



United Nations
Educational, Scientific and
Cultural Organization

Apia
Office



Household Literacy Survey 2011

in Eastern Highlands Province and
Autonomous Region of Bougainville,
Papua New Guinea

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Published in 2013 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France and the UNESCO Office in Apia, P.O. Box 615, Matautu-Uta, Samoa

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ISBN 978-92-3-001229-8

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Cover photo: © UNESCO / Rocky Roe

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Graphic Design: Warren Field

Cover Design: Warren Field

Printed in Thailand
APIA/13/032-200

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List of Abbreviations

ARB	Autonomous Region of Bougainville
ASPBAE	Asia South Pacific Bureau for Adult Education
CapEFA	Capacity Development for Education for All
CSPro	Census and Survey Processing System
CU	Census Unit
DoE	Department of Education
EFA	Education for All
EHP	Eastern Highlands Province
GPI	Gender Parity Index
HH	Household
ICT	Information and Communication Technology
LEQ	Literacy Environment Quintiles
LLG	Local Level Government
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NLAS	National Literacy and Awareness Secretariat
NSO	National Statistical Office
PEAN	PNG Education Advocacy Network
PNG	Papua New Guinea
SMS	Short Message Service
SPSS	Statistical Package for the Social Sciences
TV	Television
UIS-AIMS	UNESCO Institute for Statistics – Assessment, Information Systems, Monitoring and Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
WQ	Wealth Quintiles
YWCA	Young Women’s Christian Association

Acknowledgements

This report was produced as part of the Capacity Development for Education for All (CapEFA) programme in Papua New Guinea, coordinated by the UNESCO Office for the Pacific States. The report summarizes the findings of a household literacy survey, conducted in Eastern Highlands Province and Autonomous Region of Bougainville, Papua New Guinea, in 2011, coordinated by the Papua New Guinea National Statistical Office (NSO) and the National Literacy and Awareness Secretariat (NLAS) of the Department of Education.

The report was written by Chu Shiu Kee and Raju Manandhar with contributions from the Regional Office of the UNESCO Institute for Statistics – Assessment, Information Systems, Monitoring and Statistics (UIS-AIMS) Unit at the UNESCO office in Bangkok and the UNESCO Office for the Pacific States. Participants from NSO, NLAS, the PNG National Commission for UNESCO and non-governmental organizations provided comments and suggestions on the draft report and contributed to improving the report at a workshop in Port Moresby in May 2012. Additional assistance came from Helen Kuli of the NLAS and Kilala Devete-Chee of the University of PNG in the finalizing of the report.

Special thanks are due to Boe Douna and Francesca Tinabar of the NSO and Willie Jonduo, Nicholas Nembo, Maggie Guria and Genua Toua of the NLAS who were members of a national team of experts involved in the household literacy survey.

Message from the Minister

Papua New Guinea is a country rich in natural resources, cultural and linguistic diversity, and beliefs and value systems. The country's diversity in language and culture makes Papua New Guinea unique in the Pacific, but presents many challenges that must be addressed. One challenge is that while literacy rates are improving, they are not keeping up with the population rate.

Our country's high rates of illiteracy have a direct impact on people's ability to take a full and active part in socio-economic development and make a positive contribution to society, economically and socially. Improving literacy skills will empower individuals and support them to move towards a sustainable economy.

This household literacy survey, commissioned by UNESCO and organized by the National Literacy and Awareness Secretariat (NLAS) and the National Statistical Office (NSO), is a significant step towards establishing accurate and reliable information on the current state of literacy in two provinces, Autonomous Region of Bougainville and Eastern Highlands Province. The survey is important in that information was collected about many facets of literacy and literate environments and uses, giving a comprehensive picture of the ways people utilize various sources of information, from mobile phones to books in the home.

I wish to acknowledge the support and dedication of the many people who conducted this research, including the staff of the NLAS and the NSO and the financial and technical support from UNESCO. Evidence gathered from the survey will support the Department of Education to make informed decisions to improve the literacy rate of the people of Papua New Guinea. In particular, information from this survey will contribute towards the revision of the National Literacy Policy and the development of an action plan to support the Education for All literacy goals.

The Government of Papua New Guinea values its most significant resource, the people, and has committed itself to improving the education system, both formal and non-formal, to increase literacy rates across the country, while preserving the linguistic diversity of the population. The government, and particularly the Department of Education, is committed to continuing its support and funding the ongoing work to increase literacy levels across the country.



Honourable Mr. James Marape, MP
Minister for Finance and Minister for Education

Message from the Secretary

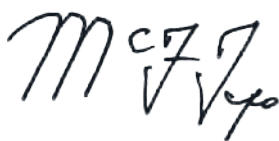
Papua New Guinea is growing rapidly and the population has now reached over 7 million people. The country has more than 800 recorded languages, contributing to a population with complex and diverse ethnic backgrounds and traditions. This diversity lends itself to unique challenges as the country responds to new demands and responsibilities. In order to meet these challenges, as the country moves into the 21st century, all the citizens of Papua New Guinea need to have access to a good quality education and to have the opportunity to acquire both literacy and numeracy skills, enabling them to utilize their knowledge to take a full and responsible part in their communities and their country.

The Department of Education has a very important role in providing good quality, basic education for all its citizens through the formal education system. In addition to this, the department must also support the youth and adult population in the acquisition and maintenance of literacy and numeracy skills through non-formal and informal education processes.

Literacy provides a foundation for lifelong learning and life skills for sustainable livelihoods. In 2008 it was estimated that there were over 1.6 million illiterate adults in Papua New Guinea. The high numbers of illiterate youth and adults constitute a problem for the government as it works towards addressing socio-economic issues that impact on the development of the country. The government needs to address these issues seriously as the country moves towards a better future for the population.

Findings from this household literacy survey have provided reliable information on the current literacy situation, the literacy environment and the use of literacy skills in the youth and adult population in Eastern Highlands Province and Autonomous Region of Bougainville. This information will support the Department of Education to review and revise the national literacy policy and develop an action plan to meet the identified needs of the population.

The Department of Education recognizes the importance of continuing to support the National Literacy and Awareness Secretariat with resources to monitor, assess and report situations surrounding the literacy and numeracy skills for the people. In addition, all literacy stakeholders such as non-governmental organizations, community and faith based organizations and civil society organizations are encouraged to stand and work together with the government and the Department of Education to improve the literacy situation in Papua New Guinea.



Dr. Michael F Tapo, EdD
Secretary
Department of Education

Foreword

To keep a lamp burning we have to keep putting oil in it.

Mother Teresa

Let me put the above statement into perspective and context. To keep a nation and systems functioning, one must know what resources and information are available and what strategies to use to enable people to achieve their goals. For people's lives to be fulfilled to their highest potential, and to pave the way for every person's endeavours and aspirations to be achieved in Papua New Guinea (PNG), there must be accurate data relating to all spheres of the nation to support policy formulation, planning, implementation, monitoring and assessment.

To keep any organization functioning and productive in its roles and responsibilities, the organization should have the most recent data readily available for use. This is especially necessary for decision-making by stakeholders for the national good. Good governance, efficient operations and effective performance are supported by reliable and up-to-date data on the organization's performance in the public domain.

To bring about changes in attitudes and behaviour in PNG for the common good of everyone, people need to take responsibility for and ownership of social innovations in our diverse society. This can be done through sharing development information, based on hard empirical data, which can be used for nation building and societal strengthening.

Sharing data enhances programmes and rejuvenates ideas. In turn this will keep systems and governance progressing and as new innovations arise in educational opportunities, these will impact directly on the progress of society.

Progress of our society in Papua New Guinea will be fully realized by all literacy stakeholders through collaborative networks, team building through a spirit of ahebou (working together), in all we do for the silent majority, to give every person the opportunity to acquire literacy and numeracy skills, either through the formal or non-formal education arenas.

Therefore, if you can read this, teach someone else to read!



Willie Jonduo

Director,

National Literacy and Awareness Secretariat

Office of Libraries and Archives,

Department of Education

Executive Summary

The overall objective of the Household Literacy Survey was to assess the latest literacy situation, the literacy environment and the use of literacy skills in sample households in Eastern Highlands Province (EHP) and Autonomous Region of Bougainville (ARB) in Papua New Guinea (PNG), in order to provide first-hand information to assist in the revision of the national literacy policy and develop an action plan aimed at accelerating the country's progress towards the Education for All (EFA) literacy goal for 2015.

Using the latest information relating to literacy and households in PNG, adaptations were made to the UNESCO household literacy module to respond to a national need for accurate information on literacy. The areas, households and sample individuals in this survey were identified by paying special attention to various factors, including geography, population groups, languages, culture and income. As PNG has high linguistic diversity, specific attention was given to language issues in literacy acquisition and use in this survey. The data collected in the survey were analysed and categorised to identify salient behavioural traits, issues, factors and levers that can be used in policy-making, planning and implementation of appropriate actions to spread literacy in PNG.

Literacy in EHP and ARB has improved steadily since 2000, but the survey findings indicated persistent gaps in literacy by gender, disability, age-group, language and household income. Reducing such gaps will not only improve equity, but also effectively accelerate overall progress in literacy. Major efforts will be needed to increase literacy (by 13.4 percent) within the coming three to four years to achieve EFA Goal 4, namely to reach the target adult literacy rate of 78 percent by the year 2015.

It is important to preserve the linguistic diversity in PNG while ensuring that an increasing number of people are able to read and write at least one of the official languages. Future language policies and literacy actions will have to bear this in mind.

An examination of the patterns of participation in education revealed a predominant reliance on formal schooling to spread literacy. Most respondents were not aware of the availability of literacy programmes, non-formal education and lifelong learning education programmes in the community, indicative of a need to systematically expand awareness of these opportunities and the number of available programmes. Special attention should be given to developing literacy programmes that facilitate people with disabilities having equal access to education and learning opportunities.

Literacy activities run by local communities and NGOs in local community centres need to be encouraged and supported. Appropriate programmes, including post-literacy courses,

need to be developed to improve the literacy skills of both literates and non-literates. These programmes should encourage more frequent application and use of reading/writing skills. Ensuring the quality of delivery and the relevance of these programmes will be crucial in attracting participation and achieving successful completion.

The survey found that the literacy environment had a bigger impact on literacy levels than wealth. There was more chance that people in good literacy environments derived more benefits from their literacy skills in daily life and work when compared to people from wealthy households. Furthermore, a rich literacy environment was linked to higher literacy skills. The survey found that many households did not have reading materials at home, while among those who had reading materials, around half had fewer than 10 books in their household.

The following practices could be considered as ways of developing the literacy environment: expanding reading practices by making reading materials more available within local communities and households, establishing reading corners in community venues, encouraging public and private initiatives to increase the supply of books, newspapers, etc. within local communities, including book loans and free distribution to households. Proactive actions should be implemented to increase the use of notice boards to further spread reading practices in the community. This would build on the existing and widespread awareness of notice boards and common habit of reading them.

Another finding was that the use of mobile phones was common in the surveyed provinces and there was a growing trend in the use of SMS messaging and the Internet. The use of and interest in this technology (SMS and Internet), as well as audio-visual mediums (television and radio), should be incorporated in the development and delivery of literacy education programmes.

Chapter 1

Introduction

1.1 Context

1.1.1 Population and development in Papua New Guinea

The Papua New Guinea (PNG) National Population and Housing Census of 2000 recorded a total population of 5.19 million, with 48.2 percent female. Almost 87 percent were recorded as living in rural areas. In 2010 the population was estimated to have increased to around 6.5 million, with 40 percent under the age of 15.

PNG is ethnically and linguistically diverse, with 848 languages, of which 836 are living languages.¹ The official languages are English, Tokpisin and Hiri Motu. The vernacular languages are referred to as “Tokples.”²

Papua New Guinea is divided into four administrative regions: Southern Coastal (Papuan) Region, Northern Coastal (Momase = Morobe, Madang and Sepik provinces) Region, Highlands Region, and New Guinea Islands Region. The country has 22 province-level divisions: 20 provinces, one autonomous region (Bougainville) and the National Capital District. Access to rural areas is often difficult, slow and expensive due to rugged terrain and limited transport infrastructure.

Papua New Guinea has made some progress in social development since gaining independence in 1975. Life expectancy increased from 40 years in 1971 to nearly 56 years in 1990, with infant mortality declining from 134/1,000 to 67/1,000 over the same period. In 2011, further improvement was seen with life expectancy increasing to 63 years and infant mortality further decreasing to 45/1,000 live births. The maternal mortality rate remains high at 230/100,000 in 2010.³

In 2006 the gross enrolment rate was 55 percent with a gender parity index (GPI) of 0.84.⁴ A survey carried out by the Department of Education (DoE) in 2006 revealed an average primary school net enrolment rate of 36 percent in 11 provinces.

1 Lewis, M. P., Simons, G. F. and Fennig, C. D. (eds.). 2013.

2 Tokples is a Tokpisin word for the vernacular or indigenous languages spoken in Papua New Guinea.

3 World Bank statistics. <http://data.worldbank.org/indicator> (Accessed 16 May 2013)

4 UNESCO UIS statistics. <http://www.unescobkk.org/index.php?id=3749> (Accessed 30 April 2012)

1.1.2 Literacy rates

The 2000 Population Census noted an improvement in the overall literacy rate from 45.2 percent in 1990 to 56.2 percent in 2000. An assessment of literacy component skills conducted in National Capital District and New Ireland Province in 2007⁵ revealed that 15.6 percent of the survey respondents were literate, 39.4 percent were semi-literate and 45.1 percent were non-literate.⁶ For Papua New Guinea to achieve the Education for All (EFA) literacy goal, the country's adult literacy rate will have to reach 78 percent by the year 2015.⁷

According to the National Population and Housing Census 2000, the 56.2 percent adult literacy rate in PNG was accompanied by a marked disparity between male (at 61.2 percent) and female (at 50.9 percent) literacy rates (Table 1). There was also a huge disparity between urban and rural literacy rates. Urban literacy was a little more than 86 percent (83 percent for females) whereas it was less than 52 percent (46.3 percent for females) in rural areas.

Disparity in literacy rates was also be seen among the main languages, with English (40.4 percent), Tokpisin (45.2 percent), Tokples (41.7 percent) and Hiri Motu (5 percent).

Table 1: Literacy rate of citizen population aged 15 years and above by language, sex and sector

Literacy	All PNG			Urban			Rural		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total	56.2	61.2	50.9	86.2	88.6	83.3	51.7	56.8	46.3
Literate in English	40.4	45.4	35.0	74.6	78.3	70.2	35.2	40.1	30.0
Literate in Tokpisin	45.2	51.0	38.9	76.6	80.5	72.0	40.4	46.3	34.2
Literate in Hiri Motu	5.0	6.0	4.0	17.0	18.2	15.7	3.2	4.0	2.4
Literate in Tokples	41.7	45.4	37.7	62.5	65.2	59.4	38.5	42.3	34.0

Source: Population Census 2000

A key concern is that the number of illiterate adults has been increasing in PNG. Around the year 2000, the country had 1,351,000 illiterate adults. By 2008, this number had increased to 1,618,000.⁸ Disparity between male and female literacy is another issue of concern.

The data indicates that PNG is not in line with Section 2 (11) of the National Constitution, which calls for equality and participation and states that "all persons and governmental bodies

5 UNESCO UIS statistics. <http://www.unescobkk.org/index.php?id=3749> (Accessed 30 April 2012)

6 Non-literate is defined as being able to: read simple words or write simple words, or count objects, or use these skills in everyday life; semi-literate is being able to: read simple words and sentences, write an understandable simple sentence or two with mostly accurate spelling, count objects and perform basic calculations and use these skills in a limited way in everyday life; literate is being able to: read and comprehend text with ease, write complete simple sentences with correct spelling, count objects and perform calculations and use these skills in everyday life. ASPBAE and PEAN, 2007. p.22.

7 UNESCO Institute for Lifelong Learning, 2012.

8 UNESCO Institute for Lifelong Learning, 2012.

to endeavour to achieve universal literacy in Tokpisin, Hiri Motu or English and in Tokples or *ita eda tano gado*.” Furthermore, if this trend continues, PNG will most likely miss EFA Goal 4, which aims at achieving a 50 percent improvement in literacy in all member countries by the year 2015.

1.2 Household Literacy Survey 2011

1.2.1 Introduction

Acquisition and use of literacy skills can be strongly influenced by context at the community and household levels, the “literacy environment,” or rather the lack of an environment conducive to encouraging literacy. Knowledge of literacy environments and behaviour can help to design more effective literacy policies, plans and actions to spread literacy. The lack of timely and reliable data has always been an issue in literacy policy-making in PNG, however. Prior to the Household Literacy Survey of 2011, literacy data in PNG did not measure the level of mastery and use of various literacy skills in the population. In addition to this, data was not available regarding household access to reading materials and learning venues, and how literacy skills were used by the population in daily life, from simple reading to producing documents.

Recognizing the need for better data on the literacy environment and behaviour, Regional Office of the UNESCO Institute for Statistics – Assessment, Information Systems, Monitoring and Statistics (UIS-AIMS) Unit at the UNESCO office in Bangkok developed a method for collecting data on the literacy environment and literacy use⁹ using household surveys. This method was applied to designing and conducting a sample household literacy survey, organized under the UNESCO Capacity Development for Education for All (CapEFA) programme, in two provinces of Papua New Guinea, Eastern Highlands Province (EHP) and Autonomous Region of Bougainville (ARB), in 2011. EHP and ARB were selected for the survey and some other activities of the CapEFA programme mainly because the United Nations system had sub-offices set up in these two areas and assistance from the sub-offices could be explored.

The survey was jointly coordinated by the National Statistical Office (NSO) and the National Literacy and Awareness Secretariat (NLAS) of the DoE. The NSO provided technical support in sample selection, training of enumerators, and collection and entry of the data. A national team of experts in surveys and literacy was established consisting of representatives from the NSO, NLAS, University of PNG and non-governmental organizations (NGOs), to guide the development of an appropriate research design and to address issues related to validity and reliability of the survey. The team members are listed below:

9 UNESCO, Bangkok, 2008

Name	Organization
Boe Douna	National Statistical Office
Francesca Tinabar	National Statistical Office
Serrah Nao	National Statistical Office
Vagi Guba	National Statistical Office
Willie Jonduo	National Literacy and Awareness Secretariat
Nicholas Nembo	National Literacy and Awareness Secretariat
Maggie Guria	National Literacy and Awareness Secretariat
Matilda Parau	YWCA
Andrew Angoba	PNG National Commission for UNESCO
Sakarape Kumine	University of Papua New Guinea
Patricia Paraide	National Research Institute
Pala Wari	PNG UNESCO Antenna Office

This report analyzed the data collected through this collaborative effort in conducting the household literacy survey. The aim was to highlight the main findings, patterns, trends and issues that can inform policies and decisions aimed at promoting literacy in Papua New Guinea.

