

GLOSSARY OF TERMS

ASSESSMENT TOOLS FOR TEACHING AND LEARNING (asTTle)

asTTle is an educational resource for assessing reading, writing and mathematics. It was developed for the Ministry of Education by the University of Auckland. asTTle provides teachers, students and parents with information about a student's level of achievement relative to desired curriculum achievement outcomes, for students in Years 4 to 12. asTTle scores are linked to curriculum levels in each of the assessment areas. The primary and ongoing purpose of asTTle is to provide a tool for teachers to create tests to assess individual students' learning needs.

BACHELORS OR HIGHER DEGREE

Includes Bachelors degree/Advanced diploma, Postgraduate Diploma, Masters and Doctorate degrees.

CATCHMENT AREA

Catchment areas are based on census area units. Each catchment area consists of a base census area unit and all of the surrounding area units that are within a specified number of kilometres of that base census area unit. The number of kilometres used is chosen according to the degree of rurality, on the basis that the more rural the setting, the greater the distances that children will travel to attend early childhood education.

CENTRES OF RESEARCH EXCELLENCE (CORES)

The seven Centres of Research Excellence (CoREs) support leading-edge, innovative research of international standard that fosters excellence and contributes both to New Zealand's national goals and to knowledge transfer. The CoREs are primarily inter-institutional research networks, with the researchers working together on a commonly agreed work programme. Each CoRE is hosted by a tertiary education institution. The host institution's responsibilities include the overall management and coordination of the research plan, support for knowledge transfer, and network activities.

DECILE

A school's decile indicates the extent to which the school draws its students from low socio-economic communities. Decile 1 schools are the 10 percent of schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10 percent of schools with the lowest proportion of these students. A school's decile does not indicate the overall socio-economic mix of the school.

EARLY LEAVING EXEMPTION

Parents may apply for permission for students to leave school at the age of 15. The application must be based on the students' educational problems or conduct, or estimated benefit of their staying at school. Students granted Early Leaving Exemptions can take up training courses, or enter polytechnics, university, or full-time employment.

EARNINGS

The term 'earnings' refers to income from employment or self-employment. It excludes unearned income, such as benefits, dividends and interest income.

EARNING DIFFERENTIAL

A measure of the premium paid for the likelihood of enhanced skills and/or higher productivity.

EMPLOYMENT

Number of people in work of one hour or more per week.

EQUIVALENT FULL-TIME STUDENT (EFTS)

Equivalent full-time student (EFTS) is a unit for counting tertiary student numbers. The basis of the EFTS system is that a student taking a normal year's full-time study counts as 1.0 EFTS unit or the equivalent of 120 credits on the National Qualifications Framework. The courses taken by part-time students are proportions of 1 EFTS unit eg, 0.75 EFTS.

EXCLUSION

Students who are excluded are not allowed to return to the school and must enrol elsewhere. Only students under the age of 16 can be excluded.

EXPULSION

Students who are expelled are not allowed to return to the school. They may enrol at another school. Only students aged 16 or over can be expelled from a school.

FORMAL TERTIARY EDUCATION

For the purposes of statistical reporting, a tertiary student is considered to be a formal student when enrolled in a formal programme of study of more than one week's full-time duration (ie an equivalent full-time student (EFTS) value greater than 0.03). The programme must lead to a qualification approved by an authorised certifying body or issued by an institution.

GRADUATE INCOME PREMIUM

See Income Premium

HOUSEHOLD LABOUR FORCE SURVEY (HLFS)

A quarterly survey conducted by Statistics New Zealand to monitor labour force activity in New Zealand.

INCOME

The term 'income' refers to income from all sources – salary, wages, self-employment, plus unearned income such as benefits, dividends and interest income.

INCOME PREMIUM

The additional income a group have as a result of higher qualifications. For example, a bachelors degree versus a schooling qualification.

Graduate income premium is a specific example of income premium. The premium is calculated as the ratio of the income of those who complete a tertiary qualification to the income of those who start but fail to complete the same level of qualification.

INDUSTRY TRAINING

Industry training (including the Modern Apprenticeship scheme) is the main 'workplace learning' programme in New Zealand. Industry, via Industry Training Organisations (ITOs), is responsible for setting skill standards and developing training programmes for its learners. Industry training learners have formal training agreements with both their employer and their ITO, which facilitate structured training. Training leads towards a nationally recognised qualification on the NQF. ITOs do not provide training themselves but make arrangements for workplace assessments and off-job delivery of training, such as the purchase of training from a polytechnic or a private training establishment.

