TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF SOCIAL AND CULTURAL STUDIES
Te Kura Mahinga Tangata
Sociology and Social Policy

SOSC/SPOL 317

Population and Policy

Course Outline

CRN 9510/9511 : 24 points : Trimester 2, 2006

COURSE COORDINATOR: DR ARVIND ZODGEKAR

Room 1003, Murphy Building
Tel: (04) 463 6745
Email: arvind.zodgekar@vuw.ac.nz

LECTURES: TUES 2-3 & THURS 2-4 HU 324

CONTENTS

GENERAL INFORMATION

COURSE COORDINATOR:
Dr Arvind Zodgekar
Murphy Building, MY1003
Phone: 463 6745
E-mail: Arvind.Zodgekar@vuw.ac.nz
Office hours: Tuesday 3 – 4 pm

> **Comment [d1]:** This is same time as class

LECTURER:
Dr Judith Davey
Rutherford House, RH 419
Phone: 463 6746
Fax: 463 5064
E-mail: Judith.Davey@vuw.ac.nz
Office hours: Thursday 4 –5 pm in Room 903, Murphy Building, otherwise ring or email to make an appointment

LECTURES
Tuesday   2–3 pm, HU 324
Thursday   2–4 pm, HU 324

NOTICEBOARDS
Level 9 and 10 of Murphy Building

COURSE AIMS AND OBJECTIVES

The paper introduces students to the dynamics of population change in New Zealand. It will specifically concentrate on issues related to population ageing and international migration. The context of policy making is analysed in terms of demographic, social and economic trends.

The course objectives are to –

1. examine the implications of population ageing in New Zealand and to place these in a global context.
2. address specific policy areas relevant to an ageing population.
3. provide an appraisal of historical and contemporary developments in immigration policies and their implications for future immigration trends.

SOSC/SPOL 317 POPULATION AND POLICY

COURSE PROGRAMME

1. Population Ageing (Dr Judith Davey)

Week 1

July 11   Introduction to the course – Judith and Arvind

July 13   Demographics and Implications of Population Ageing in New Zealand - Arvind

Week 2

July 18   Ageing – the world context

July 20   Social context of ageing

Week 3

July 25   Workforce Participation

July 27   Retirement & how it is changing

Week 4

August 1   The distribution of income and wealth in an ageing society

August 3   Questions for policy - Lecture/discussion

               (The last half hour of this session will be an opportunity for discussion of research project – Judith and Arvind to be present)

Week 5

August 8   Transport in an Ageing Society

August 10   Housing Options for an Ageing Society

Week 6

August 15   Supporting an older population

August 17   Prospects for the Future and Policy Challenges

August 11   Assignment 1 due

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21 August – 3 September   Mid-Term Break

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2. Population Policy and Immigration (Dr Arvind Zodgekar)

Week 7

Sept 5   General introduction

Sept 7   Population Policy Issues

Week 8

Sept 12   Immigration Policy Issues in Early Population Settlement.

Sept 14   Change & Continuity: New Zealand's Immigration Policy in 1980s.

Week 9

Sept 19   Rethinking New Zealand' Immigration Policy: Populate or Languish

Sept 21   New Zealand's Immigration Policy since 1990s

Week 10

Sept 26   Business Immigration

Sept 28   Consequences of Recent Immigration Policies

Week 11

Oct   3   Immigrants & their Income

Oct   5   Immigration & Citizenship (Dr Kate McMillan)

Week 12

Oct 10   Immigration & Tourism

October 10   Assignment 2 due

Oct 12   Economics of Immigration & Brain Drain

October 20   Assignment 3 due

ASSESSMENT

Assessment will be based on three pieces of work. The two essays are designed to allow students to become familiar with the literature on immigration and population ageing. The third piece of work is a research project. The project should demonstrate the ability to analyse the existing data/information in a meaningful way.

Assignment One: Essay   **Due date 4pm, 11 August 2006**

Word length: 3000 words   **30%**

Write an essay on **one** of the following topics -

- Population Ageing – Threat or Opportunity?

- The importance of recognising diversity among the population aged 65 plus

- The values and influences underlining changes in policies for retirement income support in New Zealand since mid-1970s.

Assignment Two: Essay   **Due date 4pm, 10 October 2006**

Word length 3000 words   **30%**

Essay Topic -You are required to write an essay related to international migration. The topic should be related to New Zealand.