1.2.2 Objectives

The overall objective of this survey was to assess the latest literacy situation, the literacy environment and use of literacy in sample households in EHP and ARB to provide first-hand information to support literacy policy renewal and action planning, particularly aimed at accelerating the country's progress towards achieving the EFA literacy goal for 2015.

More specifically, the technical objectives of this survey were:

- To design a conceptual framework for conducting a household literacy survey in EHP and ARB.
- To conduct the household literacy survey adopting the UNESCO literacy module.
- To prepare, produce and disseminate a literacy survey report at the national level.

1.2.3 Method

1.2.3.1 Adaptation of the household literacy survey module

As noted above, the survey design was based on the UNESCO regional guide on household literacy surveys. Based on the latest information regarding literacy and households in Papua New Guinea, appropriate adaptations were made to the UNESCO household literacy module. The national team responsible for this survey examined various relevant surveys and literacy practices to identify the areas, households and individual samples to be covered by the survey, while ensuring maximum representation in terms of geography, population groups, languages, culture, income, time period and policy priorities. As PNG has a high linguistic diversity, specific attention was given to language issues in literacy acquisition and use in this survey.

1.2.3.2 Sampling designing and selection

The sampling design used by the National Statistical Office to conduct national household surveys was applied in selecting the household samples for this literacy survey. Using the 2000 census unit frame, a two stage cluster sampling design was used to select a sample size of 190 households in each province. In selecting the sample size, careful consideration was given to the inclusion of diverse population groups and communities in the survey.

The selected census units were checked against the 2010 census frame to confirm their existence. The second level of selection was done based on the latest census units listing exercise conducted for the 2010 census. Consistent with the national distribution of 85 percent of the population residing in rural areas, the sample sizes for census units and households were as follows:

- A total of 15 census units per province – 12 rural and 3 urban
- 15 households per census unit in urban areas and 12 households per census unit for rural areas

The sample selected list for census units for the two surveyed provinces is given in Annex 1. During the actual data collection, the survey was able to collect data from only 203 households from EHP and 59 households in ARB (262 households in total).

In designing the survey it was assumed that household structures, main occupations and income levels will not change dramatically in the coming few years.

1.2.3.3 Piloting of instruments and data collection

The survey instruments were piloted in National Capital District and Central Province. Based on the findings, the questionnaires were revised and finalised, and the survey administration and logistics arrangements adjusted. Actual field data collection in the two provinces was conducted in March and April 2011.

A total of 15 personnel were engaged as the research team for the survey. The research team members were trained as interviewers for the survey. In addition, a provincial team leader was engaged from each of the provinces, and ten personnel were engaged in each province as guides to find the households.

1.2.3.4 Obtaining consent

To streamline data collection and generate support at the local level, authorization was obtained from the two provincial governments for the survey. After getting authorization, the responsible provincial survey team leaders were instructed to communicate with the respective district administrators as well as the wards and census unit/village councillors.

The contact point in each village was the village councillor. The team members visited the councillors and explained to them the purpose of their visit. Prior to interviewing the households and individuals, verbal consent was also obtained from the heads of the households.

1.2.3.5 Data collection instruments

Data collection was done using paper-based forms. Two survey forms were developed to collect data relating to the household literacy environment and how individual literacy skills were utilized.

- Form 1: Household Form (see Annex 2)
- Form 2: Individual Form (see Annex 3)

For each of the selected households, the household head or a representative was interviewed using the household form to collect information on household characteristics and the availability of reading materials and access to reading materials and centres in the community. The household form recorded the total number of eligible members aged 15 and above, and the individual form was used to interview all eligible members of the household on their educational attainment, literacy skills behaviour, languages spoken, literacy acquisition and use, etc. A total of 498 individuals were interviewed in the 262 surveyed households.

All the data collection packs (including the cover letters, instructions, forms and the guidelines document) were collated and printed by the NSO. These were taken by the survey teams to the two provinces. All completed forms were checked and returned directly to the NSO and the data entry and preliminary analysis was undertaken by the staff of the NSO. The data entry was done using the Census and Survey Processing System (CSPRO) 4.1. After entering all the data, it was transferred to the Statistical Package for the Social Sciences (SPSS) for more in-depth data analysis to generate information for the report.

1.2.4 Data analysis

The data collected during the household literacy survey 2011 were analyzed in detail in three parts:

1. Household characteristics and literacy environment.
2. Reading and writing abilities and use of literacy skills among sample household members.
3. Profiles of illiterates and their needs.

In addition, the patterns of respondent use of reading and writing literacy skills were examined in relation to household Wealth Quintiles (WQ) and Literacy Environment Quintiles (LEQ) (see more details in Annex 4).

These analyses helped to identify salient behavioural traits, issues, factors and levers that can be used in policy-making, planning and implementation of appropriate actions to spread literacy in Papua New Guinea.

1.2.5 Limitations

The survey was conducted in only two of the country's 22 provinces: EHP and ARB. Originally, the sample was designed to collect data from around 380 households from the two provinces, covering 190 households in each. The actual survey collected data from 262 households in total: 203 households in EHP and 59 households from ARB. The survey team was unable to collect data from rural areas of ARB for technical reasons and because of geographical factors. As the reader will see in the analysis, the findings and patterns were quite different in the two provinces. The data analysis and conclusions for ARB did not represent the rural areas as the data was drawn only from urban areas. Therefore, caution must be exercised when trying to generalize and draw conclusions from the survey results, especially at the geographical level.

Chapter 2

Households

2.1 Household characteristics

Of the 262 households surveyed, 203 households were from four districts in EHP and 59 households from two districts in ARB (Table 2). Some 57 percent of households were from rural areas and 43 percent of households from urban areas.

Table 2: Percentage of sample households in EHP and ARB by district

District	EHP N=203 %	ARB N=59 %	Total N=262 %
Goroka	50.2	0.0	38.9
Henganofi	7.4	0.0	5.7
Lufa	12.8	0.0	9.9
Unggai/Benna	29.6	0.0	22.9
North Bougainville	0.0	86.4	19.5
Central Bougainville	0.0	13.6	3.1
TOTAL	100.0	100.0	100.0

Among the surveyed households, four main languages were spoken: English, Tokpisin, Hiri Motu and Tokples.¹⁰ Tokpisin was spoken in more than two-thirds (67.6 percent) of all the sample households, and Tokples in more than a quarter (28.5 percent) of them. English was spoken in 3.5 percent of the sample households and Hiri Motu in only one sample household (Table 3). The two sample provinces differed considerably in terms of languages spoken at home, with Tokpisin used in more than 75 percent and Tokples used in almost 20 percent of households in EHP as a common language for family conversation. More than 62 percent of households in ARB used Tokples as a common language, and only 37.7 percent used Tokpisin.

10 According to Lewis, M. P., Simons, G.F. and Fennig, C.D. (eds.). 2013, 29 vernacular languages are spoken in EHP and 30 vernacular languages are spoken in ARB.

Table 3: Percentage of sample households in EHP and ARB, by language spoken in family

What language is commonly used in family conversation?	EHP N=203 %	ARB N=53 %	Total N=256 %
English	4.4	0.0	3.5
Tokpisin	75.4	37.7	67.6
Hiri Motu	0.5	0.0	0.4
Tokples	19.7	62.3	28.5
TOTAL	100.0	100.0	100.0

Main sources of income, annual income and household assets

Almost half of the households in both provinces reported “Agriculture/Fishing/Hunting” as their main source of income. “Government, Public Service” came next, with 19.2 percent and 34 percent in EHP and ARB households respectively. Income from “Private Company/Business” was cited by 18.9 percent of households in ARB, but only 5.9 percent in EHP, where 14.8 percent of the households derived income from the “informal sector”, plus smaller but non-negligible percentages from remittances and other sources (Table 4).

Table 4: Percentage of households in EHP and ARB by main source of income

What is your household's main source of income?	EHP N=203 %	ARB N=53 %	Total N=256 %
Government, Public Service	19.2	34.0	22.3
Private Company /Business	5.9	18.9	8.6
State Owned Enterprise	0.5	0.0	0.4
NGO/humanitarian/Church/Volunteer	3.0	0.0	2.3
Agriculture/Fishing/Hunting	47.8	47.2	47.7
Informal Sector	14.8	0.0	11.7
Royalties /Pensions/Retirement benefits	0.5	0.0	0.4
Family, Friends, Remittances	5.4	0.0	4.3
Other (specify)	3.0	0.0	2.3
TOTAL	100.0	100.0	100.0

As a whole, the sample households were quite evenly distributed in terms of annual income. But the sample in ARB was skewed towards high-income households, with 58.5 percent of the sampled households earning over 5,000 Kina (K) and zero in the “up to K100” bracket (Table 5). Only about 25 percent of households in EHP had an income over K2,000, compared to 71.7 percent of households in ARB.

Table 5: Percentage of households in EHP and ARB by household's annual income

What would be the Household's annual income?	EHP N=202 %	ARB N=53 %	Total N=255 %
Up to K100	12.9	0.0	10.2
K101.00 – K500	21.3	9.4	18.8
K501.00 – K1,000	23.8	1.9	19.2
K1,001.00 – K2,000	17.3	17.0	17.3
K2,001.00 – K5,000	14.4	13.2	14.1
Over K5,000	10.4	58.5	20.4
TOTAL	100.0	100.0	100.0

A total of 28 items were included in the household assets list, which was divided into four groups: basic (9 items), intermediate (8 items), luxurious (5 items) and very luxurious (6 items) (see Annex 5 for lists of items in each category). It was found that 18 percent of households in EHP and 39 percent in ARB had the "basic" household assets. Only 10 percent of households in EHP and around 26 percent of households in ARB had "very luxurious" household assets (Table 6).

Table 6: Percentage of households in EHP and ARB by household assets

Household assets	EHP N=203 %	ARB N=53 %	Total N=256 %
Basic	18.3	39.2	22.6
Intermediate	14.0	37.5	18.9
Luxurious	4.6	18.1	7.4
Very Luxurious	9.9	26.1	13.2
Literacy (ICT indicator)	25.1	48.8	30

Among household assets, an indicator of literacy was developed using seven information and communication technology (ICT) items (television, video cassette recorder, cassette player/CD/DVD, camera/video/digital camera, computer (desktop/laptop), telephone (landline/mobile/satellite) and radio. It was found that 25 percent of households in EHP and 49 percent of households in ARB had assets relating to literacy.

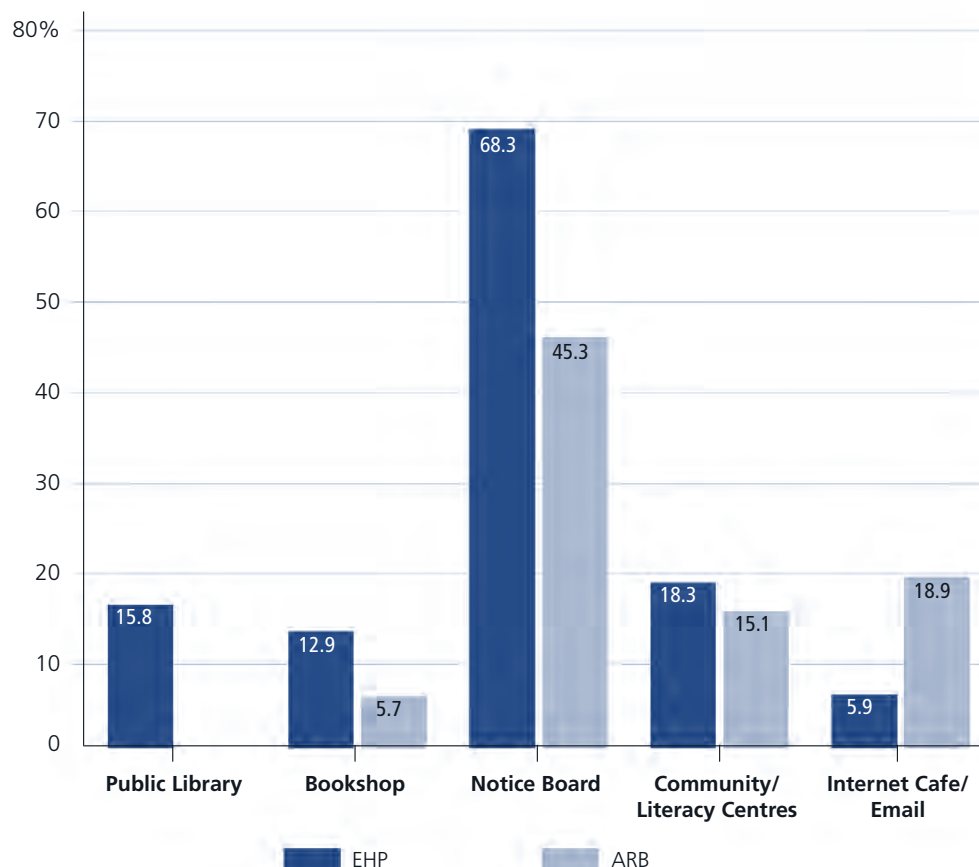
2.2 Household access to learning venue in the community, by province

An important focus of this survey was related to household access to literacy learning venues and reading materials. This section reviews this access in relation to the household characteristics described in Section 2.1.

2.2.1 Access to learning venues

The responses reflected the presence of literacy enabling and learning facilities in the community. When interviewed, almost two-thirds (63.5 percent) of heads of all the sample households declared that they had access to notice boards in the community (68.3 percent in EHP and 45.3 percent in ARB). Access to community centres and literacy centres ranked second, with 17.6 percent overall and 18.3 percent in EHP and 15.1 percent in ARB. In the EHP, 15.8 percent of the sample households had access to public libraries, but no households had such access in ARB according to the responses of heads of households. Access to bookshops showed a similar difference between EHP and ARB, at 12.9 and 5.7 percent, respectively. It is interesting to note that 18.9 percent of households in ARB had access to internet cafés and email, whereas such access was much lower in EHP – at 5.9 percent (Figure 1). This can be partly explained by the fact that the sample households in the ARB were from urban areas only, whereas the sample from EHP covered both rural and urban locations (see Section 1.3.7).

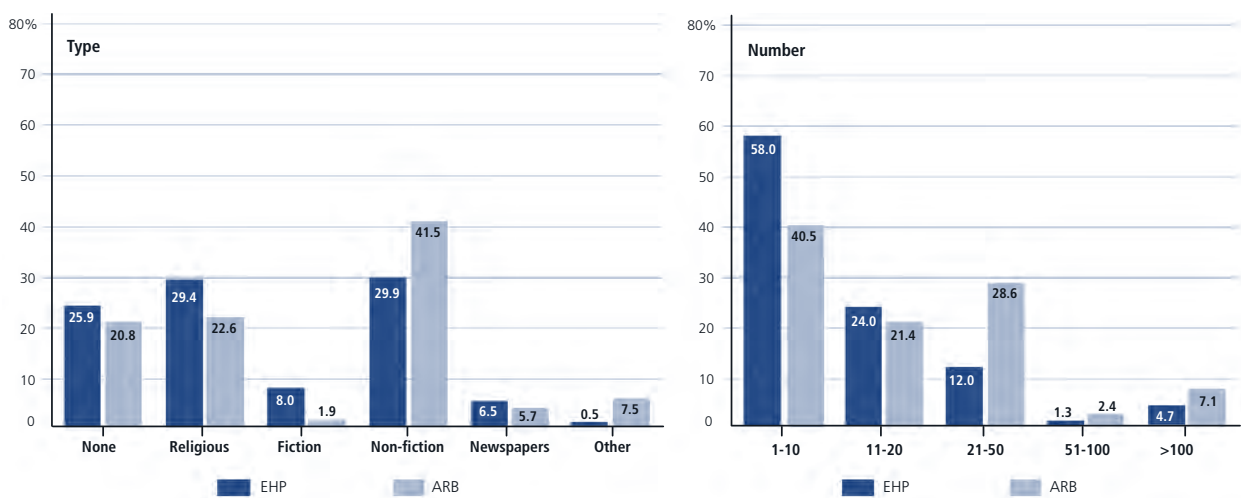
Figure 1: Household access to learning venues in the community, by province



2.2.2 Access to reading materials

Among all the sample households, almost a quarter (24.8 percent) did not have any reading materials (25.9 percent in EHP and 20.8 percent in ARB). Non-fiction materials (educational, text books, fact books/encyclopaedia) appeared to be the leading type of reading materials available, with 32.3 percent of the sample households having these (29.9 percent in EHP and 41.5 percent in ARB). The influence of religion in PNG could be seen with 28 percent of all sample households having religious reading materials (29.4 percent in EHP and 22.6 percent in ARB). Fiction material and newspapers were present in about 6 percent of the surveyed households (Figure 2).

Figure 2: Household access to reading materials, by type, number and province



Among the households with reading material, around half (54.2 percent overall) had between 1 and 10 such materials; 58 percent in EHP and 40.5 percent in ARB. Households with between 11 and 20 reading materials accounted for 23.4 percent overall. Households with 21 to 50 reading materials represented 15.6 percent of the total, and the percentage was much higher in ARB (28.6 percent) than in EHP (12 percent). Only 1.6 percent of households had between 51 and 100 reading materials, and 5.2 percent of households had over 100 reading materials (4.7 percent in EHP and 7.1 percent in ARB).