INTEGRATED DATASET ON STUDENT LOAN SCHEME BORROWERS (ISLDS OR IDS)

A dataset that links administrative data on: people's tertiary education and demographic characteristics (supplied by the Ministry of Education); their borrowing under the Student Loan Scheme (supplied by the Ministry of Social Development); and their student loan balances and income (supplied by Inland Revenue). This dataset gives a longitudinal view of the situation of all those who have used the loan scheme since 1997.

LABOUR FORCE

Number of people who are either in work or are available and actively seeking work (that is, employed or unemployed).

MODERN APPRENTICESHIPS

Introduced in 2000 the Modern Apprenticeships scheme is a work-based training initiative that encourages and helps young people, particularly those aged between 16 and 21 years, to take up and complete apprenticeship training. For modern apprentices, the NQF qualifications have replaced the trade and advanced trade certificates of the past.

NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA)

NCEA is New Zealand's national qualification for senior secondary students. NCEA Level 1 replaced School Certificate in 2002 and is usually undertaken by Year 11 students. In 2003 NCEA Level 2, which is usually undertaken by Year 12 students, was introduced. NCEA Level 3 was introduced in 2004 and replaced University Bursaries. NCEA Level 3 is usually undertaken by Year 13 students.

NATIONAL EDUCATION MONITORING PROJECT (NEMP)

NEMP is a solely New Zealand assessment study of Year 4 and Year 8 students, undertaken by the Education Assessment and Research Unit (EARU) of the University of Otago under contract to the Ministry of Education. NEMP measures achievement across all the curriculum areas including reading, writing and mathematics. Monitoring started in 1995 and runs every year in a four-year cycle across curriculum areas.

NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

The NQF is a framework on which qualifications and skill standards can be registered subject to certain quality criteria being met. Using a system of levels to indicate progressively more difficult or complex learning outcomes, the NQF enables qualifications and standards to be related to one another in a coherent way. NCEA is an example of a qualification on the NQF.

NEW ZEALAND INCOME SURVEY (NZIS)

An annual survey conducted by Statistics New Zealand that collects information on wages and salaries, self-employment, government transfers and other transfer income, supplementary to the Household Labour Force Survey (HLFS).

NEW ZEALAND TEACHERS' COUNCIL (NZTC) REGISTRATION

New Zealand Teachers' Council (NZTC) registered teachers include teachers who hold NZTC practising certificates which have NZTC full registration, registration subject to confirmation, or registration which is provisional.

Full registered teachers are teachers who have satisfactorily completed two years of teaching in New Zealand in the last five years. Registration subject to confirmation includes experienced teachers from overseas and experienced New Zealand teachers who have taught for less than two of the last five years in New Zealand. Provisional registration is given to beginning teachers (newly graduated teachers who have not been early childhood qualified teachers before).

NO QUALIFICATIONS

No formal school qualifications have been acquired.

PERFORMANCE-BASED RESEARCH FUND (PBRF)

The Performance-Based Research Fund (PBRF) is a means of allocating research funding to tertiary education providers. It seeks to reward excellence in research in tertiary education organisations and to improve the average quality of research in the tertiary sector. The PBRF allocates funding on the basis of an evaluation of the quality of research, a provider's external research income and its postgraduate research degree completions.

PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA)

PISA is an OECD-sponsored study of 15-year-old students which assesses achievement in reading literacy, mathematical literacy and scientific literacy. The main focus of the assessment changes with each cycle. The major domain of the 2000 cycle was reading literacy, with mathematics and scientific literacy as minor domains. In 2003 the major PISA domain was mathematics, with reading and science as minor domains. PISA assessment focuses on applying knowledge and experience to real world issues, rather than being limited to mastery of specific school curricula.

PROGRESS IN INTERNATIONAL READING LITERACY STUDY (PIRLS)

PIRLS is a study of Year 5 students. The most recent results are from the 2001 cycle. The 2005/06 cycle is in progress. The International Association for the Evaluation of Educational Achievement (IEA) sponsors PIRLS. PIRLS assessment focuses on three aspects of students' reading literacy: processes of reading comprehension, purposes for reading and reading behaviours and attitudes.