Please choose a topic in consultation with the lecturer. The topic could range from summarising the various developments in immigration policies in New Zealand to assessing the effect which these policies have had on demographic, social and economic aspects in New Zealand society.

Assignment Three: Research Project   **Due date 4pm, 20 October 2006**

Word length 4000 words   **40%**

First choose a specific topic which interest you, related to immigration or population ageing. This may be a New Zealand topic, it may be global or it may take the form of a comparative study. Then plan and write your report. Think about the approach you are going to take in your assignment. There are several options. You may choose one or a combination of the following options in your assignment:

- Policy-related. Take a policy issue, such as business immigration or refugee migration or housing for older people, and write your report as a policy paper, discussing the present situation and options for the future. You may put yourself into the situation of being a policy analyst for a government agency.
- Theoretical. Write a report on a theoretical issue such as age dependency, intergenerational equity or "Are recent immigration policy developments merely an extension of economic

liberalization in New Zealand?" In this case your report will take the form of a critical literature review.

- Analysis of statistical or other information. You can choose a body of information, such as some of the 2001 Census findings or external migration statistics, the *Living Standards of Older New Zealanders* study. Or you can choose a government or academic report to analyse in detail. Look at the usefulness and relevance of this material in addressing a current issue related to population ageing or immigration. In this third option your report will take the form of a critical evaluation or analysis of some statistical or other information.

Whatever your topic or approach, you should discuss it with one of the course lecturers early in your preparation. Students should think about the third assignment early in the course so that they can incorporate material from lectures and associated readings.

MANDATORY COURSE REQUIREMENTS

There are no specific requirements for the terms apart from the completion of the three pieces of written work.

WORKLOAD

Lectures are not compulsory. However attending lectures will provide you with a good background of the subject and will facilitate you in doing your class work. You should expect to spend about 18 hours per week (including class contact hours) according to the Faculty of Humanities and Social Sciences guideline.

ASSIGNMENTS

It is the policy of the School of Social and Cultural Studies that all written assignments must be deposited in the essay box outside administration on level 9 of Murphy building before 4pm on the due date.

ASSIGNMENT BOX

Assignments must be placed in the assignment box on level 9, Murphy Building. They must not be placed in individual staff pigeon-holes, or under staff doors, or handed to lecturers or tutors. This is to ensure that all work is properly recorded when submitted, and to avoid problems which have arisen in the past, when work has gone missing. At 4 pm the box will be emptied, the assignments date-stamped and recorded before handing it to the appropriate markers.

STUDENTS MUST KEEP A PHOTOCOPY OF EVERY WRITTEN ASSIGNMENT

Unless students have followed this procedure, the Programme will accept no responsibility for pieces of written work claimed to have been handed in.

ASSIGNMENT COVER SHEETS

All written work submitted for assessment in Sociology and Social Policy courses must have a School Assignment Cover sheet. A sample is to be found at the back of this Course Outline. Further copies can be located on the reception counter at the Administration Office, and on the Assignment Box, on level 9 of Murphy building. You may wish to have a front sheet of your own, but a School Cover sheet must be used. This is critical for accurate identification and recording of your work.

GRADES

Letter grades for all internally assessed work will be given instead of giving numerical marks. The following table sets out the range of marks within which each grade is assigned. Your final grade and marks for the course will be an aggregate of the grades you achieve during the course.

PASS	A+	85% or over
	A	80% - 84%
	A-	75% - 79%
	B+	70% - 74%
	B	65% - 69%
	B-	60% - 64%
	C+	55% - 59%
	C	50% - 54%
FAILURE	D	40% - 49%
	E	Below 40%

FEEDBACK ON WRITTEN WORK

"Feedback" is a process which occurs both before and after the submission of your work. Before you start the assignment, you will be given information on what is expected of you. Take careful note of what the course manual tells you about the assignment, where to find information, and how to go about it.

You can get assistance with assignment preparation from the course lecturers, from Student learning Support Service and other student services.

Feedback after completion of assignments will be given as soon as possible, generally within 2-3 weeks. The course lecturers will provide written and oral feedback in lectures and workshops, and you can approach them on an individual basis during their office hours. The course outline covers university procedures which you can use if you are not satisfied that your work has been properly assessed.

LATE PENALTIES

Late submissions for student assignments in all Sociology and Social Policy undergraduate courses are subject to a penalty. The exact deduction will be calculated on the basis of one half mark per day late of each 10 marks.

Marks out of maximum of	Then deduct the following marks for each day it is late
10	½
20	1
30	1½
40	2

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at *www.vuw.ac.nz*.