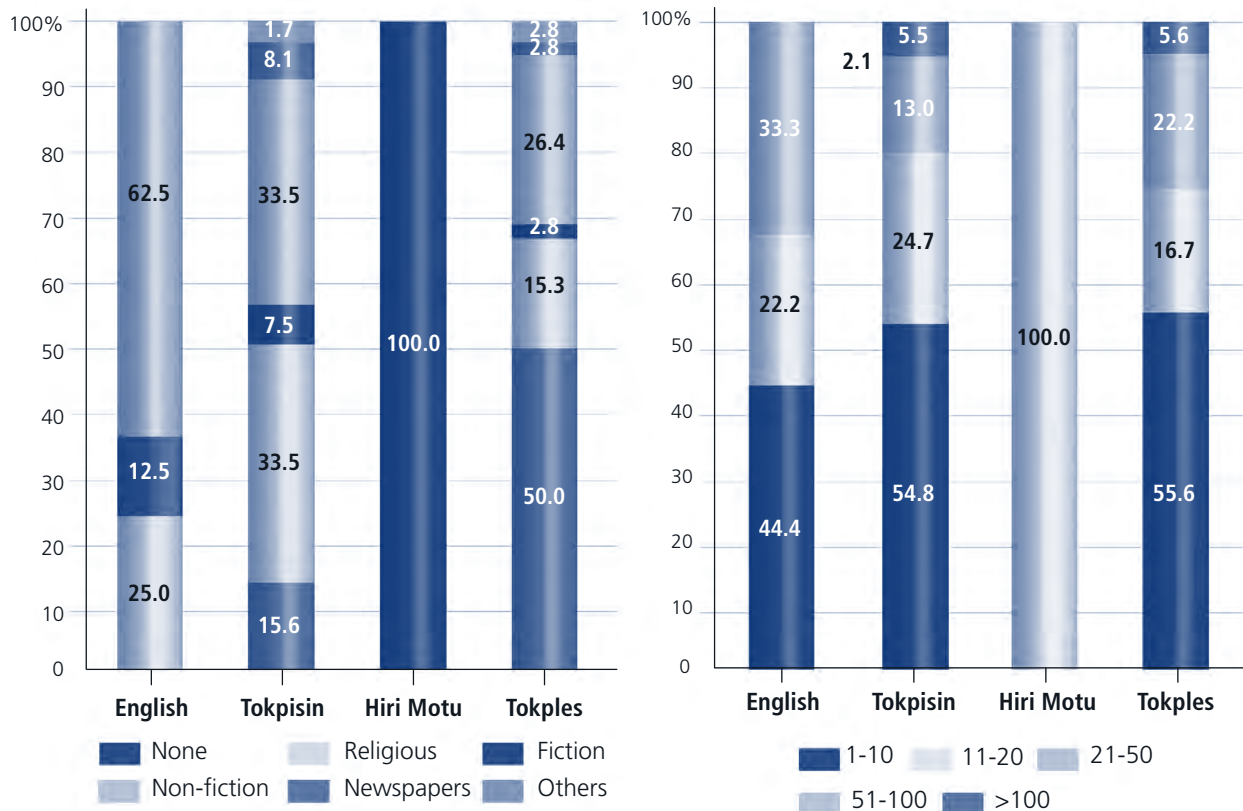
2.2.2.1 Access to reading materials and learning venues by language used in household

Household access to reading materials and learning venues in EHP and ARB varied considerably according to the language used in family conversation. Figure 3 below shows that households that use English for family conversation always had some reading materials (zero households of this type had "none"), whereas half (50 percent) of Tokples-speaking households and 15.6 percent of Tokpisin-speaking households did not have any reading material.

Among the eight English-speaking households in the sample that responded to this question, 63 percent reported having mostly non-fiction reading materials (educational, text books, fact books/encyclopaedias), 25 percent had mostly religious reading materials and 12.5 percent had mostly fiction reading materials. Similarly, non-fiction and religious material were the main reading

materials in the 173 Tokpisin-speaking households, accounting each for a third (33.5 percent) of the households. More than 26 percent of the 72 Tokples-speaking households had non-fiction reading materials, and 15.3 percent had religious reading materials. The only Hiri Motu-speaking household in the sample declared having mostly fiction reading material (Figure 3).

Figure 3: Household access to reading materials by type and numbers, by household language

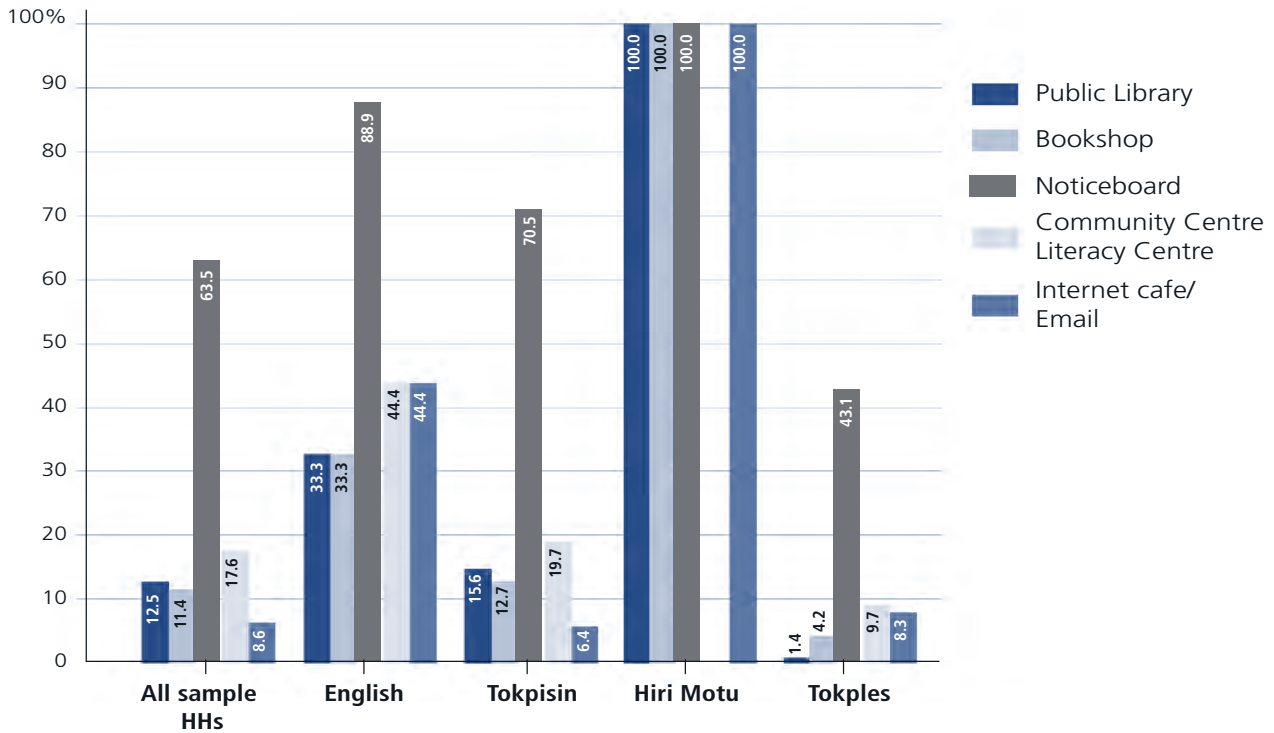


As shown in Figure 3 above, around half (between 44.4 and 55.6 percent) of households in the three main language groups had between 1 and 10 reading materials. Households possessing between 11 and 20 reading materials accounted for 22.2 percent of the English-speaking households, 24.7 percent of Tokpisin-speaking households, and 16.7 percent of Tokples-speaking households. The only Hiri Motu-speaking household also possessed 11 to 20 reading materials. One-third of English-speaking households had more than 20 reading materials, as compared to 27.8 percent among Tokples-speaking households and 20.6 percent of Tokpisin-speaking households. 5.5 percent of the Tokpisin-speaking and Tokples-speaking households reported having more than 100 reading materials. Thus, the patterns in terms of the number of reading materials held by households were somewhat similar among the language groups.

Almost two-thirds (63.5 percent) of all the sample households confirmed they were aware of notice boards in the community. Apart from the only Hiri Motu-speaking household, 88.9 percent of English-speaking households and 70.5 percent of Tokpisin-speaking households knew they had notice board facilities in their communities, whereas only 43.1 percent of Tokples-speaking noted the availability of notice boards locally.

Less than 20 percent of all sample households confirmed their awareness of other literacy enhancing or learning venues in their communities such as public libraries, bookshops, community centres/literacy centres and internet café/email. The English-speaking and Hiri Motu-speaking households showed somewhat different patterns of awareness but this may be partly due to their relatively smaller sample sizes (Figure 4).

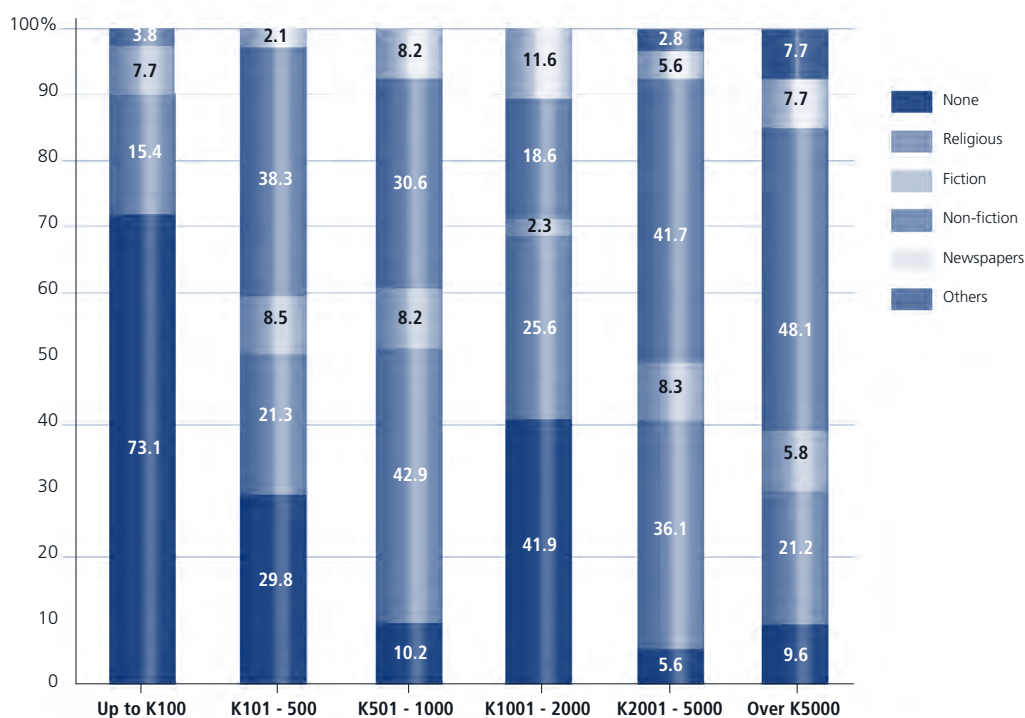
Figure 4: Perceived availability of learning venues in the community, by household language



2.2.2.2 Household access to reading materials and learning venues, by income level

The data collected in the household literacy survey found that there was a strong linkage between household annual income and access to reading materials and learning venues. Almost three-quarters (73.1 percent) of sample households with an annual income up to K100 did not possess any reading materials (Figure 5). This percentage was significantly lower (29.8 percent) among households earning K101 – K500 per annum and even lower percentages were seen for households of each higher annual income group, with the exception of those within the K1,000 – K2,000 range, of which 41.9 percent declared not having any reading materials.

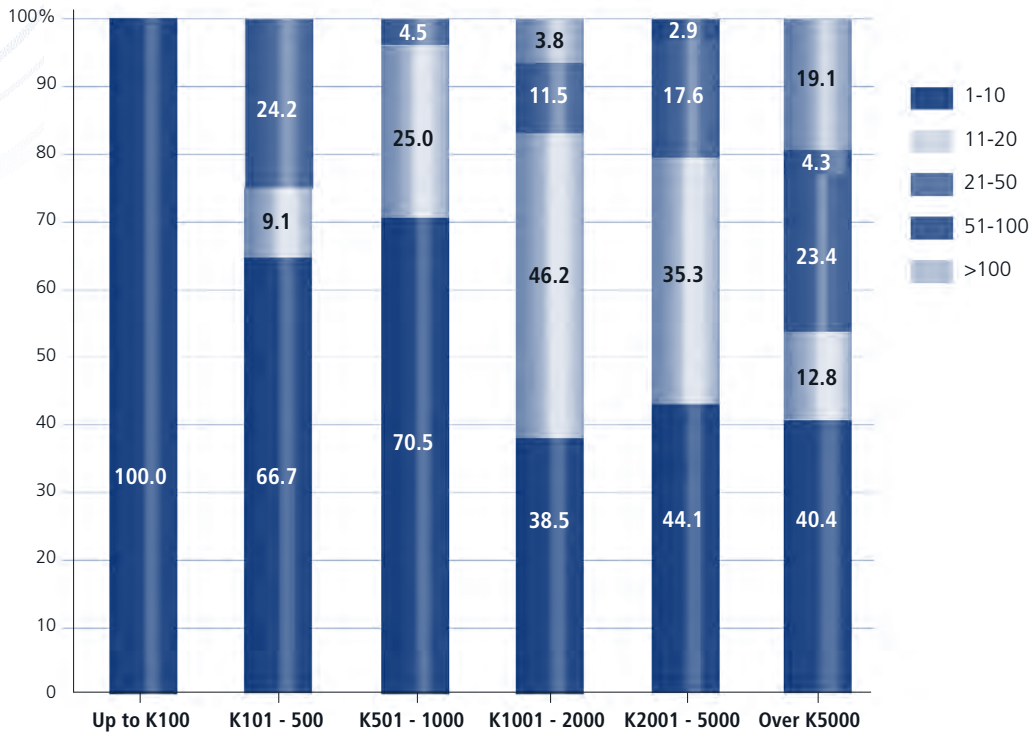
Figure 5: Availability of literacy materials, by type and household income level



Among various types of reading materials, religious and non-fiction materials appeared to be most available across all income levels. Taken together, religious and non-fiction reading materials were available in more than half of the households, except households with annual incomes of up to K100 and between K1,001 and K2,000. Between 2.1 and 11.6 percent of households declared having fiction reading material and/or newspapers as the most available reading materials.

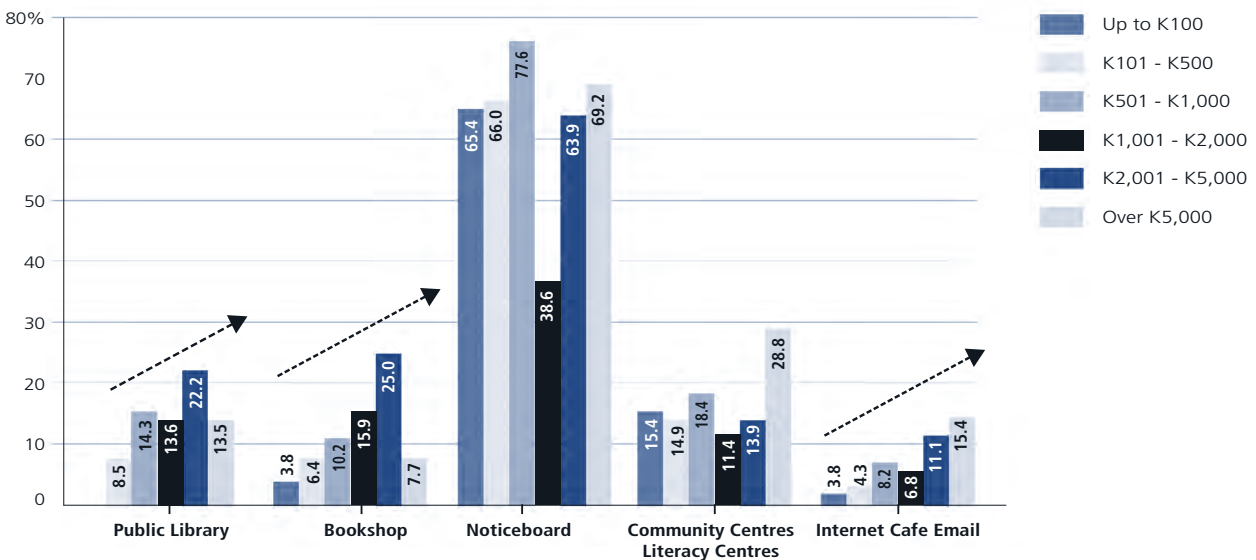
Income levels were closely related to the number of reading materials at home. Among the sample households which reported having reading materials, all of those with annual incomes of up to K100 had only between 1 and 10 reading materials (Figure 6) while households with higher incomes had more reading materials. One quarter (25 percent) to almost half (46.2 percent) of middle income households (K501 – K5,000) had between 11 and 20 reading materials. The percentage of households with between 21 and 50 reading materials was higher with each higher income level above K500 per annum. Almost one-fifth (19.1 percent) of households with annual incomes of more than K5,000 had more than 100 reading materials.

Figure 6: Availability of reading materials in households, by number and income level



Household awareness of available literacy enabling and learning venues in the community also increased with income level. As illustrated in Figure 7 below, the percentage of households with knowledge about available learning venues increased as their income bracket increased, particularly in regard to awareness of public libraries, bookshops and Internet cafés/email. It is interesting to note, however, that knowledge about local public libraries and bookshops was lower among the richest households (with more than K5,000 annual income), but relatively higher with regard to notice boards, community/literacy centres and internet cafés and email. The percentage of households that knew about notice boards was high among all income categories, except for those households with annual incomes of between K1,001 and K2,000.

Figure 7: Perceived availability of learning venues in the community, by type and income level



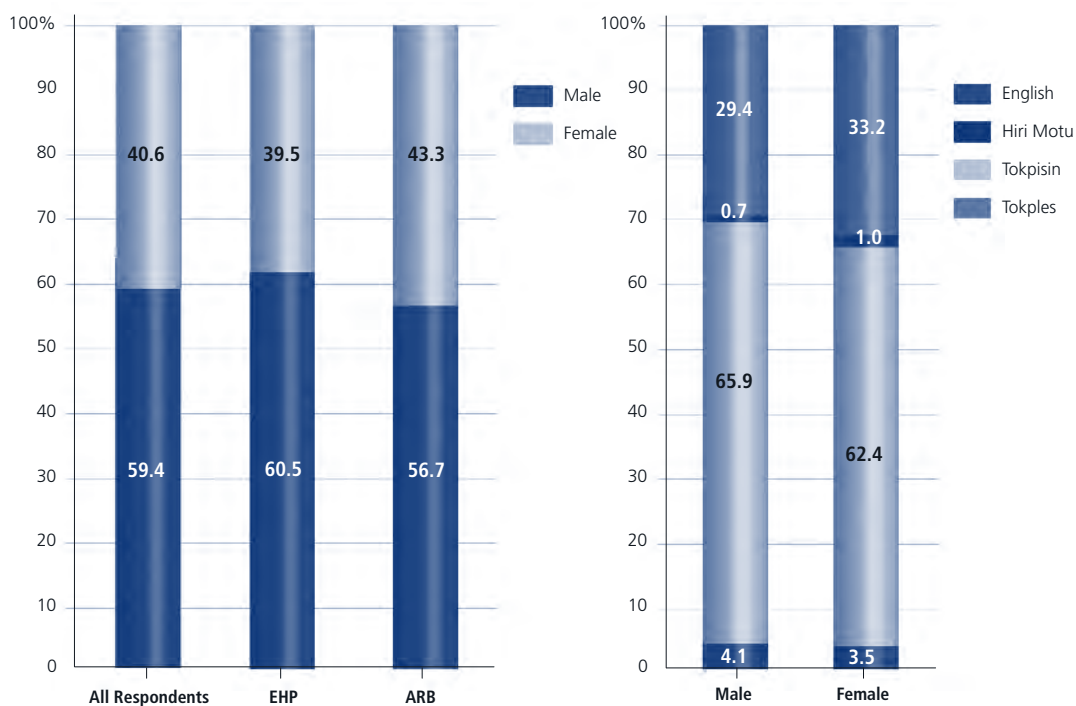
Chapter 3

Individuals

3.1 General characteristics of the individuals surveyed

Of the 498 individuals from the households that responded to the 2011 household literacy survey, 59.4 percent were male and 40.6 percent were female. The male-female ratio was 60.5:39.5 in the EHP, and 56.7:43.3 in ARB. EHP accounted for 71.7 percent of the total sample individuals, and ARB the remaining 28.3 percent (Figure 8).

