people according to the following employment type categories on the basis of their main job (i.e. the job in which they usually work the most hours):</p> <ul style="list-style-type: none"> <li>■ employees (excluding owner-managers of incorporated enterprises) <ul style="list-style-type: none"> <li>■ with paid leave entitlements</li> <li>■ without paid leave entitlements</li> </ul> </li> <li>■ owner managers <ul style="list-style-type: none"> <li>■ owner managers of incorporated enterprises</li> <li>■ owner managers of unincorporated enterprises</li> </ul> </li> <li>■ contributing family workers.</li> </ul>  |
| <b>Equivalised weekly household income</b>                         | Equivalising adjusts actual gross income to take account of the different needs of households of different size and composition. There are economic advantages associated with living with others, because household resources, especially housing, can be shared. The equivalence scale used to obtain equivalised incomes is that used in studies by the Organisation for Economic Co-operation and Development (OECD) and is referred to as   |

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| <b>Equivalised weekly household income</b> <i>continued</i> | the 'modified OECD scale'. The scale gives a weight of 1.0 to the first adult in the household, a weight of 0.5 for each additional adult (persons aged 15 years and over), and a weight of 0.3 for each child. For each household, the weights for household members are added together to form the household weight. Total household income is then divided by the household weight to give an income that a lone person household would need for a similar standard of living. Equivalised weekly household income can be viewed as an indicator of the economic resources available to each member of the household.              |
| <b>Equivalised weekly household income deciles</b>          | These are groupings of 10% of the total population when ranked in ascending order according to equivalised weekly household income. The population used for this purpose includes all people living in private dwellings, including children and other persons under the age of 15 years. As the scope of this publication is restricted to only those persons aged 15 years and over, the distribution of this smaller population across the deciles is not necessarily the same as it is for persons of all ages, i.e. the percentage of persons aged 15 years and over in each of these deciles may be larger or smaller than 10%. |
| <b>Ex-metropolitan areas</b>                                | Refers to areas outside the capital city statistical divisions.   |
| <b>Family</b>   | Two or more people, one of whom is at least 15 years of age, who are related by blood, marriage (registered or de facto), adoption, step or fostering; and who are usually resident in the same household. The basis of a family is formed by identifying the presence of a couple relationship, lone parent-child relationship or other blood relationship. Some households will, therefore, contain more than one family.   |
| <b>Field of education</b>                                   | Field of Education is defined as the subject matter of an educational activity. It is categorised according to the <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0) Field of Education classification. The ASCED comprises two classifications: Level of Education and Field of Education. See <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0).  |
| <b>Formal learning</b>                                      | Refers to learning which is structured, taught learning in institutions and organisations and leads to a recognised qualification issued by a relevant body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. A learning activity is formal if it leads to a learning achievement that is possible to position within the Australian Qualifications Framework (AQF) and includes workplace training if such training results in a qualification.   |
| <b>Full-time educational attendance</b>                     | People aged 15 to 19 who, during the reference week were enrolled full-time at secondary or high schools, and those aged 15 to 24 who, during the reference week, were enrolled full-time at a Technical and Further Education (TAFE) college, university, or other tertiary educational institution.   |
| <b>Full-time workers (usual)</b>                            | Employed people who usually work 35 hours or more a week (in all jobs).   |
| <b>Future starters</b>                                      | People who were not employed during the reference week, were waiting to start a job within four weeks from the end of the reference week, and could have started in the reference week if the job had been available then.  |
| <b>Gbps</b>   | A data transfer speed measurement for high speed networks. A unit of data transfer that equates to 1 million (1,000,000) kilobits per second.   |
| <b>Government pension/allowance</b>                         | Income support payments from government to people under social security and related government programs. Included are pensions and allowances received by aged, disabled, unemployed and sick people, families and children, veterans and their survivors, and study allowances for students. Payments made by overseas governments as well as the Australian government are included.  |