QUINTILE

A school's decile indicates the extent to which the school draws its students from low socio-economic communities. Quintile 1 schools (deciles 1 and 2) are the 20 percent of schools with the highest proportion of students from low socio-economic communities, whereas quintile 5 schools (deciles 9 and 10) are the 20 percent of schools with the lowest proportion of these students. A school's decile does not indicate the overall socio-economic mix of the school.

REAL TERMS

Sums quoted in real terms have been adjusted for the effects of inflation over time.

RELATIVE EARNINGS

The ratio of earnings of one group to the earnings of another group. It shows how much more or less one group of society earns compared to another.

RETENTION RATE

The proportion of students still enrolled to ages 16 and 17, beyond the minimum school leaving age of 16.

RURAL AREAS

Rural centres were established during the 1989 Review of Geostatistical Boundaries. They have no administrative or legal status but are statistical units defined by complete area units. They have a population between 300 and 999.

SCHOOL QUALIFICATIONS

Includes Year 11, 12 and 13 qualifications and overseas school qualifications.

STAND-DOWN

Students on stand-down are not allowed to attend school for a period of up to five school days. The school principal can decide whether a student should be stood-down and can decide on how many days the stand-down will last for. Stand-downs, for any student, can total no more than five school days in any term, or 10 days in a school year. Following stand-downs, students return automatically to school.

SUB-DEGREE TERTIARY QUALIFICATIONS

Includes all undergraduate certificates and diplomas like Certificates Levels 1-3, Certificate Level 4, and Certificates Levels 5-6.

SUSPENSION

Students who are suspended are not allowed to attend school until the board of trustees decides the outcome at a suspension meeting. The school principal can suspend a student, but the school board decides the next step. The board may decide to list the suspension with or without conditions, to extend the suspension, or, in the most serious cases, to either exclude or expel the student.

SUSPENSION REDUCTION INITIATIVE (SRI)

The SRI was established in 2001 to counter the disproportionately high number of Māori suspensions. Its goal is to reduce Māori suspension statistics to the same rate as non-Māori students by 2016, and it is one of a number of initiatives directed towards the underlying goal of improving and sustaining Māori student achievement and retention.

TEACHER QUALIFICATIONS: ECE

NZTC-approved teaching qualifications include early childhood education teaching qualifications (eg, Bachelor, Diploma or Graduate Diploma) or other qualifications approved by NZTC. Other early childhood education qualifications include: a New Zealand Qualifications Authority (NZQA) equivalent qualification gained before 1995; a New Zealand Free Kindergarten Diploma; or an overseas qualification recognised by NZQA to be equivalent to a Diploma of Teaching (ECE). Teachers with qualifications approved by NZTC can become registered teachers.

TERTIARY EDUCATION INSTITUTION (TEI)

Tertiary education institutions (TEIs) are public providers of tertiary education. There are five kinds of institution as defined in section 159 of the Education Act 1989: universities, Industry Training Organisations, colleges of education, wānanga and 'specialist colleges'. There were no specialist colleges in New Zealand in 2006.

TERTIARY EDUCATION PROVIDER (TEP)

Section 159 of the Education Act 1989 defines tertiary education providers (TEPs) as tertiary education institutions, private training establishments and government training establishments. The definition does not include industry training organisations

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS)

TIMSS 02/03 was the third in a cycle of studies designed to measure trends in mathematics and science achievement, at the middle primary and lower secondary levels, across a large number of countries. The International Association for the Evaluation of Educational Achievement (IEA) sponsors TIMSS. The study has been carried out in New Zealand in 1994, 1998 and 2002.

UNEMPLOYMENT

The numbers of people who are not in work, but who are available for and actively seeking work.

URBAN AREAS

Urban areas are broken up into main urban areas, secondary urban areas, and minor urban areas. Minor urban areas have populations between 1,000 and 9,999; secondary urban areas have populations between 10,000 and 29,999; and main urban areas have populations greater than 30,000.