Student and Staff Conduct
The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at: *www.vuw.ac.nz/policy/studentconduct*. The Policy on Staff Conduct can be found on the VUW website at: *www.vuw.ac.nz/policy/staffconduct*

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; the class representatives may also be able to help you. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at: *www.vuw.ac.nz/policy/academicgrievances*

Academic Integrity and Plagiarism
Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

> *The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

> *Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:
www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building: telephone: 463-6070, email: disability@vuw.ac.nz

The School of Social and Cultural Studies' Disability Liaison Person is
Dr Rhonda Shaw, MY1022, telephone: 463 6134 E-m: Rhonda.Shaw@vuw.ac.nz.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is Dr Allison Kirkman, Murphy Building, MY407, telephone: 463 5676. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at: *www.vuw.ac.nz/st_services/*

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at *education@vuwsa.org.nz*) is located on the ground floor, Student Union Building.

OTHER CONTACT INFORMATION

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: Jenny.Neale@vuw.ac.nz
Liaison person for international students:	Professor Mike Hill, MY1001 Tel: 463 6741 E-m: Mike.Hill@vuw.ac.nz
Liaison person for Maori and Pacific students:	Assoc. Professor Jeff Sissons, MY1017 Tel: 463 6131 E-m: Jeff.Sissons@vuw.ac.nz
School Manager:	Kaye McKinlay, MY918 Tel: 463 6546 E-m: Kaye.Mckinlay@vuw.ac.nz
School Administrators:	Monica Lichti, Adam Meers and Catherine Urlich MY921, Tel: 463 5317, 463 5258 and 463 5677 E-m: sacs@vuw.ac.nz

Population Ageing

The handbook readings are mainly items which are not available in the VUW library. Other items on this list are also essential readings – your attention will be drawn to the most important readings in the lectures.

General

Davey, Judith and Wilton, Virginia (Eds.) (2005) *Aotearoa Ageing: A bibliography of New Zealand research on ageing, 2001-2005*.Wellington, N.Z. Institute for Research on Ageing.

Ministry of Social Development (2001) *Positive Ageing in New Zealand: Diversity ,Participation and Change.* Wellington, Ministry of Social Development.

Demographics of Population Ageing in New Zealand

Pool, Ian (2003) Ageing, Population Waves, Disordered Cohorts and Policy. *New Zealand Population Review,* Vol. 29(1), p.19-40.

Statistics New Zealand (2004) "*Older New Zealanders: 65 and beyond*". http://www.stats.govt.nz/domino/external/pasfull/pasfull.nsf/sitesearchview/Reference+Reports+Older+New+Zealanders+-+65+and+beyond+2004

Statistics New Zealand (2006) "Demographic Aspects of New Zealand's Ageing Population". http://www.stats.govt.nz/products-and-services/papers/demographic-aspects-nz-ageing-population.htm

Zodgekar, A.V. The Social Impact of Recent & prospective Mortality Decline among Older new Zealanders. In *Asia-pacific Population Journal*, Vol. 9, No. 2, 1994[*]

Zodgekar, A.V. Implications of New Zealand's Ageing Population for Human Support & Health Funding. *New Zealand Population Review,* Vol. 26(1), 2000[*]

Zodgekar, A.V. (2005) The 'greying' of Aotearoa New Zealand: policy implications of implications of demographic change and structural ageing, In, Dew, K and Davis P (eds) *Health and Society in Aotearoa New Zealand,* 2nd edition. (Melbourne, Oxford).

Ageing – the world context

Kinsella, Kevin and Velkoff, Victoria A. (2001) *An Aging World:* 2001, U.S.Government Printing Office, Washington, DC. http://www.census/gov/prod/2001pubs/p95-01-1.pdf
(relevant to all parts of the course)

The Economist (2004) *Forever young: A survey of retirement*, March 27th, 2004*

Stephenson, J and Scobie, G (2002) The Economics of Population Ageing, *New Zealand Treasury Working Paper 02/05*. http://www.treasury.govt.nz/workingpapers/2002/twp02-05.pdf

Social Context of Ageing

Estes, Carroll, Biggs, Simon and Phillipson, Chris (2003) Social Theory, Social Policy and Ageing: A critical introduction. Open University Press, Maidenhead (in VUW library)

Allen, Isobel and Perkins, Elizabeth (eds.) (1995) *The future of family care for older people*. London, HMSO. (several chapters relevant)

Arber, Sara and Evandrou, Maria (Eds.) (1993) *Ageing, Independence and the Life Course,* London, Jessica Kingsley Publishers.* (several chapters relevant)

Birren, J.E. (1986) The Process of Aging: Growing Up and Growing Old, p. 263-281 in Pifer, Alan and Bronte, Lydia (eds.) *Our Aging Society Paradox and Promise*, New York, Norton, Carnegie Corporation (note several references to chapters in this very thought-provoking book).