Figure 8: Percentage of respondents, by sex, province and household language

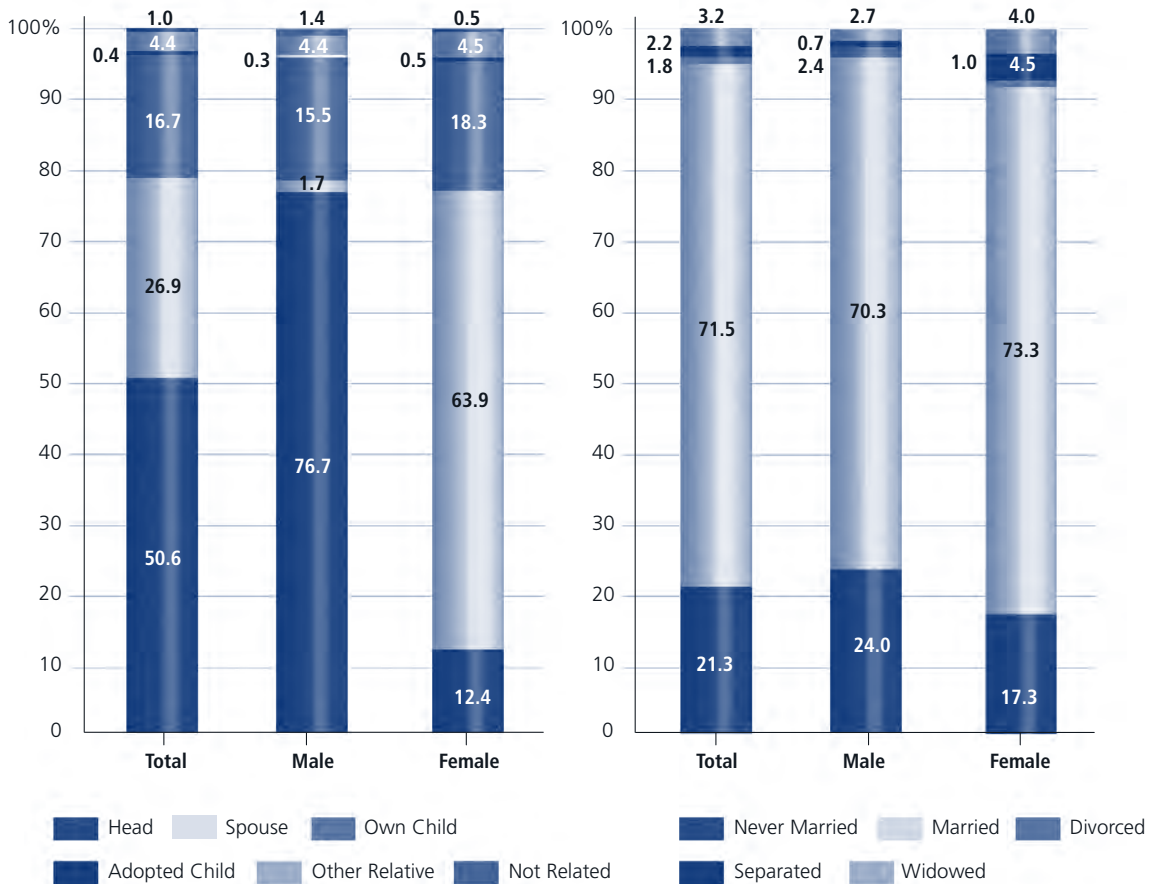


Tokpisin-speakers constituted the largest language group among the surveyed individuals, accounting for 65.9 percent of males and 62.4 percent of females (Figure 8). Tokples-speakers were the next numerous, with 29.4 percent and 33.2 percent respectively for males and females. The corresponding proportions for English-speakers were 4.1 percent and 3.5 percent. Hiri Motu-speakers represented only about 1 percent of the total sample.

Half (50.6 percent) of the respondents were the heads of households and 26.9 percent were their spouses (Figure 9). It is interesting to note that 12.4 percent of the female respondents were heads of households, while only 1.7 percent of the male respondents were declared as the "spouse". Children of the heads of the households made up 16.7 percent of the respondents and the remaining 4.4 percent were other relatives.

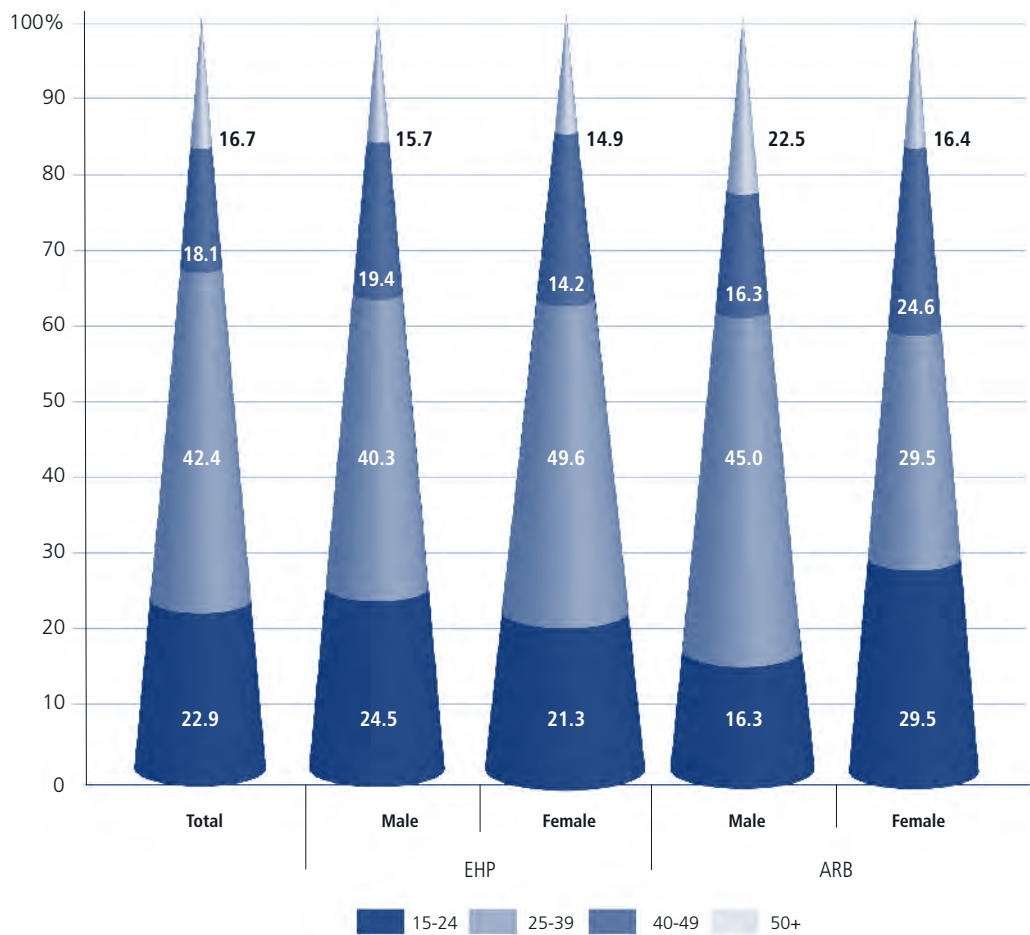
The marital status of the sample respondents showed that 70.3 percent of males and 73.3 percent of females were married, whereas 24 percent of males and 17 percent of females had never been married, many of whom belonged to younger age-groups. Respondents who were divorced, separated, or widowed accounted for 1.8 to 3.2 percent of the total (Figure 9).

Figure 9: Percentage of respondents, by sex, relationship with household head and marital status



The biggest age-group in the sample were respondents aged 25-39 years old, who accounted for more than two-fifths (42.4 percent) of the total. Respondents aged 15-24 years old were the next largest group, accounting for around 23 percent of the total. Together these two age-groups represented more than two-thirds of the sample individuals. The 40-49 age group represented 18.1 percent and those aged 50 years and above accounted for 16.7 percent of the total (Figure 10). The patterns by sex and by province were similar.

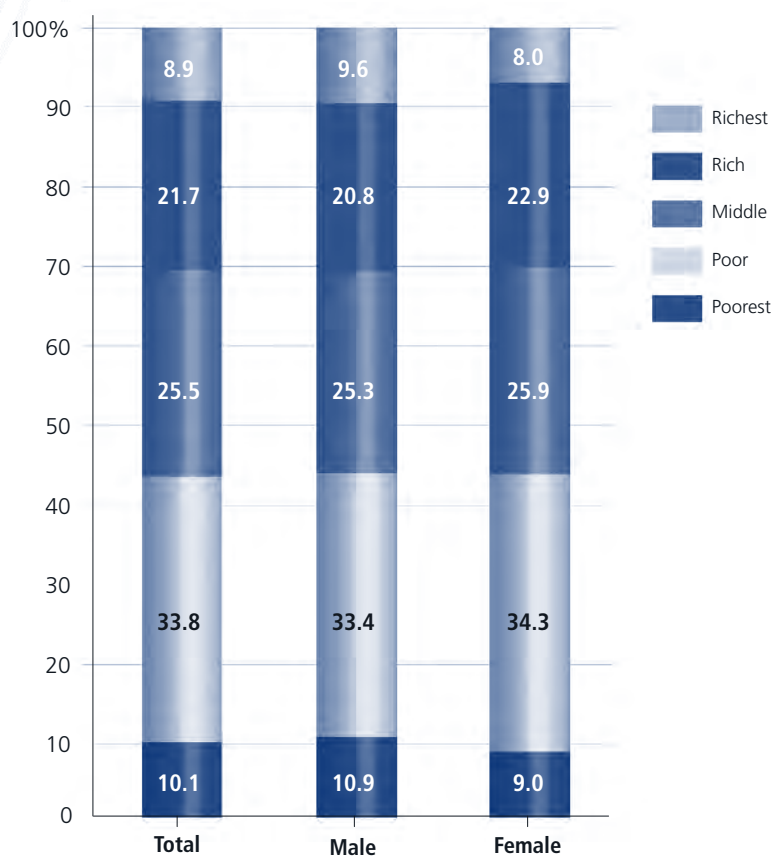
Figure 10: Percentage of respondents, by age-group, by sex and by province



3.1.1 Economic characteristics

Ten percent of respondents belonged to the “poorest” household wealth quintile (WQ). More than one-third (33.8 percent) were in the “poor” quintile (Figure 11). Slightly more than a quarter (25.5 percent) were in the “middle” quintile, and 21.7 percent were in the “rich” quintile. The “richest” quintile represented less than one-tenth (8.9 percent) of the respondents. There were only minor differences between male and female respondents.

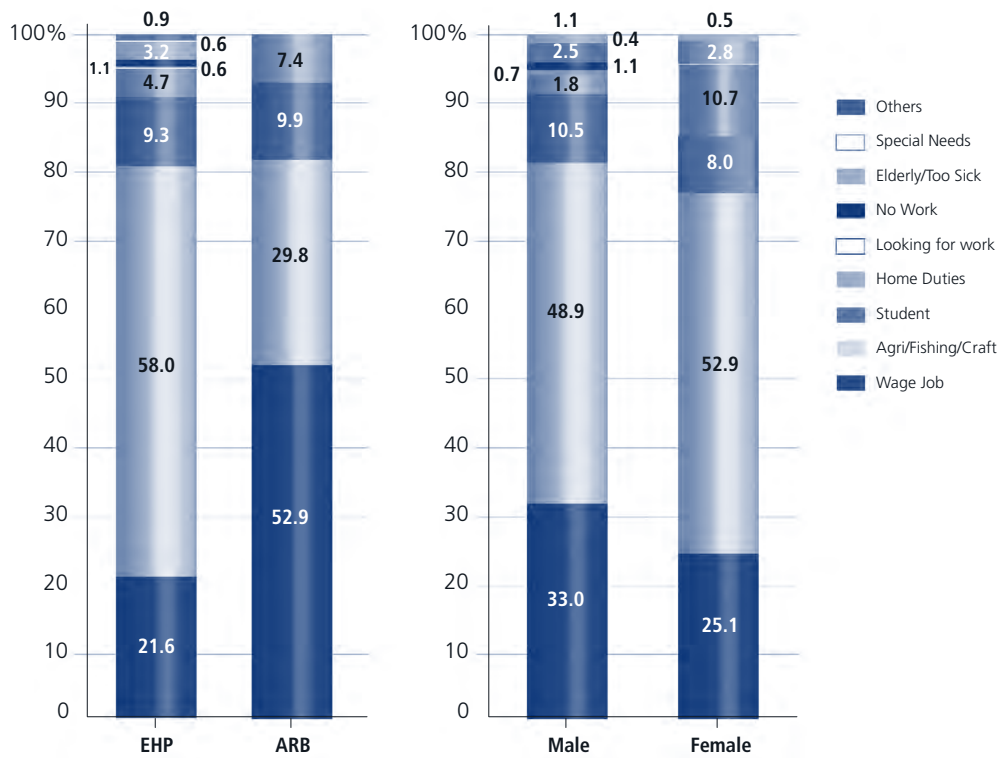
Figure 11: Percentage of respondents, by household wealth index and by sex



Work status differed markedly between respondents in EHP and ARB, and by sex. The majority of EHP respondents (58 percent) worked in agriculture, fishing and crafts, with 21.6 percent in waged jobs (Figure 12). The work patterns in ARB showed the reverse, with 52.9 percent of individual respondents in waged jobs and 29.8 percent in agriculture, fishing and crafts. In both provinces, about one-tenth (9.3 percent in EHP and 9.9 percent in ARB) of the respondents were students, and individuals working on home duties accounted for 4.7 and 7.4 percent of the respondents (EHP and ARB respectively) in the two provinces.

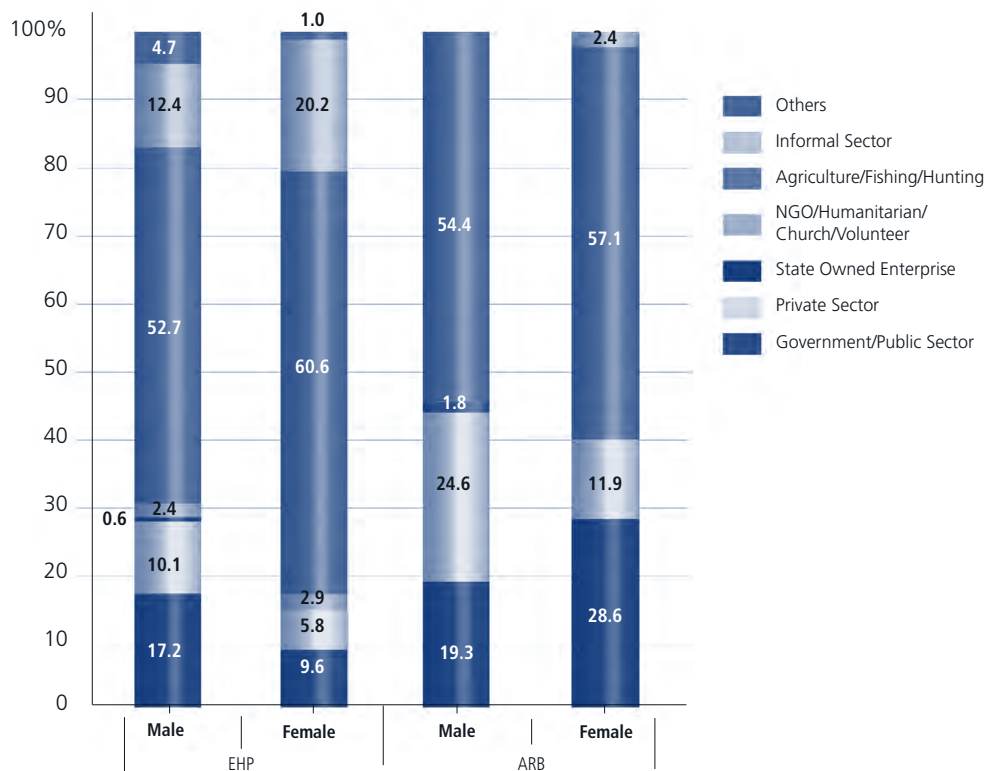
Except for the distinctively higher percentage (10.7 percent) of female respondents in home duties, work patterns were similar between the two sexes, though with a higher percentage of males in waged jobs (33 percent) than females (25.1 percent), and a lower percentage of males (48.9 percent) than females (52.9 percent) in agriculture, fishing and crafts. More than one-tenth (10.5 percent) of male respondents were students, whereas female students represented only 8 percent of females respondents. For both sexes, those respondents who were elderly or too sick to work accounted for slightly more than 2 percent.

Figure 12: Occupations, by province and by sex



The majority of respondents worked in agriculture, fishing and crafts in both EHP and ARB and for both sexes, with the highest percentage of 60.6 percent for females in EHP and the lowest percentage of 52.7 percent for males in the same province (Figure 13). Together with jobs in the informal sector and others, they accounted for more than four-fifths of the respondents in EHP.

Figure 13: Occupations of respondents, by province and by sex

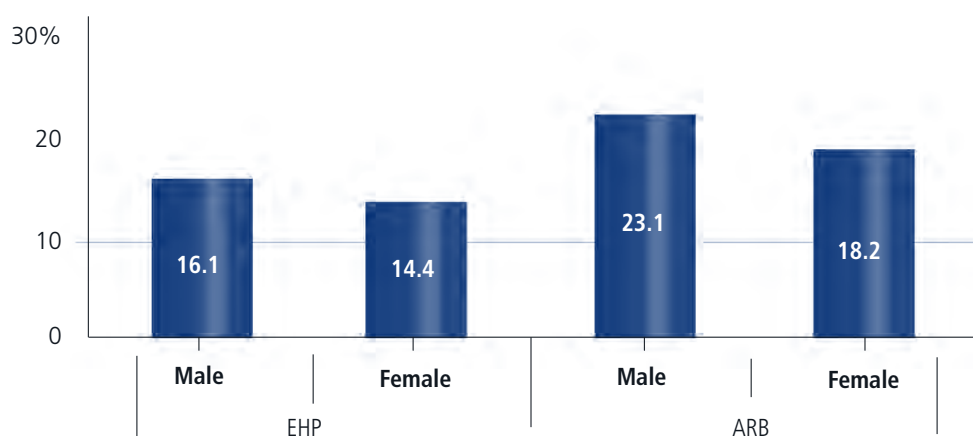


In the ARB more than half of the respondents of both sexes worked in agriculture, fishing and crafts (54.4 percent for males and 57.1 percent for females). The share of waged jobs in both the public and private sectors as well as in state enterprises and NGOs taken together surpassed 40 percent in ARB, as compared to less than 30 percent in EHP. In particular, a very high percentage of female respondents from ARB worked in the government/public sector (28.6 percent) which was three times the level in EHP (9.6 percent). This may reflect the fact that the ARB respondents were all from urban areas.