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| <b>Gross income</b>  | Regular and recurring cash receipts including monies received from wages and salaries, government pensions and allowances, and other regular receipts such as superannuation, workers' compensation, child support, scholarships, profit or loss from own unincorporated business or partnership, and property income. Gross income is the sum of current income from all these sources before income tax or the Medicare levy have been deducted. |
| <b>Group Jack-knife method</b>                                       | This method of calculating standard errors starts by dividing the survey sample into a number of approximately equal-sized groups (replicate groups). Replicate estimates of the population total are then calculated from the sample by excluding each replicate group in turn. The Jack-knife variance is derived from the variation of the respective replicate estimates around the estimate based on the whole sample.                        |
| <b>Had ever worked for two weeks or more/had worked at some time</b> | People who are not in the labour force or are unemployed and have previously worked for two weeks or more.   |
| <b>Had previously worked</b>   | People who are not in the labour force or are unemployed, who have previously worked for two weeks or more, less than 20 years ago.  |
| <b>Household</b>   | A household consists of a person living alone, or two or more related or unrelated persons who live and eat together in private residential accommodation.   |
| <b>Incorporated enterprise</b>                                       | An enterprise which is registered as a separate legal entity to its members or owners. Also known as a limited liability company.  |
| <b>Indigenous</b>  | This refers to people who identified themselves, or were identified by another household member, as being of Aboriginal and/or Torres Strait Islander origin.  |
| <b>Industry</b>  | Industry relates to a group of businesses or organisations that perform similar sets of activities in terms of the production of goods and services. Industry is classified according to the <i>Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006</i> (cat. no. 1292.0).  |
| <b>Informal learning</b>   | Refers to unstructured, non-institutionalised learning activities that are related to work, family, community or leisure. Activities may occur on a self-directed basis, but are excluded from scope if there is no specific intention to learn.   |
| <b>Inner regional Australia</b>                                      | Inner Regional Australia is a category in the ASGC Remoteness Structure. Inner Regional Australia is defined as 'CDs with an average ARIA index value greater than 0.2 and less than or equal to 2.4'. Inner Regional Australia includes towns such as Hobart, Launceston, Noosa and Tamworth.   |
| <b>Integrated Services Digital Network (ISDN)</b>                    | A digital access technique for both voice and data. Digital alternative to an analog public switched telephone service and carries data or voltages consisting of discrete steps or levels, as opposed to continuously variable analog data. ISDN enables digital transmission over the PSTN.  |
| <b>Intends to retire from the labour force</b>                       | Those people who indicated that they intend to give up all labour force activity, that is, working or looking for work.  |
| <b>International Standard Classification of Education (ISCED)</b>    | ISCED 1997 is an international standard classification of education which presents standard concepts, definitions and classifications. It classifies educational programmes by their content along two main axes: level of education and field of education. For further information regarding ISCED 1997, refer to the following website < <a href="http://www.uis.unesco.org">www.uis.unesco.org</a> – Classifications and Manuals – ISCED97>.   |
| <b>Internet</b>  | A world-wide public computer network. Organisations and individuals can connect their computers to this network and exchange information across a country and/or across the world. The Internet provides access to a number of communication services including the World Wide Web and carries email, news, entertainment and data files.  |
| <b>Internet access</b>   | Availability of lines, points, ports, and modem to subscribers to access the Internet.   |