Davey, Judith A. and Gee, Susan (2002) *Life at 85 plus: A Statistical Review.* Wellington, New Zealand Institute for Research on Ageing.

Davey, Judith A. (2003) *Two Decades of Change: From Birth to Death V.* Wellington, Institute of Policy Studies. (update of previous volume)

Durie, M.H. (1999) Kaumatautanga – Reciprocity: Maori Elderly and Whanau. *New Zealand Journal of Psychology,* 28 (2) p.102-106.

Dwyer Maire Gray Alison and Renwick Margery (2000) *Factors affecting the ability of older people to live independently: A report for the International Year of Older Persons (1999)* Ministry of Social Policy, Wellington

http://www.msd.govt.nz/publications/older-people.html

Fergusson, D., Hong, B., Horwood, J., Jensen, J. & Travers, P. (2001). *Living Standards of Older New Zealanders: A Summary. Te Noho o nga Kaumatua o Aotearoa.* Wellington: Ministry of Social Policy.

Fergusson, D., Hong, B., Horwood, J., Jensen, J. & Travers, P. (2001). *Living Standards of Older New Zealanders: A Technical Report. Te Noho o nga Kaumatua o Aotearoa.* Wellington: Ministry of Social Policy.

Cunningham, Chris et al (2002) *Nga Ahuatanga Noho o te Hunga Pakeke Maori: Living Standards of Older Maori.* Wellington, Ministry of Social Development.

Finch, Janet (1995) Responsibilities, Obligations and Commitments, Chapter 3 p.51-64, in Allen, Isobel and Perkins, Elizabeth (Eds.) *The Future of Family Care for Older People.* HMSO, London.*

Gee, S. et al (2000) *Life after 40: Work and retirement plans.* Wellington, 40+ Project, School of Psychology, Victoria University of Wellington.

Gee, S. (Ed.) (2001) *Experience of a lifetime: Older New Zealanders as volunteers,* The 40+ Project/30 Tau Neke Atu, Victoria University of Wellington, Wellington.

Gee, S. (Ed.) (2002) *Ageing in a diverse New Zealand/Aotearoa,* The 40+ Project/30 Tau Neke Atu, Victoria University of Wellington.

Gee, S. and Davey, D. (2005) Ageing and Diversity, Chapter 18 in Low, Jason & Jose, Paul (Eds.)

Lifespan Development: The New Zealand Context. Auckland, Pearson.

Hagestad, G.O. (1986) Women and Grandparents and Kin-Keepers, in Pifer, Alan and Bronte, Lydia (Eds.) *Our Aging Society Paradox and Promise*, New York, Norton, Carnegie Corporation.

Hillcoat-Nalletamby, Sarah and Dharmalingam, A. (2002) Constraints of Multi-generational support for those in mid-life – An emerging policy issue? *Social Policy Journal of New Zealand* Issue 19, p.128-140.

Kendig, H.L. (Ed.) (1986) *Ageing and Families: A social networks perspective*, Sydney, Allen and Unwin.

Koopman Boyden, P.G. (1988) Theoretical Perspectives on the Elderly - Myth and Reality of Ageing, *April Report,* Wellington*,* Royal Commission on Social Policy. Vol.4 p.632-648.

Koopman Boyden, P.G. (1993) *New Zealand's Ageing Society: The Implications*. Wellington, Daphne Brasell Associates.

Ministry of Social Development (2005) *Briefing to the incoming Minister for Senior Citizens*: Making a World of Difference http://www.osc.govt.nz/publications/briefing-incoming-minister/2005/index.html

Neugarten, B.L. and Neugarten, D.A. (1986) Changing Meanings of Old Age, p.33-51 in Pifer, Alan and Bronte, Lydia (Eds.) *Our Aging Society Paradox and Promise*, New York Norton Carnegie Corporation.

Phillipson, C. (1998) *Reconstructing Old Age: New Agendas in Social Theory and Practice,* London, Sage Publications.