3.1.2 Disabilities

A total of 16.8 percent of the respondents had some kind of disability. The percentage of disabled people, both male and female, was higher in ARB compared to EHP. There was a 7 percent difference for males with disabilities and a 4 percent difference for females with disabilities between ARB and EHP (Figure 14).

Figure 14: Percentage of disabled respondents, by sex and province



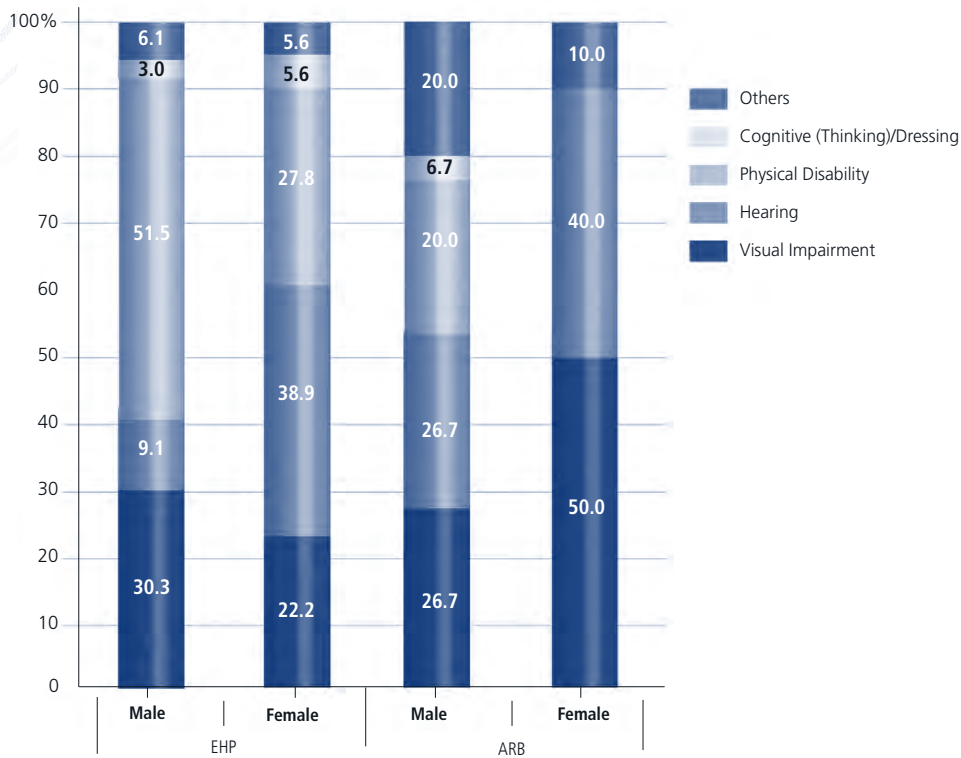
The disabilities listed were visual impairment (30.3 percent), hearing (18.4 percent), physical (38.2 percent), cognitive (3.9 percent) and others (9.2 percent). Visual impairment was more common among respondents aged 50 years and above (41.7 percent). Physical disabilities were more common among respondents between 15 and 49 years old, with more than half (54.5 percent) of these aged between 40 and 49 years old (Table 7).

Table 7: Distribution of disabled respondents, by type and age group

	Percentage of respondents with disability	Type of disability				
		Visual Impairment	Hearing	Physical Disability	Cognitive/Thinking/ Dressing	Others
Age Group						
15 – 24 years	6.9	28.6	14.3	42.9	0.0	14.3
25 – 39 years	12.1	30.4	21.7	43.5	0.0	4.3
40 – 49 years	26.7	18.2	18.2	54.5	0.0	9.1
50 years +	31.2	41.7	16.7	16.7	12.5	12.5
Total	16.8	30.3	18.4	38.2	3.9	9.2

Visual impairment was the highest disability among disabled females in ARB (at 50 percent) (Figure 15) and ranged between 22.2 and 30.3 percent among the other groups (male EHP, 30.3 percent; female EHP, 22.2 percent; male ARB, 26.7 percent). Hearing disabilities occurred most frequently among females in EHP (38.9 percent) and males in ARB (26.7 percent), but there were none among females in the ARB. Half (51.5 percent) of disabled males in EHP suffered from some form of physical disability, and the percentages varied between 20 and 40 percent among the other groups (females EHP, 27.8 percent; males ARB, 20 percent; females ARB, 40 percent). Cognitive disabilities ranged from 3 percent among disabled males in EHP to 6.7 percent in ARB. Other types of disability represented in EHP and ARB ranged from between 5.6 and 20 percent across the surveyed respondents.

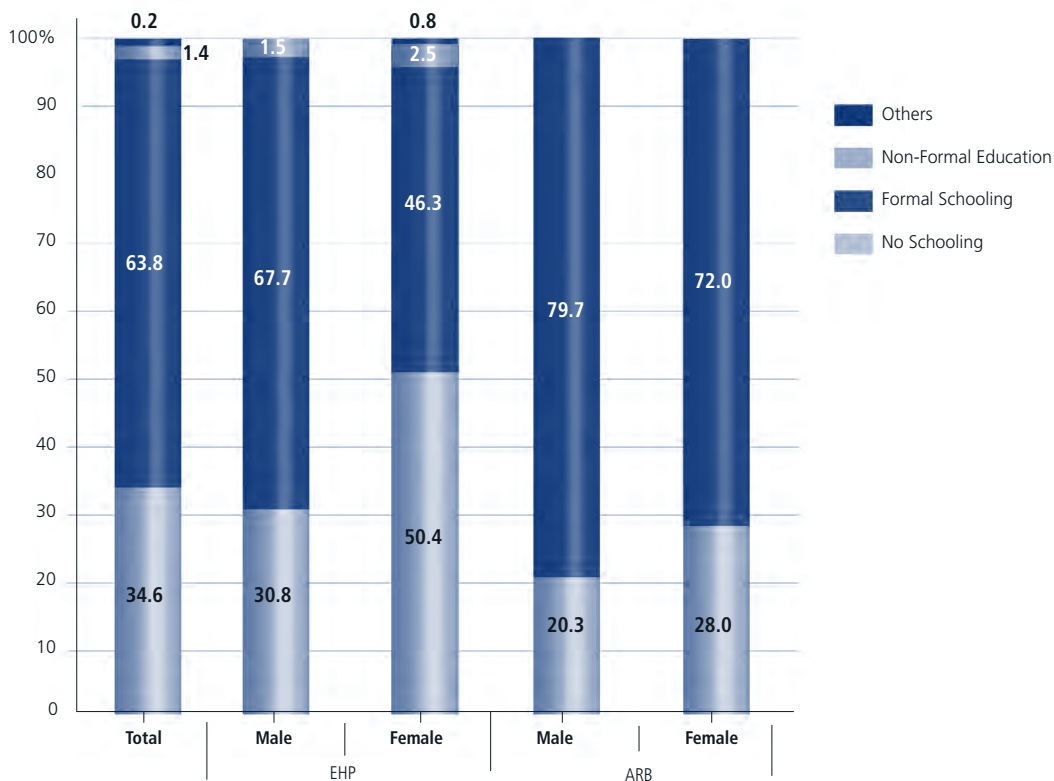
Figure 15: Distribution of disabled respondents, by type, sex and province



3.1.3 Education characteristics

About 35 percent of the respondents had never attended school. This was particularly high among females in EHP, accounting for more than half (50.4 percent); and was lowest among males in ARB (Figure 16).

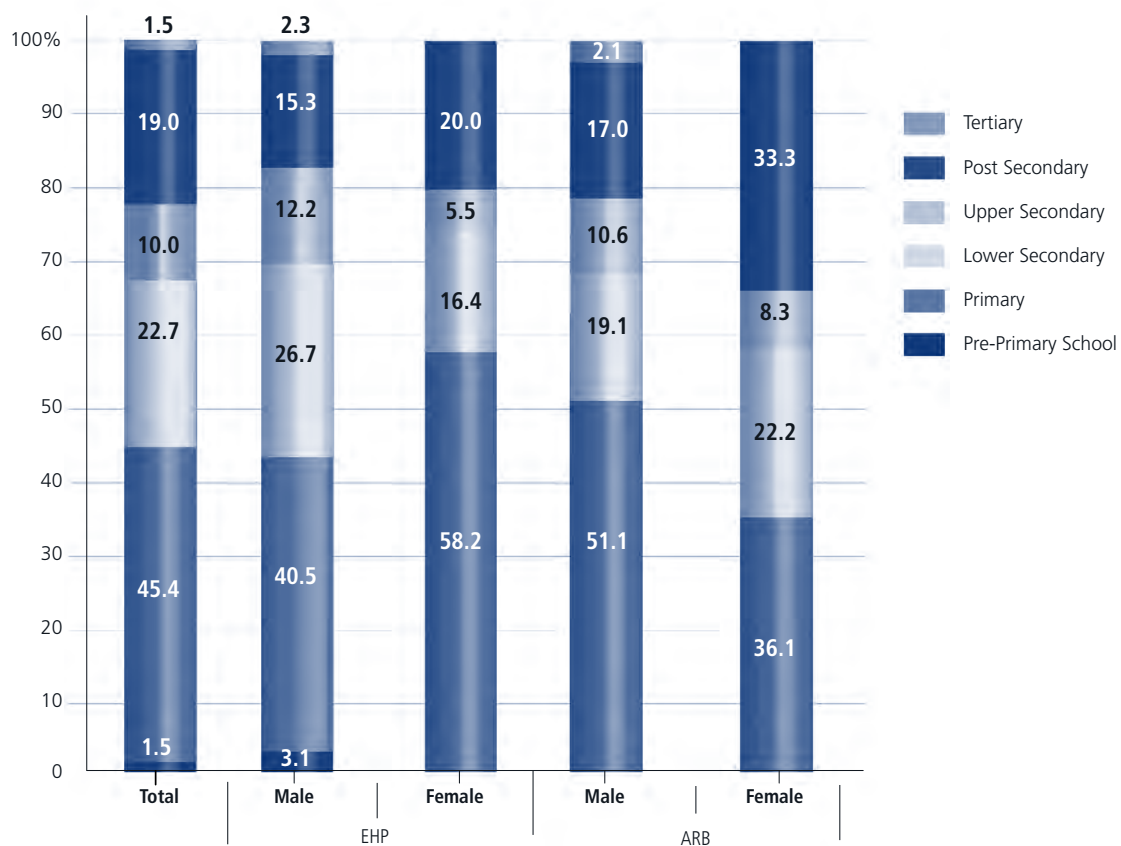
Figure 16: Educational experience of respondents, by type, sex and province



Most of those who had educational experiences had attended formal schooling: ranging from 46.3 percent for females in EHP to almost 80 percent for males in ARB. Less than 2.5 percent of the respondents had participated in non-formal education or other types of education.

Among the respondents who had attended school, 1.5 percent had completed only pre-primary education and some 45 percent of the respondents had completed primary education (Figure 17). About 30 percent of the respondents had completed secondary school, with percentages for lower secondary about double those for upper secondary, at 22.7 percent and 10 percent respectively. Around 20 percent of the respondents had reached post-secondary and tertiary level of education.

Figure 17: Highest level of schooling attended by respondents, by sex and province

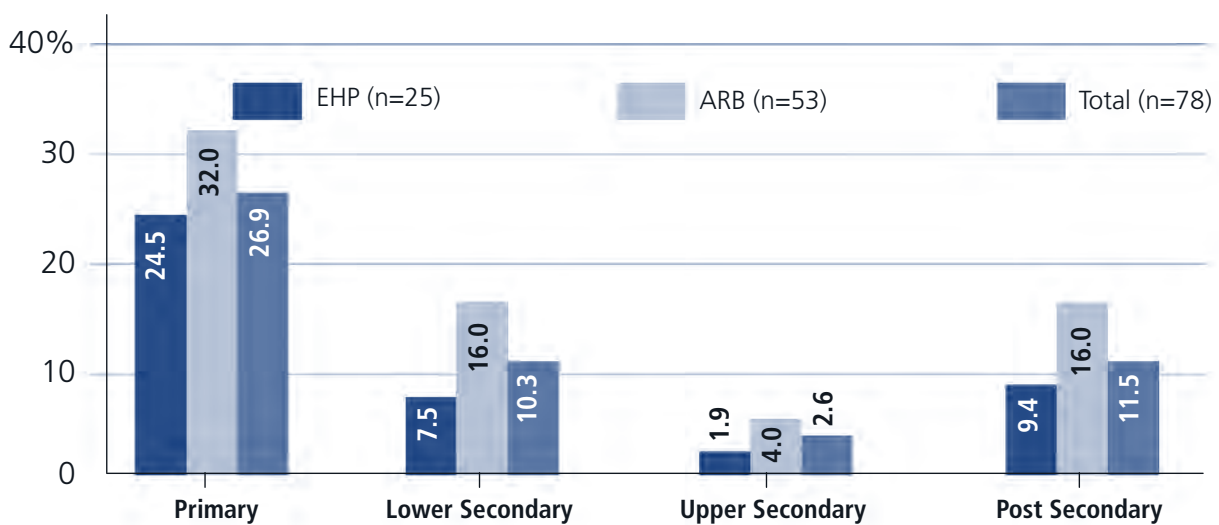


In EHP 58.2 percent of females who had attended school had completed only primary education, while 56.5 percent of males had completed at least lower secondary education. More than one quarter of male respondents and 16.4 percent of female respondents had completed lower secondary education. In ARB more than half of the males who had attended school had completed only primary education, while almost two thirds of the females had completed at least lower secondary education, with one third having post-secondary or tertiary educational experiences.

3.1.4 Education levels of persons with disabilities

In both EHP and ARB, 26.9 percent of people with disabilities reported that they had primary level education, with 24.5 percent in EHP and 32 percent in ARB (Figure 18). These percentages were lower for each higher level of educational attainment, except at the post-secondary level. As a whole, only 10.3 percent of persons with disabilities in the sample had lower-secondary level education, and 2.6 percent had upper-secondary education. At the post-secondary level, the percentage of persons with disabilities reached 11.5 percent. None of the persons with disabilities said they had pre-primary or tertiary level education.

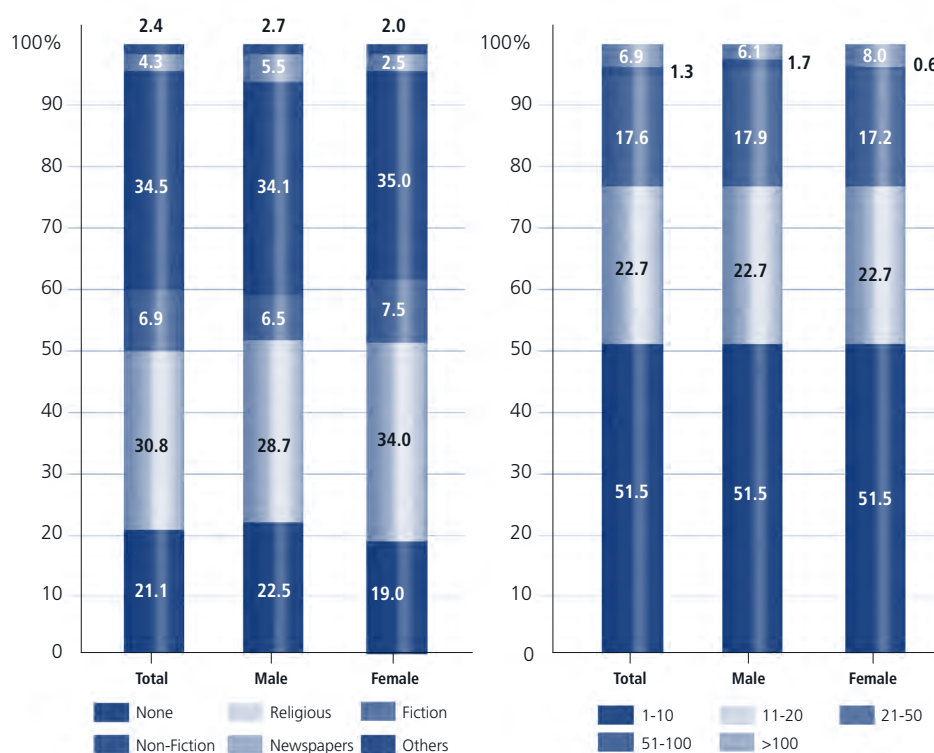
Figure 18: Education levels of persons with disabilities



3.1.5 Access to reading materials

Among the respondents, 21.1 percent (22.5 percent male and 19 percent female) did not have any reading materials in their households. More than one third of respondents had non-fiction reading materials (males 34.1 percent and females 35.0 percent). Similarly, 30.8 percent of respondents (28.7 percent male and 34.0 percent female) had religious books at home. About 7 percent of respondents had fiction material in the household (6.5 percent male and 7.5 percent female). Only a small proportion of respondents (males 5.5 percent and females 2.5 percent) had access to newspapers (Figure 19).

Figure 19: Percentage of respondents, by type and number of literacy materials and sex



The percentage of female respondents having religious, fiction and non-fiction reading materials was slightly higher compared to male respondents, and the percentage of males having newspapers was higher than for females.

There was no significant difference in the percentage of males and females who had all types of reading materials in the household (Figure 19). Of those who said they had reading materials in their house, more than 51 percent of respondents for both sexes had 10 or fewer reading materials (all types) in the household. Another 22.7 percent of the respondents had between 11 and 20 reading materials at home.