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| <b>Internet use</b>                              | This refers to the use of the Internet in the 12 months prior to interview. It includes access via mobile phones, set-top boxes connected to either an analogue or digital television, and games machines.   |
| <b>Kbps</b>                                      | A measure of data transfer rate . A unit of data transfer that equates to 1000 bits per second.  |
| <b>Kilobit (Kb)</b>                              | A data unit of 1,024 bits and generally abbreviated as kb or kbit. Data speeds are generally referred to in kilobits (kbps) rather than kilobytes.   |
| <b>Kilobyte (KB)</b>                             | A data unit of 1,024 bytes and generally abbreviated as KB or Kbyte.   |
| <b>Labour force</b>                              | The civilian population can be split into two mutually exclusive groups: the labour force (employed and unemployed people) and people not in the labour force.   |
| <b>Last job</b>                                  | Refers to last job less than 20 years ago.   |
| <b>Learning opportunities</b>                    | Ways by which an individual can improve their knowledge, skills or competence.   |
| <b>Level not determined</b>                      | Level not determined includes inadequately described responses and cases where no response was given.  |
| <b>Level of education</b>                        | Level of education is a function of the quality and quantity of learning involved in an educational activity. It is categorised according to the <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0), Level of Education classification. Level of highest educational attainment is also categorised according to the International Standard Classification of Education (ISCED), 1997.   |
| <b>Level of highest educational attainment</b>   | Level of highest educational attainment identifies the highest achievement a person has attained in any area of study. It is not a measurement of the relative importance of different fields of study but a ranking of qualifications and other educational attainments regardless of the particular area of study or the type of institution in which the study was undertaken. For further information regarding how 'highest level' is derived, refer to paragraphs 45–47 of the Explanatory Notes in <i>Adult Learning, Australia, 2006-07</i> (cat. no. 4229.0). |
| <b>Level of highest non-school qualification</b> | Level of highest non-school qualification identifies the highest achievement a person has attained in any area of study, outside of their school achievements. See also level of highest educational attainment.   |
| <b>Looking for work with more hours</b>          | Refers to persons who indicated that they had done something in the last four weeks to obtain more hours of work.  |
| <b>Main English-speaking countries</b>           | The list of Main English Speaking Countries provided here is not an attempt to classify countries on the basis of whether or not English is the predominant or official language of each country. It is a list of the main countries from which Australia receives, or has received, significant numbers of overseas settlers who are likely to speak English. These countries comprise the United Kingdom, the Republic of Ireland, New Zealand, Canada, South Africa, and the United States of America.  |
| <b>Main job</b>                                  | The job in which most hours were usually worked.   |
| <b>Major cities of Australia</b>                 | Major Cities of Australia (not to be confused with Major Urban) is a category in the ASGC Remoteness Structure. Major Cities of Australia is defined as 'CDs with an average ARIA index value of 0 to 0.2'. The 'Major Cities of Australia' class includes most capital cities, as well as major urban areas such as Newcastle, Geelong and the Gold Coast.  |
| <b>Megabit (Mb)</b>                              | A data unit of 1,048,576 bits, sometimes interpreted as 1 million bits. Faster data speeds are generally referred to in megabits rather than megabytes (hence Mbps).   |
| <b>Megabyte (MB)</b>                             | A data unit of 1,048,576 bytes, sometimes interpreted as 1 million bytes.  |