VOTE RESEARCH, SCIENCE AND TECHNOLOGY CONTESTABLE FUNDS

The government allocates contestable research funding from Vote Research, Science and Technology through three organisations (called single purchase agents) who allocate this funding to research providers within broad parameters set by the government:

- the Health Research Council – allocates funding for the purchase and coordination of health research
- the Foundation for Research Science and Technology – allocates funding for strategically important and priority areas of applied research, science and technology
- the Royal Society – allocates the Marsden Fund, intended to provide for pure basic research.

All three purchase agents use a contestable process with research providers, including universities, putting proposals that set out the merit and costs of planned projects, describe how the projects align to the purchase agents' priorities and detail the bidders' track record in completing research.

WORKING-AGE POPULATION

Usually resident non-institutionalised civilian population aged 15 years and over.

TECHNICAL NOTES

PART 1 – EARLY CHILDHOOD EDUCATION

CHAPTER 1 – PARTICIPATION

Apparent participation rate –

The number of children attending early childhood education services is collected as at 1 July of each year. The data consist of the total numbers of children in each service by ethnic group and age. It is not currently possible to identify individual children, so the total number of enrolments contains those children enrolled at more than one service.

The apparent participation rate is calculated by taking the total number of enrolments by age group as a proportion of the total population for that age group based on Statistics New Zealand census population projections. Because of the double counting of children, the apparent participation rate is above 100 percent for some age groups.

Prior participation rate –

When children start school their parents are asked if their child has been regularly attending early childhood education. The rate of participation in early childhood education is calculated as those children attending early childhood education as a proportion of all those children starting school, excluding those whose attendance cannot be determined. This measure eliminates double counting of students that occurs when calculating the apparent participation rate.

The prior participation rate is essentially a four-year-old participation rate given the age children generally start school in New Zealand.

CHAPTER 3 – TEACHING

Enrolments/students in tertiary early childhood education courses –

Students may enrol in and complete more than one early childhood education tertiary course leading to teacher registration. Therefore enrolments and completion numbers will be slightly higher than the number of students enrolling and graduating. However, the differences between enrolments and students, and completions and graduates, are small.

PART 2 – SCHOOLING

CHAPTER 4 – FOUNDATION KNOWLEDGE

Progress in International Reading Literacy Study (PIRLS) –

Mean PIRLS Scores are based on scores generated using Item Response Theory. These scores are reported on an international scale with an international standard deviation of 100 so that approximately two-thirds of all students internationally have scores between 400 and 600.

Trends in International Mathematics and Science Study (TIMSS) –

Mean TIMSS scores for the New Zealand population and sub-populations are based on scores generated using Item Response Theory. These scores are reported on an international scale with an international standard deviation of 100 so that approximately two-thirds of all students internationally have scores between 400 and 600.

CHAPTER 5 – STUDENT ENGAGEMENT

Stand-down, suspension, exclusions and expulsions: interpretation issues –

There was an apparent large increase (greater than 50 percent) in both the suspension and stand-down rates for Other ethnic groups between 2000 and 2001, while there was little change from 2001 on. This could be a result of small numbers of students being recorded as Other when recording stand-downs/suspensions when, on the school roll, they may appear in one of the other larger ethnic groups.

In both 2004 and 2005 for a small number of schools, there was an abnormally large increase in the number of stand-downs and/or suspensions and/or exclusions and/or expulsions recorded as belonging to Other ethnic groups. Investigation of individual records, trends over time for each school, and each school's catchment area indicated a considerable number of records had an ethnic group erroneously coded as Other. A conservative adjustment was made to the data to correct for this poor coding.

CHAPTER 6 – PARTICIPATION

Early Leaving Exemptions: interpretation issues –

For all years there was at least 10 percent of students for whom no ethnicity code had been recorded. The distribution of cases with ethnic codes has been applied to the set of students with no ethnicity codes so as to equate numbers by ethnic group with total numbers of cases. For this reason all comparisons by ethnicity should be viewed as estimates only.

The data include students without a 'Last school attended'. These students were home-schooled, newly arrived in New Zealand (so had never been to school here), or truant (that is, the student was not enrolled at school when the exemption was granted, with the exemption possibly being with the assistance of Non-Enrolment Truancy Services (NETS)).