3.2 Literacy status

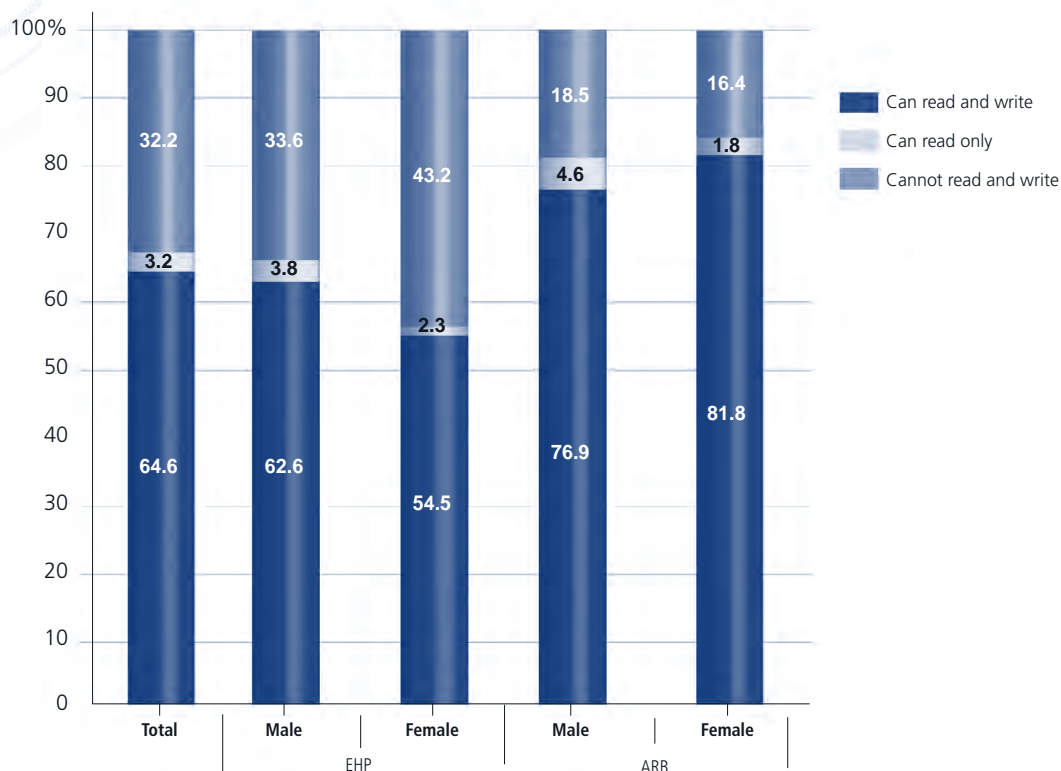
The literacy status and languages that individual respondents had learned to speak during their childhood were analysed by sex and province.

3.2.1 Literacy status of all respondents

Of the 464 individual respondents who answered the question: "Are you able to read and write with understanding?" 300 (64.6 percent) responded "Can read and write;" 15 (3.2 percent) said "Can read only"; and 149 (32.2 percent) replied "Cannot read and write" (Figure 20). These figures were comparable to the PNG Population Census 2000 figures (Table 1) and the 60.1 percent literacy rate in PNG for 2005-2009 published by UNESCO.¹¹

11 UNESCO Institute for Lifelong Learning, 2012.

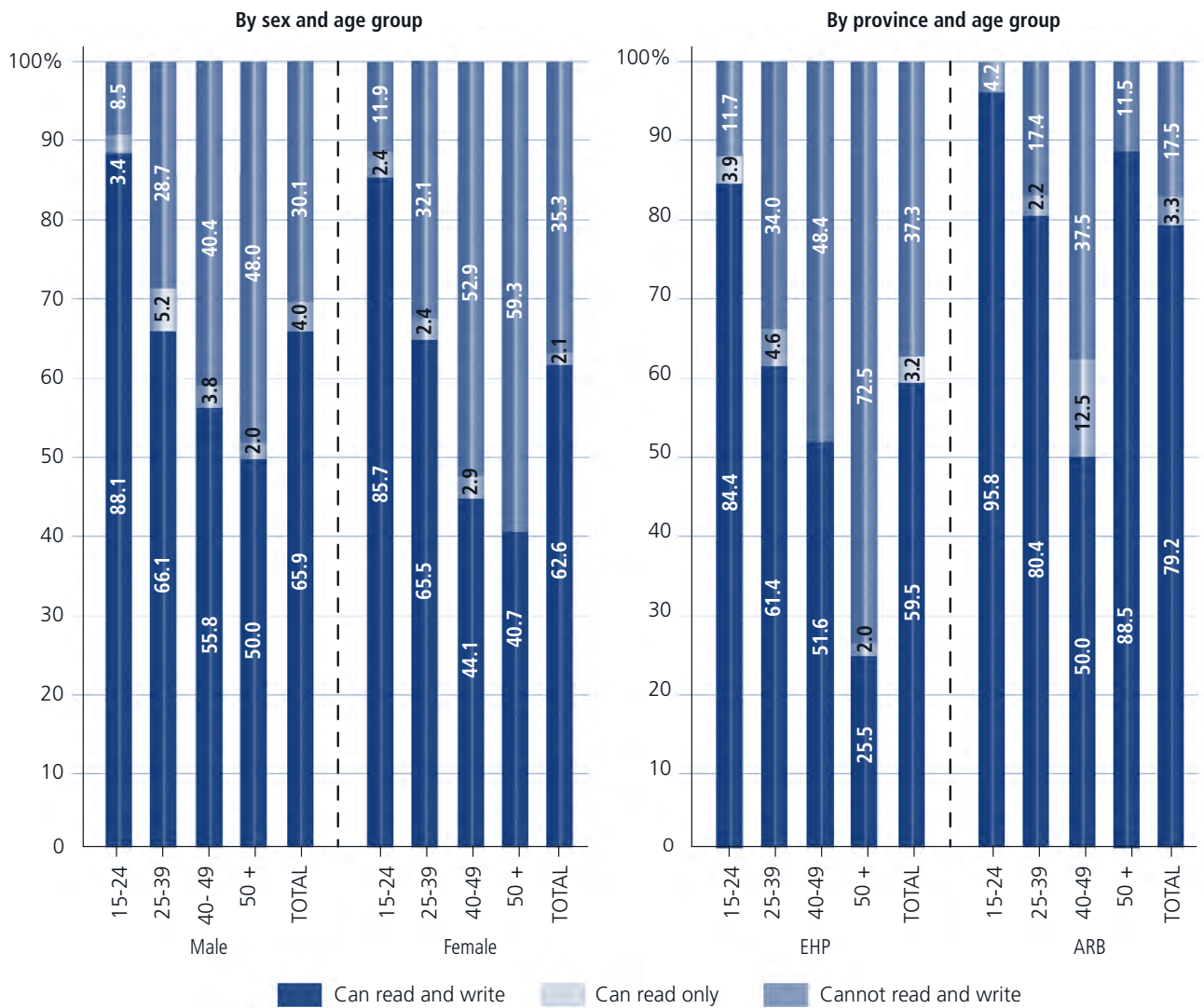
Figure 20: Distribution of respondents, by literacy abilities, province and sex



The percentage of those who responded “can read and write” was higher (for both sexes) in ARB (76.9 percent for male and 81.8 percent for female) than in EHP (62.6 percent for male and 54.5 percent for female) (Figure 20). The percent of respondents who said they “can read only” was 1.8 percent for females and 4.6 percent for males in ARB, and 2.3 for females and 3.8 percent for males in EHP. Female respondents in EHP who “cannot read and write” accounted for the largest group, at 43.2 percent as compared to 33.6 percent for males in the same province and 16.4 and 18.5 percent, respectively, in ARB.

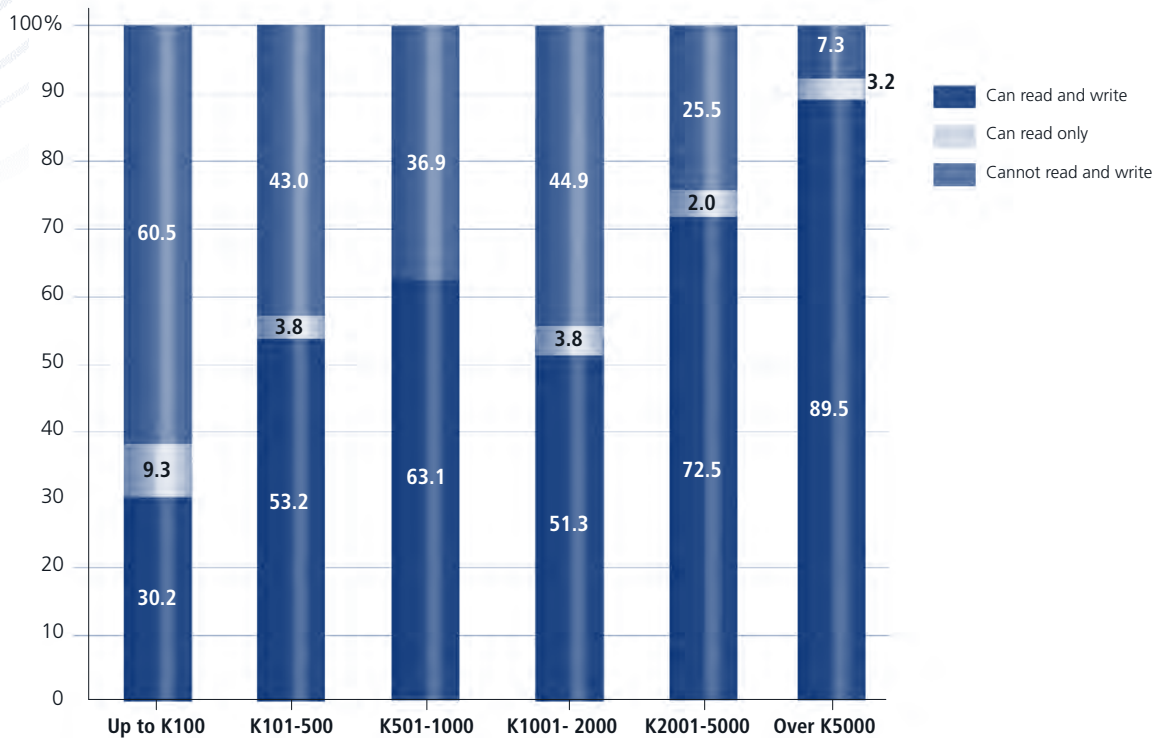
The percentage of people who could not read and write increased with age. Around 10 percent of young respondents aged 15-24 years old declared they “cannot read and write” (8.5 percent for male and 11.9 for female). For male respondents the percentage was 28.7 for the 25-39 age group, 40.4 for those aged 40-49 years old, and 48 for those aged over 50 years old. Similar, but steeper, increases were observed among female respondents, in both EHP and ARB (Figure 21).

Figure 21: Distribution of respondents, by literacy abilities, sex, province and age group



The relationship between literacy and household income is illustrated in Figure 22 below, where the percentage of respondents who cannot read and write was lower with each higher household income group, from as high as 60.5 percent for households receiving up to K100, to as low as 7.3 percent for those earning more than K5,000 per year.

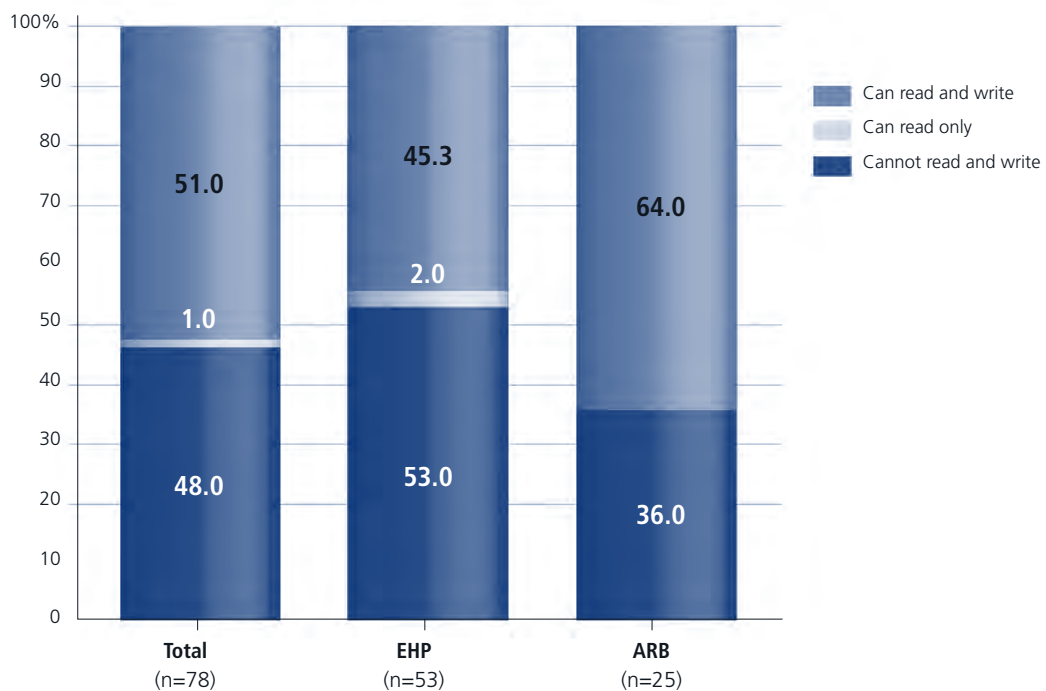
Figure 22: Distribution of respondents, by reading/writing abilities and household income



3.2.2 Literacy status of persons with disabilities

Of the respondents with some kind of disability, 48 percent were unable to read and write with understanding and 1 percent could only read (Figure 23). The percentages of persons with disabilities who “cannot read and write with understanding” for EHP and ARB were 53 percent and 36 percent respectively.

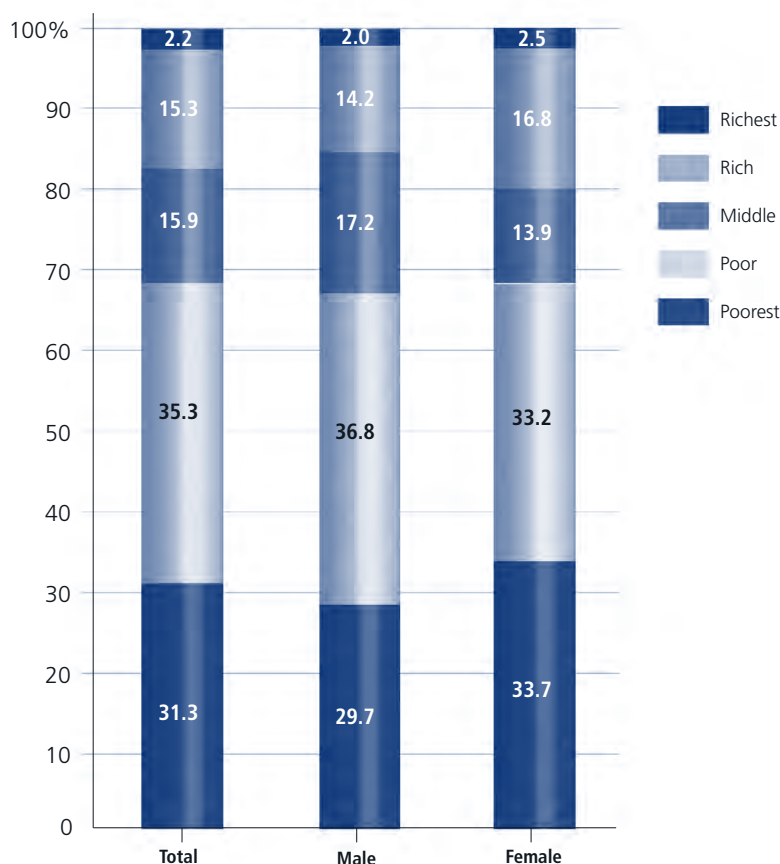
Figure 23: Literacy status of persons with disabilities, by province



3.2.3 Individual respondents by literacy environment quintiles

The distribution of individual respondents according to household literacy environment quintiles¹² showed that two-thirds of them lived in the “poor” and “poorest” literacy environments. Households with “middle” and “rich” literacy environments each accounted for around 15 percent of all respondents, while 2.2 percent lived in the “richest” households in terms of literacy environment. The distributions by sex are similar (Figure 24).

Figure 24: Percentage of respondents, by LEQ and sex



3.2.4 Literacy status of the respondents' mothers

It is commonly believed that a mother's literacy status influences her child's literacy acquisition and use¹³. The findings relating to mothers' literacy rates correlated well with the patterns regarding respondents' reading and writing abilities.

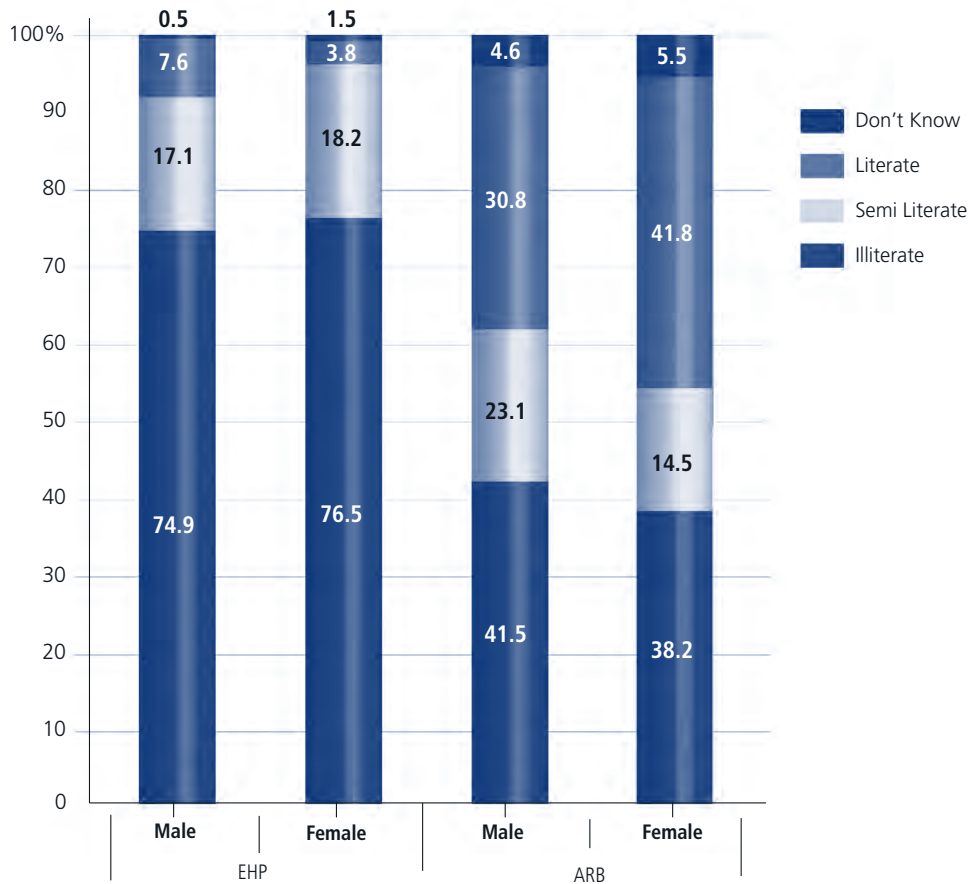
As illustrated in Figure 25 below, about three-quarters of the individual respondents in EHP (74.9 percent of males and 76.5 percent of females) declared that their mothers were illiterate. The percentages were much lower in ARB, where 41.5 percent of male respondents and 38.2 percent of female respondents said their mothers were illiterate.

¹² The Literacy Environment Index is the type of household environment that could help household members to acquire or improve literacy skills. The index was calculated using a specifically designed method based on variables measured in this survey (details of the method are given in the annex).