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| <b>Metropolitan</b>                                 | Metropolitan refers to capital city statistical divisions. These delimit an area which is stable for general statistical purposes. The boundary is defined to contain anticipated development of a city for a period of 20 years. The metropolitan area contains more than just the urban centre, and represents the city in the wider sense.   |
| <b>Non Dial-up connections</b>                      | Refers to permanent and 'always on' connections to the Internet via a variety of technologies including Integrated Services Digital Network (ISDN), Digital Subscriber Lines (DSL), Cable, Wireless, Satellite, dedicated data service, frame relay, etc.   |
| <b>Non-formal learning</b>                          | Non-formal learning refers to structured, taught learning, but differs from formal learning in that it does not lead to a qualification within the AQF. It includes non-accredited workplace training, that is, training that does not lead to a recognised qualification.  |
| <b>Non-school qualification</b>                     | Non-school qualifications are awarded for educational attainments other than those of pre-primary, primary or secondary education. They include qualifications at the Postgraduate Degree level, Master Degree level, Graduate Diploma and Graduate Certificate level, Bachelor Degree level, Advanced Diploma and Diploma level, and Certificates I, II, III and IV levels. Non-school qualifications may be attained concurrently with school qualifications. |
| <b>Not employed</b>                                 | People who are either unemployed or not in the labour force.  |
| <b>Not in the labour force</b>                      | Persons who are not in the categories 'employed' or 'unemployed' as defined.  |
| <b>Not retired from the labour force</b>            | People aged 45 years and over who have, at some time, worked for two weeks or more and were not retired from the labour force. That is, either employed, unemployed or intending to look for, or take up, work in the future.   |
| <b>Occupation</b>                                   | A collection of jobs that are sufficiently similar in their main tasks to be grouped together for the purposes of classification. Occupation is classified according to ANZSCO – <i>Australian and New Zealand Standard Classification of Occupations, First Edition, 2006</i> (cat. no. 1220.0).   |
| <b>Outer regional Australia</b>                     | Outer Regional Australia is a category in the ASGC Remoteness Structure. Outer Regional Australia is defined as 'CDs with an average ARIA index value greater than 2.4 and less than or equal to 5.92'. Outer Regional Australia includes towns and cities such as Darwin, Whyalla, Cairns and Gunnedah.  |
| <b>Owner managers</b>                               | People who work in their own business, with or without employees, whether or not the business is of limited liability.  |
| <b>Owner managers of incorporated enterprises</b>   | People who work in their own incorporated enterprise, that is, a business entity which is registered as a separate legal entity to its members or owners (also known as a limited liability company).   |
| <b>Owner managers of unincorporated enterprises</b> | People who operate their own unincorporated enterprise, that is, a business entity in which the owner and the business are legally inseparable, so that the owner is liable for any business debts that are incurred. Includes those engaged independently in a trade or profession.  |
| <b>Part-time workers (usual)</b>                    | Employed people who usually worked less than 35 hours a week (in all jobs).   |
| <b>Permanently not intending to work</b>            | People who said that they were permanently not intending to work.   |
| <b>Preferred to work more hours</b>                 | Employed people who usually work 0 to 15 hours each week and would prefer to work more hours than they usually work.  |
| <b>Previous job</b>                                 | The last job of 2 weeks or more for people aged 18 years or over who are not in the labour force or are unemployed, who worked for 2 weeks or more within the last 20 years.  |

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| <b>Private lessons</b>                                    | Private lessons are a planned series of learning experiences given by experts or people acting as experts. The role of the teacher/tutor is to increase the knowledge or skills of the participant. The lessons are usually undertaken by one or very few learners at any one time.  |
| <b>Public library computers</b>                           | Includes computers provided in the library for public access for library catalogue searches, Internet use and word processing.   |
| <b>Reference week</b>                                     | The week preceding the week in which the interview was conducted.  |
| <b>Relationship in household</b>                          | The relationship of people who live in the same household.   |
| <b>Remote</b>   | Remote Australia is a category in the ASGC Remoteness Structure. Remote Australia is defined as 'CDs with an average ARIA index value greater than 5.92 and less than or equal to 10.53. Examples of Remote Australia include Alice Springs, Mount Isa and Esperance.  |
| <b>Retired from the labour force</b>                      | People who had previously worked for two weeks or more and had retired from work or looking for work, and did not intend to look for, or take up, work in the future.  |
| <b>Retirement scheme</b>                                  | Includes superannuation schemes, life assurance policies or similar schemes that provide financial benefit when a person leaves work.  |
| <b>Satellite</b>  | A satellite stationed in geosynchronous orbit that acts as a microwave relay station, receiving signals sent from a ground based station, amplifying them, and re-transmitting them on a different frequency to another ground-based station. Satellites can be used for high-speed transmission of computer data.   |
| <b>Socio-economic Indexes for Areas 2001 (SEIFA 2001)</b> | <p>Socio-economic Indexes for Areas 2001 (SEIFA 2001) are used in the assessment of the welfare of Australian communities. The ABS has developed four indexes to allow ranking of regions/areas, providing a method of determining the level of social and economic well-being in that region.</p> <p>The two indexes available on this CURF are:</p> <ul style="list-style-type: none"> <li>■ Index of Relative Socio-economic Disadvantage - This index focuses on low income earners, relatively lower educational attainment and high unemployment and is a general measure of disadvantage only. A high value reflects a lack of disadvantage rather than high advantage and occurs when the area has few families of low income and few people with little training and in unskilled occupations.</li> <li>■ Index of Relative Socio-economic Advantage/Disadvantage - A higher score on this index indicates that an area has attributes such as a relatively high proportion of people with high incomes or a skilled workforce, and a low proportion of people with low incomes and relatively few unskilled people in the workforce. Conversely, a low score on this index indicates that an area has a higher proportion of individuals with low incomes, more employees in unskilled occupations, etc. and a low proportion of people with high incomes or in skilled occupations.</li> </ul> <p>See <i>Information Paper: Census of Population and Housing - Socio-Economic Indexes for Areas, Australia, 2001</i> (cat. no. 2039.0) for details.</p> |
| <b>Status in employment</b>                               | Employed people classified according to whether they were employees, employers, own account workers, or contributing family workers.   |
| <b>Superannuation scheme</b>                              | Any fund, association or organisation set up for the purpose of providing financial cover for members when they retire from work. For this survey, information about superannuation scheme membership was collected if the respondent indicated that contributions had been made to a scheme. Contributions could either have been made by the respondent, the respondent's partner or the respondent's employer.  |
| <b>TAFE</b>   | A Technical and Further Education institution. In Victoria this may also be interpreted as Training and Further Education.   |
| <b>Time since last job</b>                                | The elapsed time since ceasing last job.   |