Prime Ministerial Task Force on Positive Ageing (1997) *Facing the Future – A Strategic Plan. The Final Report*, Wellington, Department of Prime Minister and Cabinet.

Riley, M.W. and Riley, J.W. (1986) Longevity and Social Structure: The Potential of the Added Years, in Pifer, Alan and Bronte, Lydia (Eds.) *Our Aging Society Paradox and Promise*, New York Norton Carnegie Corporation.

Rossi, A.S. (1986) Sex and Gender in the Aging Society, in Pifer, Alan and Bronte, Lydia (Eds.) *Our Aging Society Paradox and Promise*, New York Norton Carnegie Corporation.

Thomson, David (1991) *Selfish Generations? The Ageing of the Welfare State.* Wellington, Bridget Williams Books.

Wilson, Gail (1997) A Postmodern Approach to Structured Dependency, *Journal of Social Policy,* 26 (3), p.341-350.

Workforce Participation

Cabinet Office (2000) *Winning the Generation Game: Improving Opportunities for People Age 50-65 in Work and Community Activity.* London, Performance and Innovation Unit, British Government. www.cabinet_office.gov.uk/innovation/2000/winning/generation.pdf

Curnow, Barry and McLean Fox, John (1994) *Third Age Careers: Meeting the Corporate Challenge.* Chapter 3 The Prospect of retirement, p.29-34 and Chapter 8 The Way Ahead, p.75-82. Aldershot, Gower Publishing Ltd.*

Davey, Judith and Cornwall, Justine (2003) *Maximising the potential of older workers,* New Zealand Institute for Research on Ageing, Wellington. Extracts*

Davey, J (2003) Opportunity or outrage? Redundancy and education involvement in mid-life, *Journal of Education and Work*, 16(1):87-102.

Davey, J. and Davies, M. (2006) Work in later life – *Opportunity or Threat?* Social Policy Journal of New Zealand. Issue 27 p.20-37.

Elkin, G (2002) Ageism in the 'Quarter Acre, Pavlova Paradise' – will she be right?
In, Glover, I and Branine, M (eds) *Ageism in Work and Employment*, pp.255-267. Ashgate Publishing: Aldershot.

Human Rights Commission (1998) *Age and Retirement in the Public Services: Legal and Human Resource Implications of the Abolition of Compulsory Retirement*. Wellington, State Services Commission. P.16-25

McDonald, Alison (1997) Fiddling with National Superannuation while the opportunities presented by an ageing society burn. *Journal of the Royal Society for the Encouragement of Arts, Commerce and Manufactures.*

McGregor, Judy and Gray, Lance (2001) *Mature job-seekers in New Zealand*, Palmerston North Massey University.*

McGregor, Judy and Gray, Lance (2002) Stereotypes and Older Workers: The New Zealand Experience. *Social Policy Journal of New Zealand*, Issue 18, p.163-178.
http://www.msd.govt.nz/documents/publications/msd/journal/issue18/18-pages163-177.pdf

McGregor, Judy and Gray, Lance (2003) Older Worker Employment Transition, Palmerston North Massey University

Patterson, John (1999) The Third Age – The Age of Reason: A Gift and not a Burden. *Social Policy Journal of New Zealand, Issue* 13, p.1-13.

Phillipson, Chris (1997) Employment and Training: planning for 2020 and beyond. Chapter 2, p.41-58 in Dalley, Gillian et al *Baby Boomers – Ageing in the 21st Century.* London, Age Concern, England.

Phillipson, Chris (1998) Changing work and retirement: older workers, discrimination and the labour market. Chapter 5, p.76-92, in Bernard, Miriam and Phillips, Judith (Eds.) *The social policy of old age: moving into the 21st century,* London, Centre for Policy on Ageing.

Schuller Tom (1987) Second Adolescence? The transition from paid employment. *Work, Employment and Society*, 1, 3, 1987, p.352-370.

The Distribution of Income and Wealth In An Ageing Society

Hawke, R (2005) Retirement Income Provision in New Zealand: a way forward.
Institute of Policy Studies, Wellington

Booth, T., Grimmond, D. and Stroombergen, A. (2000) *Determinants of saving behaviour*, Wellington, Office of the Retirement Commissioner.