¹³ For example, the EFA Global Monitoring Report 2006: Literacy for life (UNESCO, 2005) mentions “Mothers who are educated are more likely to send their children to school than those who have not attended school” (p. 31) and the Literacy Initiative For Empowerment 2006-2015: Vision and Strategy Paper (3rd edition) (UIL, 2007) mentions “Literate mother provide a conducive environment and learning experiences that facilitate children's holistic development. Clearly literate mothers and women contribute to the education of future generations.” (p. 16)

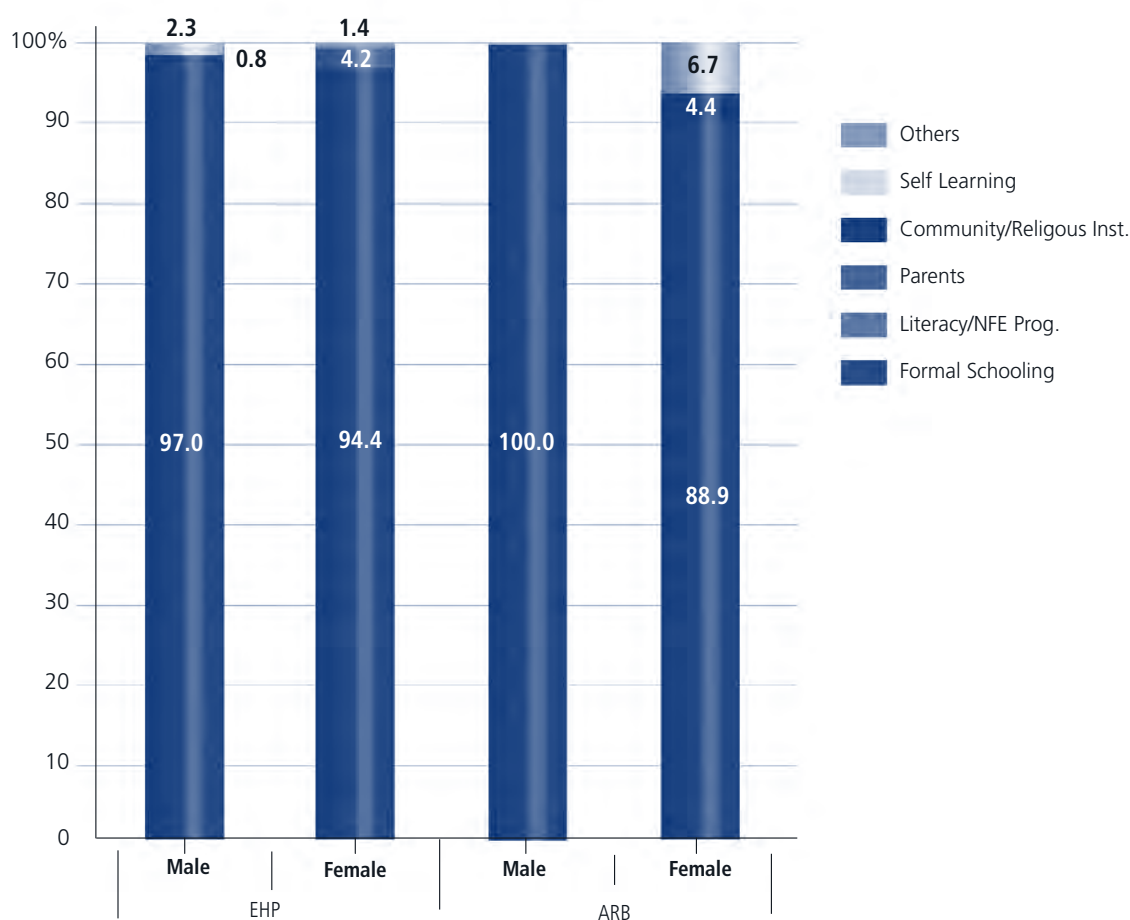
About 17 percent of male respondents and about 18 percent of female respondents in EHP reported having mothers who were semi-literate. The figures for ARB were around 23 and 15 percent, respectively. Less than 8 percent of respondents in EHP had literate mothers, compared to 30.8 percent of males and 41.8 percent of females in ARB.

Figure 25: Literacy status of the respondent's mother, by sex and province



Of the 300 respondents who responded "can read and write", 88.9 percent or more of both sexes in EHP and ARB had learned to read and write through formal schooling (Figure 26). In ARB, 4.4 percent of female respondents learned to read and write through community and religious institutions, and 6.7 percent by self-learning. Very few, i.e. 4.2 percent of female respondents from EHP learned to read and write through Literacy/Non-formal Education programmes.

Figure 26: Distribution of respondents, by ways to learn to read and write, by province and by sex



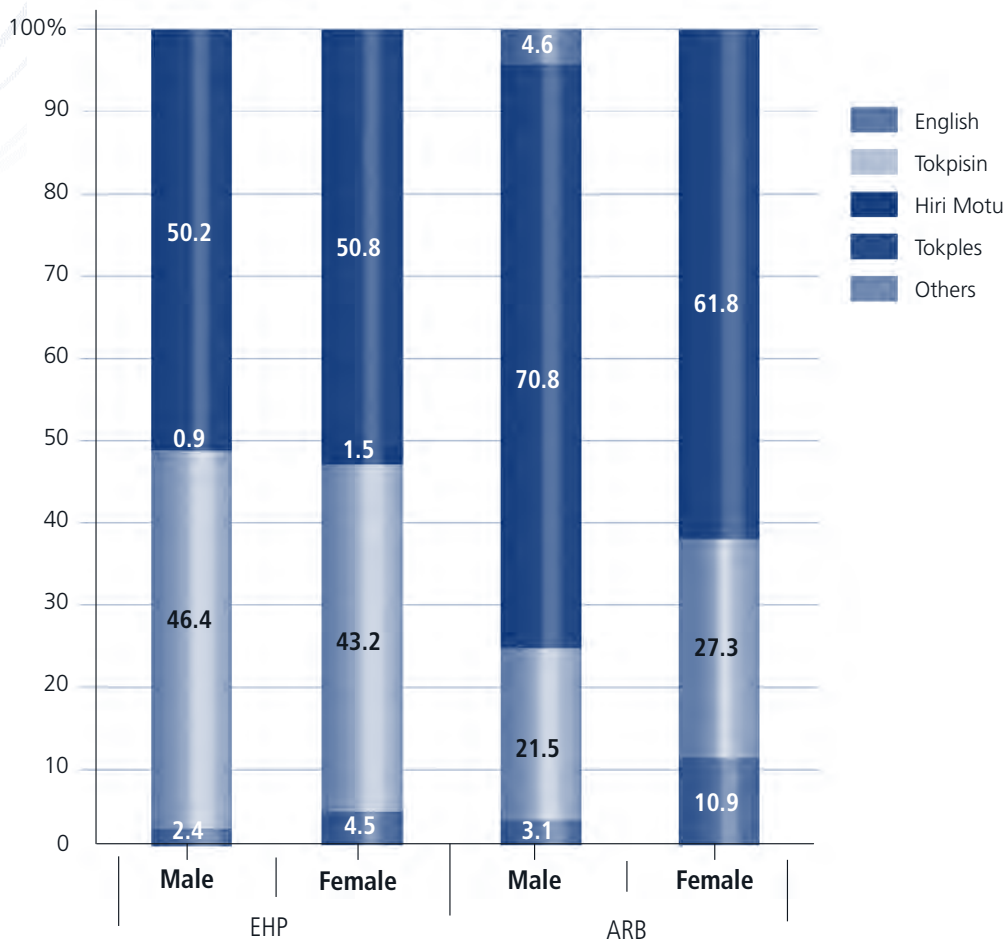
3.3 Languages and literacy

3.3.1 Spoken languages learned during childhood

Out of 498 respondents, 464 replied to the question on “What language did you learn to speak during childhood?”. Overall, for both provinces, 54.7 percent of the 464 respondents learned to speak Tokples during their childhood. The percentage was much higher, 66.9 percent, in ARB compared to in EHP, 50.4 percent. The percentage was almost equal for both males and females in EHP, but 70.8 percent of male respondents in ARB reported having learned Tokples during childhood, much higher than the 61.8 percent of female respondents (Figure 27).

Tokpisin was the second most common language learned during childhood, accounting for 39.7 percent of all respondents. The number of respondents in EHP (45.2 percent) who learned Tokpisin was almost double that in ARB (24 percent). The male-female gap of about 6 percentage points for Tokpisin in ARB was also double the 3 percentage points difference in EHP. In addition, a high proportion (10.9 percent) of female respondents in ARB learned English during childhood.

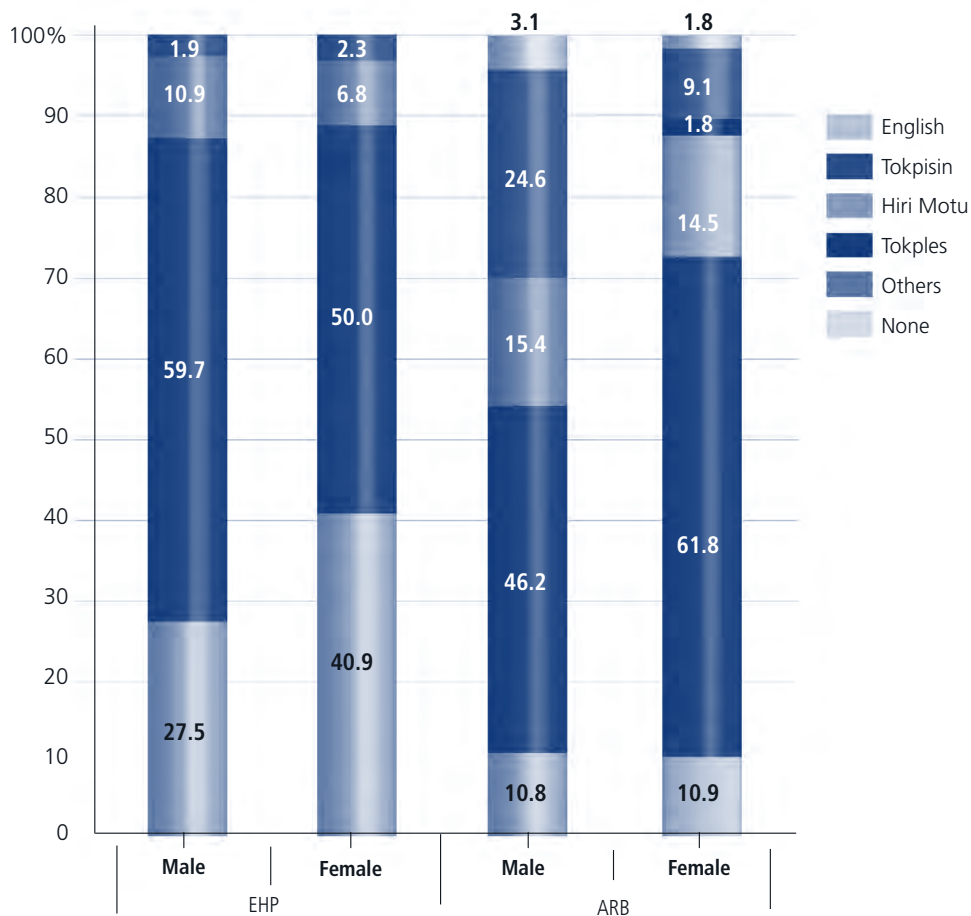
Figure 27: Percentage of respondents, by language learned during childhood, by sex and province



3.3.2 First literacy language(s) (reading and writing)

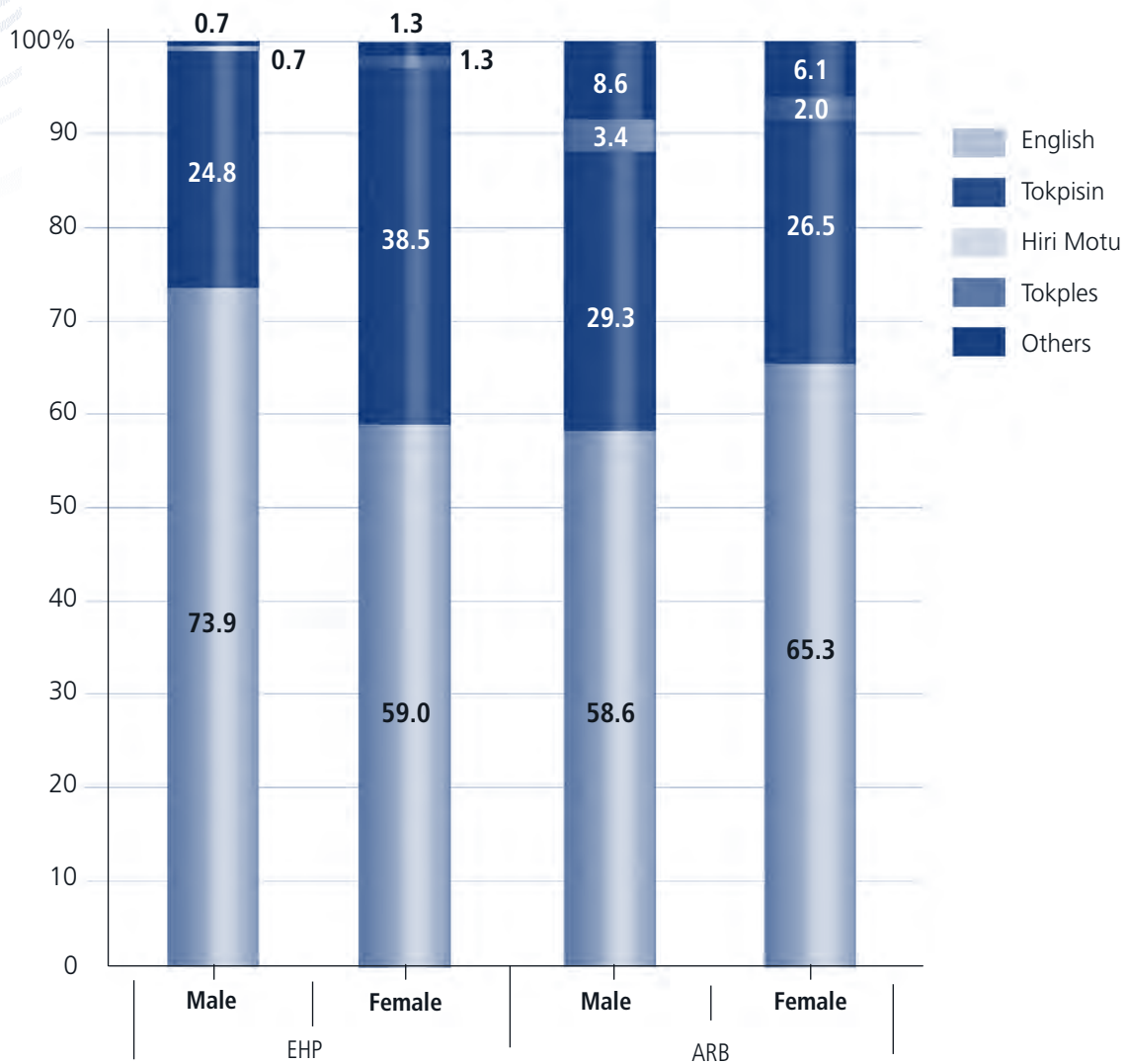
Tokpisin appeared to be the language most frequently used to start learning to read and write, accounting for 46.2 to 61.8 percent of the respondents (Figure 28). English ranked as the second most commonly literacy language as it was learned by two-fifths (40.9 percent) of females and more than one quarter (27.5 percent) of male respondents in EHP. About 10 percent of respondents of both sexes in ARB first learned to read and write using English. A sizeable 15 percent of the respondents in the ARB first learned to read and write in Hiri Motu, as compared to 11 percent for males and 7 percent for females in EHP. Some 25 percent of males and 9 percent of female respondents in ARB reported having first learned to read and write in languages other than Tokpisin, English and Hiri Motu.

Figure 28: Percentage of respondents, by first language learned (reading and writing), by sex and province



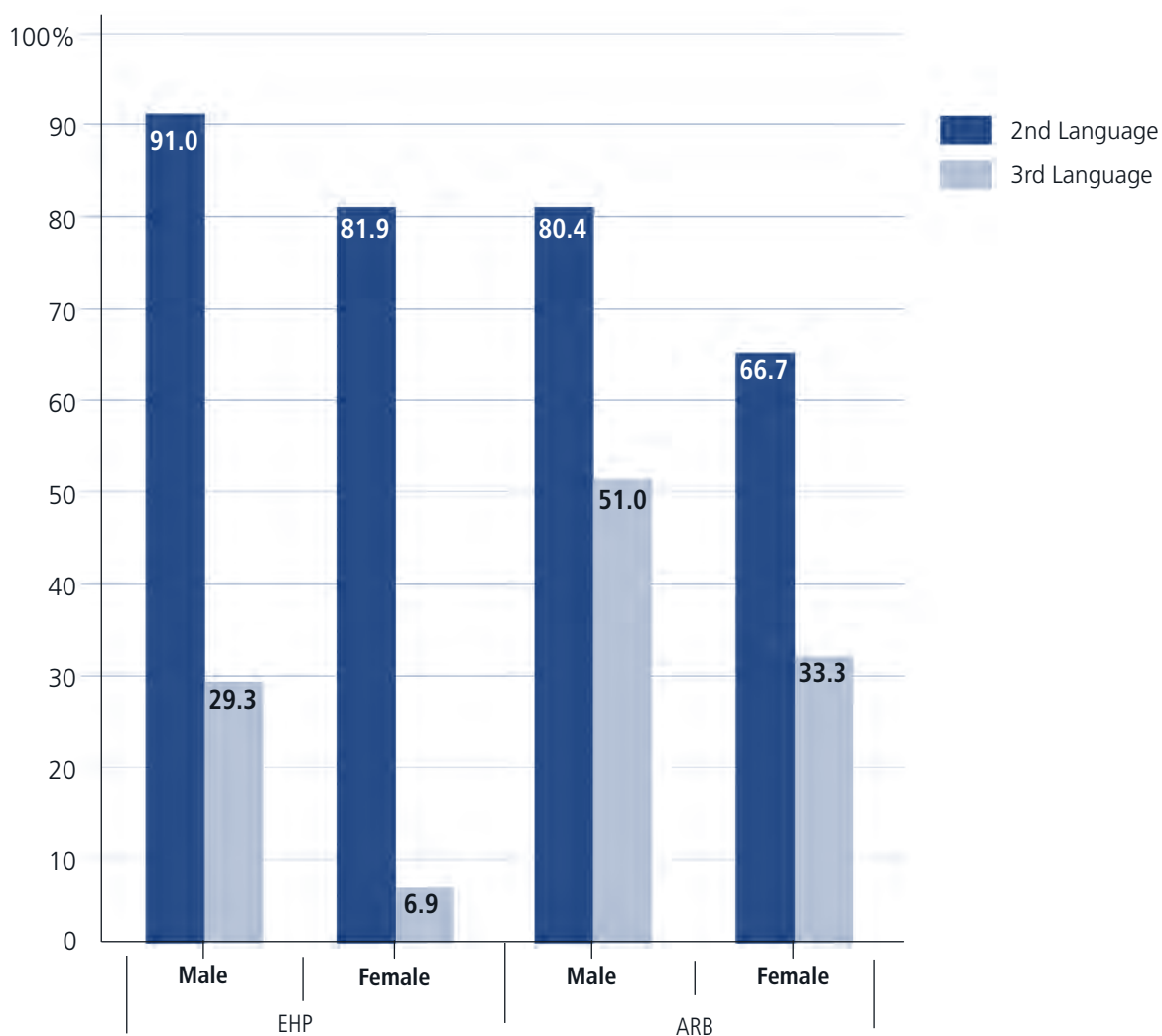
In response to the question: “What are the languages that you can read and write with understanding?” the majority of respondents who reported “can read and write” indicated English. Among them, almost three-quarters (73.9 percent) of male respondents and 59 percent of female respondents in EHP said this. The corresponding percentages were 58.6 and 65.3 percent in the ARB (Figure 29). Between a quarter and 38.5 percent of all respondents reported Tokpisin as a language they could read and write in, making it the second most common language that respondents can read and write in.