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| <b>Took inactive steps</b>       | People who did not take active steps to look for work (see actively looking for work). Includes only looked in newspapers.  |
| <b>Unemployed</b>                | Persons aged 15 years and over who were not employed during the reference week, and: <ul style="list-style-type: none"> <li>■ had actively looked for full-time or part-time work at any time in the four weeks up to the end of the reference week and were available for work in the reference week; or</li> <li>■ were waiting to start a new job within four weeks from the end of the reference week and could have started in the reference week if the job had been available then.</li> </ul> |
| <b>Unincorporated enterprise</b> | A business entity in which the owner and the business are legally inseparable, so that the owner is liable for any business debts that are incurred.  |
| <b>Unpaid activities</b>         | Includes caring for own children or other people's children including grandchildren. Also includes caring for the elderly or someone with long-term illness or disability or unpaid voluntary workers. Respondents were asked whether they had undertaken any of these activities in the last four weeks.   |
| <b>Usual hours worked</b>        | The hours usually worked per week by an employed person.  |
| <b>Usual number of hours</b>     | The number of hours usually worked in a week in all jobs.   |
| <b>Very remote</b>               | Very Remote Australia is a category in the ASGC Remoteness Structure. Very Remote is defined as 'CDs with an average ARIA index value greater than 10.53. Very Remote Australia represents much of central and western Australia and includes towns such as Tennant Creek, Longreach and Coober Pedy. This region is excluded from MPHS.  |
| <b>Wanted a paid job</b>         | People who are not in the labour force and would like a paid job of any kind. Includes people who said 'depends'.   |
| <b>Wanted more hours</b>         | See 'Preferred to work more hours'.   |
| <b>Work-related course</b>       | Learning activities which are primarily undertaken to obtain, maintain or improve employment-related skills or competencies, improve job/career opportunities and generally to improve opportunities for advancement and promotion.   |





## FOR MORE INFORMATION . . .

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| <i>PHONE</i> | 1300 135 070                                       |
| <i>EMAIL</i> | client.services@abs.gov.au                         |
| <i>FAX</i>   | 1300 135 211                                       |
| <i>POST</i>  | Client Services, ABS, GPO Box 796, Sydney NSW 2001 |

## FREE ACCESS TO STATISTICS

All statistics on the ABS website can be downloaded free of charge.

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|--------------------|-----------------------|
| <i>WEB ADDRESS</i> | <b>www.abs.gov.au</b> |
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RRP \$11.00