Retention rates: interpretation issues –

Because the retention of individual students cannot be tracked over time, the retention rates shown in this indicator are only estimates. The estimates are derived by comparing total enrolments, by ethnic group etc. for 16- and 17-year-olds in each year, with the total number of enrolments of 14-year-olds two and three years earlier respectively. Owing to high migratory inflows, enrolments have actually increased, inflating the observed retention rate. Similarly, both positive and negative net migration can affect the results for all groups, but its effects are most pronounced in the Asian population where the apparent retention rates for 16- and 17-year-olds were 122 percent and 121 percent respectively in 2004.

CHAPTER 8 – KNOWLEDGE – SECONDARY YEARS

Programme for International Student Assessment (PISA) –

Mean PISA scores for the New Zealand population and sub-populations are based on scores generated using Item Response Theory. These scores are reported on an international scale with an international standard deviation of 100 so that approximately two-thirds of all students internationally have scores between 400 and 600.

Trends in International Mathematics and Science Study (TIMSS) –

Mean TIMSS scores for the New Zealand population and sub-populations are based on scores generated using Item Response Theory. These scores are reported on an international scale with an international standard deviation of 100 so that approximately two-thirds of all students internationally have scores between 400 and 600.

CHAPTER 9 – SCHOOL LEAVERS – QUALIFICATIONS

National Certificate of Educational Achievement (NCEA): interpretation issues –

NCEA is part of the National Qualifications Framework and has replaced School Certificate, Sixth Form Certificate, University Entrance and University Bursaries qualifications. In 2002 all schools implemented NCEA Level 1 replacing School Certificate. In 2003 NCEA Level 2 was introduced. However schools were still able to offer a transitional Sixth Form Certificate Programme. From 2004 Level 3 NCEA replaced Higher School Certificate, University Entrance and University Bursaries. In 2004 a new Level 4 qualification, New Zealand Scholarship, was also offered.

The change in qualification structure means that any comparison between current and previous years' students is problematic. The data presented here is one possible means of drawing some comparison. However when interpreting any changes over time the disparity between the qualification structures must be taken into account.

Little or no formal attainment, NCEA Level 2 –

The change in qualification structure means that any comparison of the proportion of students with little or no formal attainment between current and previous years is problematic. Previous qualifications, such as School Certificate, were awarded to students if they had completed the assessment and met attendance requirements, independent of the grade awarded. The new qualification structure, however, is designed to award students credits when they have met achievement rather than participation criteria. These data provide the basis for the graph and are one possible means of drawing some comparison. However when interpreting any changes over time the disparity between the qualification structures must be taken into account.

University entrance standard –

Historically a student who had achieved the required prerequisites to go directly to tertiary study at the degree-level was awarded with the qualification University Entrance. This qualification has essentially been replaced with NCEA Level 3.

Because NCEA allows more flexibility for students' courses and more detailed assessments and understanding of what students know from a course of study, it is possible to attain NCEA Level 3 and not have met the required prerequisites for degree-level study, or not attain NCEA Level 3 but have proven to meet the requirements for the degree.

Hence this indicator is about meeting a university entrance standard (that is about being able to attend university to study at the degree-level if desired) rather than attaining a University Entrance qualification or NCEA Level 3.

In 2005 there was no category to identify those attaining 42-59 credits at Level 3 or above who also met university entrance requirements. Rather, all leavers with 30-59 credits at Level 3 or above were grouped together. In order to estimate the number of leavers gaining 42-59 credits at Level 3 or above meeting university entrance requirements, results for Year 13 to Year 15 candidates from the 2005 National Qualifications Framework data have been used. The proportion of Year 13 to Year 15 candidates gaining 42-59 credits at Level 3 or above with University Entrance, for each school, ethnic group and gender, has been applied to the corresponding set of leavers with 30-59 credits at Level 3 or above, by school, ethnic group and gender.

PART 3 – TERTIARY

CHAPTER 11 – PARTICIPATION

Age standardised participation rate –

The age standardised participation rates are standardised to the national age distribution (ie, they represent the rate a group would have if they had the same age distribution as the national age distribution).

CHAPTER 12 – ACHIEVEMENT

Completion rate –

The percentage of students starting courses or qualifications who successfully complete them. Qualification completion rates are often expressed as the percentage completed after five years, while course completion rates generally relate to one year. Qualification completion rates by level include students who complete different qualifications to the ones they started provided the qualifications completed are at the same level as the ones started. Similarly, qualification completion rates by sub-sector can include students who complete qualifications at different providers to the ones they started at, provided the providers are part of the same sub-sector as the ones they started at.