Cunningham, C et al. (2002) Living Standards of Older Mäori. Ministry of Social Policy, Wellington.
http://www.msd.govt.nz/publications/docs/living-standards-of-older-maori-part-one.pdf

Davey, J. A. (2005), *The prospects and potential of home equity conversion/equity release in New Zealand: Update to 2005*, Wellington, Office of the Retirement Commissioner.
http://www.retirement.org.nz/files/ER%20Report%20Final%20March%202005.pdf

Else, A. and St.John, S. (1998) *A Super Future? The Price of Growing Older in New Zealand*, Auckland, Tandem Press.

Fergusson, D., Hong, B., Horwood, J., Jensen, J. and Travers, P. (2001) *Living Standards of Older New Zealanders- A Summary*. Wellington, Ministry of Social Policy.

Gnich, Wendy and Gilhooly, Mary (2000) Health, Wealth and Happiness: Studies in Financial Gerontology. Chapter 2, in Corley, Gianetta (Ed.) *Older People and their Needs – A Multidisciplinary Perspective.* London, Whurr Publishers.*

Hong, B and Jensen, J (2004) Assessing the adequacy of private provision for retirement: a living standards perspective, *Social Policy Journal of New Zealand*, 22:148-169.

Marsault, A. (1999) *Retirement Provision for New Zealand Women: The Relative Role of Demographic Influences*, Hamilton, Population Studies Centre, Waikato University.

Ministry of Social Development (2003) Description of New Zealand's Current Retirement Income Polices. Report prepared for the Periodic Report Group.
http://www.retirement.org.nz/files/prg_2003/prg-msd-dnzcrif.pdf

Periodic Report Group (2003) *Retirement Income Report 2003* Wellington, Periodic Report Group.
http://www.treasury.govt.nz/prg/report/prg-report.pdf *

PHP Consulting Ltd (2003) Private Retirement Income Issues for Maori. Periodic Report Group background paper. http://www.treasury.govt.nz/prg/background/prg-phpc-priim.pdf

Preston, D. (2001) *Retirement income in New Zealand: the historical context. Update*, Wellington, Office of the Retirement Commissioner. (also previous 1999 edition)

Scobie, G, Gibson, J and Le, T (2004) Saving for Retirement: new evidence for New Zealand, Treasury Working Paper 04/12.
http://www.treasury.govt.nz/workingpapers/2004/twp04-12.pdf

St.John, S. (1993) Income Support for an Ageing Society, in Koopman Boyden, P.G. (ed.) *New Zealand's Ageing Society: The Implications*. Wellington, Daphne Brasell Associates.

St.John, S. (1999) Superannuation in the 1990s: Where Angels Feat to Tread? In *Redesigning the Welfare State in New Zealand: Problems, Policies and Prospects,* in (Eds, Boston, J., Dalziel, P. and St.John, S.) Oxford University Press, Auckland, pp. 278-298.

Susan Kell Associates (2003) Women and Private Provision for Retirement, Periodic Report Group, background paper.
http://www.treasury.govt.nz/prg/background/prg-ska-wppr.pdf

Task Force on Private Provision for Retirement (1992*) Private Provision for Retirement. Overview of the Options,*

Wellington.

Task Force on Private Provision for Retirement (1992) *Private Provision for Retirement. The Options,* Wellington.

Teuila Consultancy (2003) Private Provision of Superannuation – Pacific Peoples, Periodic Report Group background paper. http://www.treasury.govt.nz/prg/background/prg-tc-ppspp.pdf

Thomson, D. (1991) *Selfish Generations? The Ageing of New Zealand's Welfare State*, Wellington, Bridget Williams Books.

Travers, Peter (2001) *The findings of the standard of living survey*. Presentation to Office of the Retirement Commissioner Seminar, July 2001.*

Treasury (2003) Retirement Wealth of New Zealand Households: an initial analysis based on the Household Saving Survey. Periodic Report Group background paper. http://www.treasury.govt.nz/prg/background/prg-tsy-rwnzh.pdf

Wilson, Gail (1993) Money and Independence in Old Age. Chapter 3, p.46-64, in Arber, Sara and Evandrou, Maria (Eds.) *Ageing, Independence and the Life Course,* London, Jessica Kingsley Publishers.*

Transport

Davey, J and Nimmo, K (2003) Older people and transport: scoping paper. http://www.ltsa.govt.nz/research/older-people/docs/older-people-and-transport.pdf

Davey, J (2004) Coping Without a Car, Office for Senior Citizens, Wellington http://www.osc.govt.nz/documents/coping-without-a-car-full-report.pdf

OECD (2001) *Ageing and Transport- Mobility Needs and Safety Issues.* OECD Paris www.oecd.org

Supporting an older population – Health, housing and social care

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