CHAPTER 14 – RESEARCH

Real terms –

Sums quoted in real terms have been adjusted for the effects of inflation over time using the Consumers Price Index.

Statistical matching –

The Ministry of Education uses statistical matching methods to link the enrolment and completion records of students who were enrolled prior to 2003.

Performance-Based Research Fund (PBRF) eligible workforce/staff –

To be eligible to participate in the 2003 quality evaluation, staff had to meet the following criteria:

- EITHER have been employed on the staff census date under an agreement of salaried employment with a duration of at least one year
- OR have been employed on the staff census date by a Tertiary Education Organisation (TEO) or eligible subsidiary for at least one year under one or more agreements of salaried employment on a continuous basis
- AND have been employed for a minimum of one day a week on average or 0.2 full-time equivalent over the period of the entire year
- AND their employment functions include research and/or teaching degree-level programmes.

PART 4 – LABOUR MARKET

CHAPTER 15 – IMPACT OF EDUCATION ON INCOME

Real median income –

Weekly median income adjusted for inflation using the Consumer Price Index (CPI) to reflect income in real dollar terms in 2005.

New Zealand Income Survey: interpretation issues –

The data will contain both sampling and non-sampling errors. The sampling methodology used by Statistics New Zealand in collecting the data for the Household Labour Force Survey (HLFS) and New Zealand Income Survey (NZIS) can result in the figures for the smaller ethnic groups (Māori and Pasifika) being less stable than for larger groups (European/Pākehā) owing to a larger sampling error. Caution therefore should be exercised in interpreting changes in the data for these smaller groups over time.

CHAPTER 16 – GRADUATE INCOME PREMIUM

Graduate Income Premium –

The terms 'graduate income premium', 'graduate earnings premium' and 'premium for completion' are all used to denote the ratio of the mean earnings of those who successfully complete qualifications to the mean earnings of those who study for those qualifications but leave study without having completed them successfully.

It is possible to calculate the premium using the median earnings of each group, rather than the mean. This was the approach used in Hyatt and Smyth (2006). In this analysis the mean was used largely because the privacy protocols governing use of the integrated dataset (refer to Ministry of Education (2005)) allow use of the mean in relation to all of the sub-groups that were the focus of this study. Small cell size would prevent use of the median in relation to some of the sub-groups.

The decision to use the mean, rather than the median, means that the measure can be subject to distortion resulting from the fact that the mean is affected by extreme observations. This effect is particularly noticeable when comparing men with women. Men's incomes are more widely dispersed than women's. Because a disproportionately large share of those with very high incomes are men, the difference between men and women in the earnings premium calculated by means is greater than when the premium is calculated by medians.

For instance for bachelors degree graduates of the 1997 cohort three years post study, there is a difference in the premiums for men and women of six percentage points when the mean is used. Using the median, the difference in the premium reduces to three percentage points. Five years post study, the difference is 10 percentage points using the mean but only seven using the median.

In other words the use of means, not medians, has the effect of overstating the differences between men and women.

CHAPTER 17 – UNEMPLOYMENT RATES

New Zealand Income Survey (NZIS)/Household Labour Force Survey (HLFS): Interpretation issues –

Data for this indicator were obtained from New Zealand Income sample surveys, and will contain both sampling and non-sampling errors. Sampling error is a measure of the variability that occurs by chance because a sample rather than an entire population is surveyed. Non-sampling errors include errors arising from biases in the patterns of response and non-response, inaccuracies in reporting by respondents, including inaccuracies as a result of proxy interviewing, and errors in the recording and coding of data. The Household Labour Force Survey does not measure the quality of people's jobs, for example, whether they work in casual jobs, how much they are paid, whether they get sick leave, etc. There are also sometimes complaints about the definitions used in the Household Labour Force Survey (that is, to be counted as employed you only have to have worked for one hour or more in a week, or you can even work unpaid in a family business. And to be unemployed you have to be available to start a job and be actively seeking work – not just looking in newspapers). Therefore, caution needs to be exercised while interpreting the results for comparing smaller groups with the larger group.

Labour force participation rate –

The proportion of the working-age population that is in the labour force.

Unemployment rate –

The proportion of the labour force that is unemployed.

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