Figure 29: Percentage of literate respondents, by language (able to read and write), by sex and province (%)



The literacy rates mirror the multi-lingual characteristics of Papua New Guinea. This can be seen by the high percentages of respondents who were able to read and write in a second, or even a third, language. As illustrated in Figure 30 below, 91 percent of literate males and 81.9 percent of literate females in EHP can read and write in a second language. The corresponding percentages in the ARB were slightly lower at, respectively, 80.4 and 66.7 percent, but these were accompanied by 51 percent of males and 33.3 percent of females who were able to read and write in a third language.

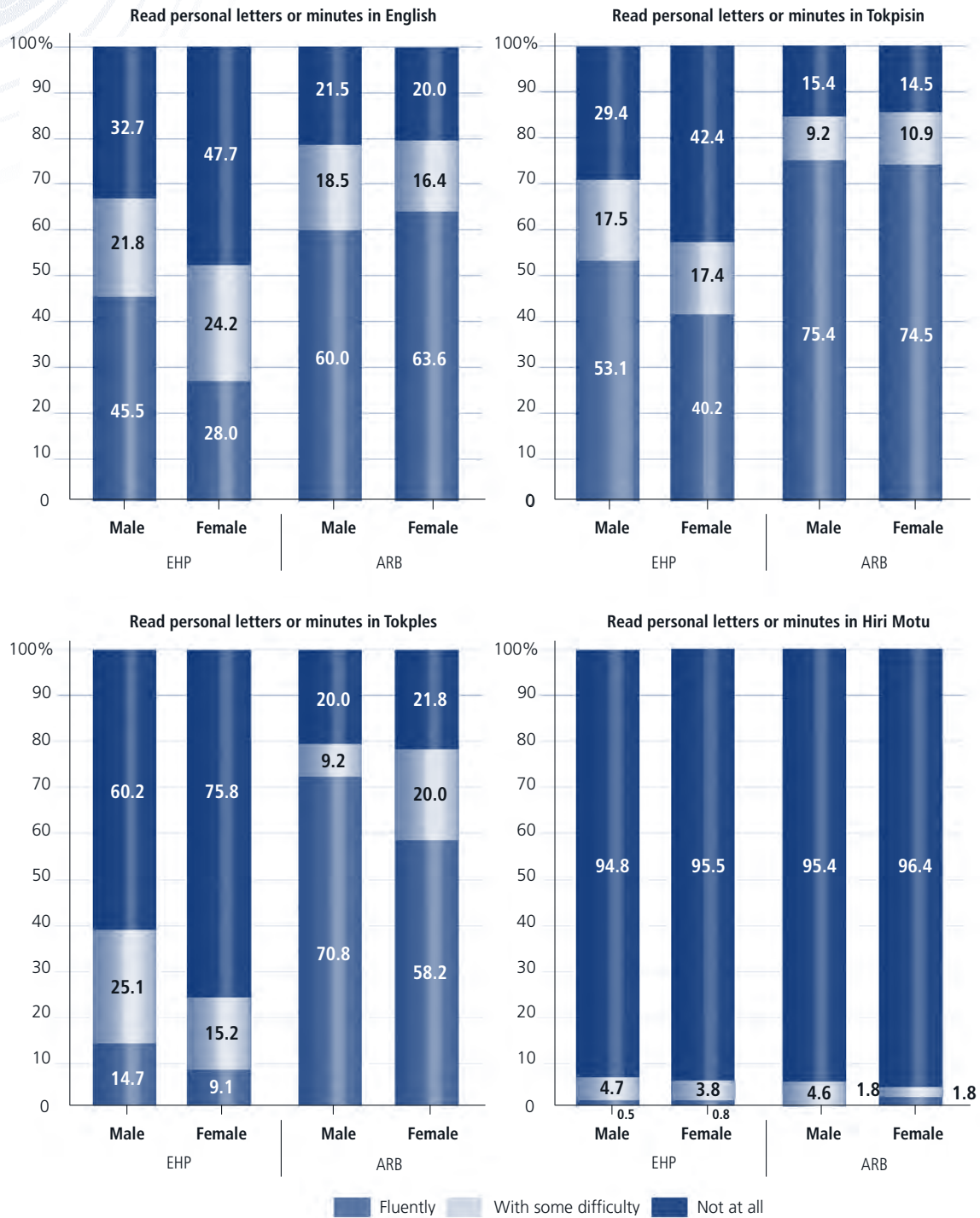
Figure 30: Literate respondents' ability to read and write in a 2nd and 3rd language, by sex and province



3.3.3 Ability to read and write in various languages

All the respondents were asked to self-assess their abilities in reading and writing in English, Tokpisin, Tokples and Hiri Motu. Of the 211 male respondents in EHP, nearly half (45.5 percent) declared themselves as being fluent in reading personal letters and meeting minutes in English. More than one-fifth (21.8 percent) had some difficulties doing so, and almost one-third (32.7 percent) were unable to do this. Almost half (47.7 percent) of female respondents in the same province declared they could not read letters and minutes in English at all. The percentage of those who were fluent in these tasks was higher in ARB where more than 60 percent were able to do this (Figure 31).

Figure 31: Ability to read letters and minutes, by language, sex and province (%)

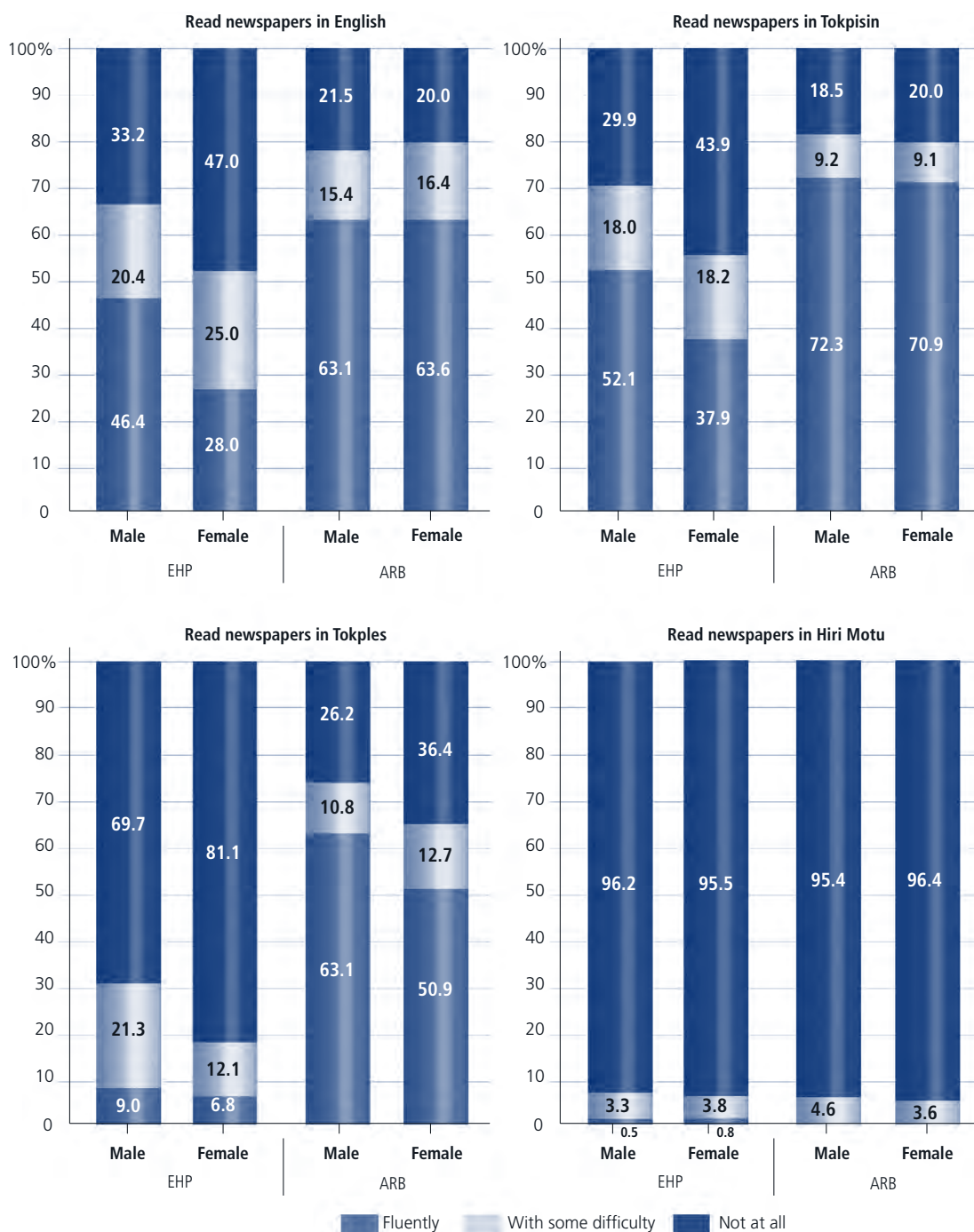


Fluency in reading personal letters and meeting minutes in Tokpisin appeared to be higher than in English for both sexes and across both EHP and ARB, especially in ARB where three-quarters of the respondents considered themselves fluent in these tasks in Tokpisin. The percentages of those who had either “some” difficulty reading Tokpisin or were “not at all” able to read in Tokpisin were less than the percentages of those who had either “some” difficulty reading English or were unable to read English at all.

The percentage of those who were fluent in reading letters and minutes in Tokples was higher in ARB (70.8 percent of males and 58.2 percent of females) than EHP, where very low percentages (14.7 and 9.1 percent, respectively) were recorded. Only 1 percent of the respondents of both sexes and in both EHP and ARB declared they were fluent in reading letters and minutes in Hiri Motu.

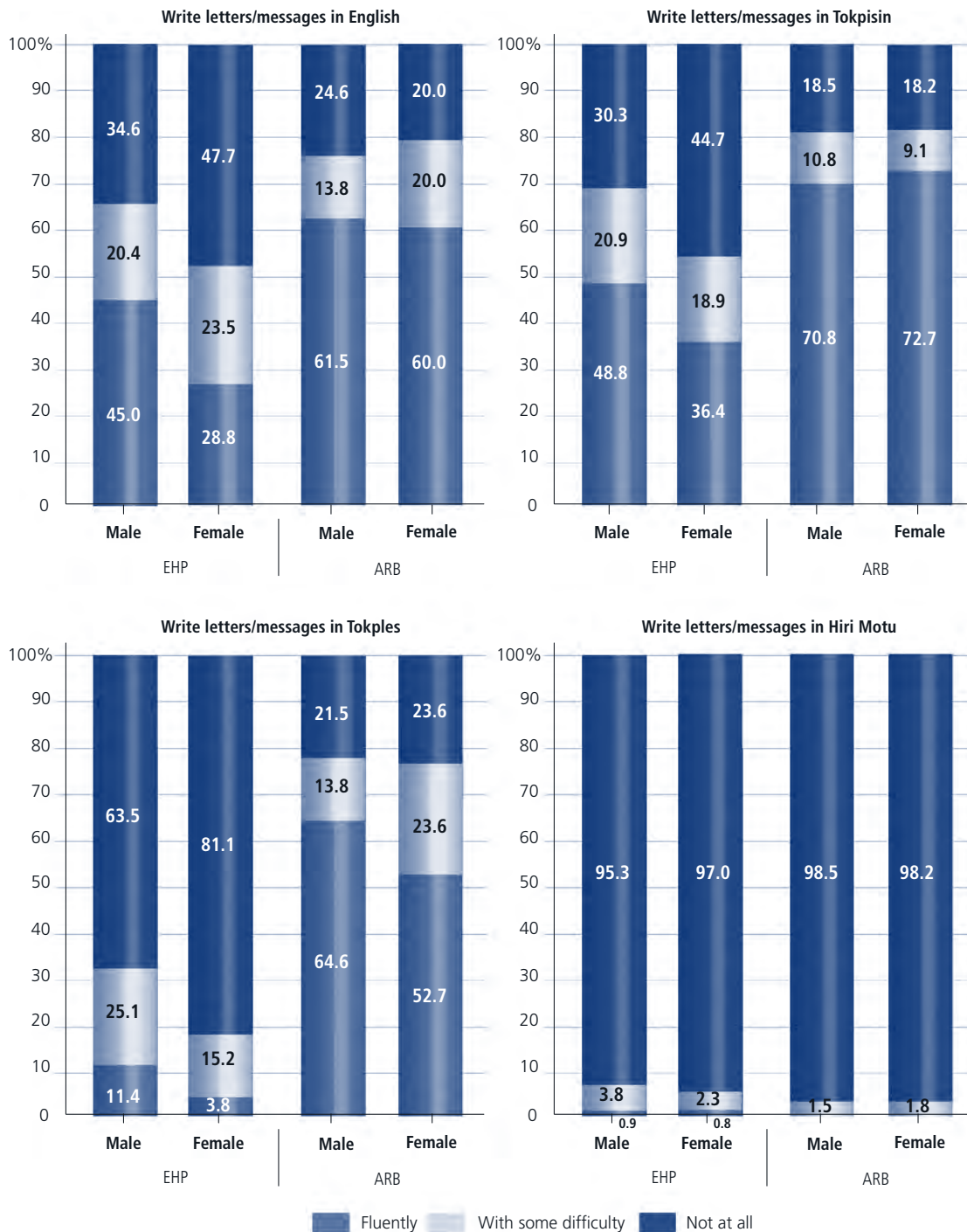
With regard to reading newspapers, again fluency in English, Tokpisin and Tokples seemed to be much higher in ARB than in EHP. The patterns by sex and by province are similar in all four languages (Figure 32) except that relatively more people were fluent in reading newspapers in English but less in Tokpisin and Tokples.

Figure 32: Ability to read newspapers, by language, sex and province (%)



When it came to writing simple personal letters and short messages, the percentages of those who reported “not at all” increased across all four languages (Figure 33). The patterns regarding those who had some difficulties and those who were fluent in these tasks remained more or less the same as reading, with only minor shifts between the sexes within the same province.

Figure 33: Ability to write a letter or short message, by language, sex and province (%)



These findings indicated a higher degree of confidence in reading than in writing among the respondents. The findings were then further analyzed in terms of the frequency of use of reading and writing skills in common daily tasks.

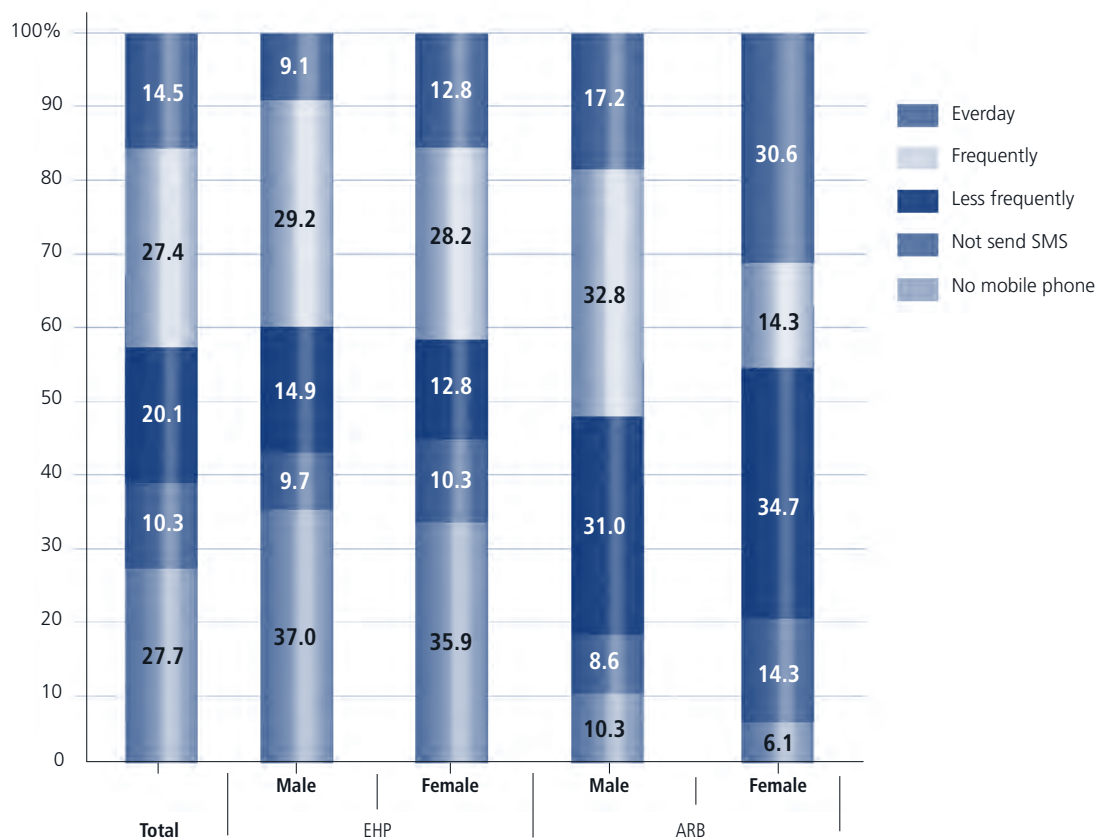
3.4 Use of mobile phones and SMS

The spread of mobile phones and the use of the short message service (SMS) to send text messages played an important role in promoting practical reading and writing for communication. Of the 339 respondents who answered the survey questions relating to the use of mobile phones and SMS, more than a quarter (27.7 percent) declared not having ever used a mobile phone, and 10.3 percent of those who used mobile phones had never sent an SMS message (Figure 34). A total of 211 respondents had used mobile phones to send an SMS message. 20.1 percent of the 339 respondents sent messages from time to time, 27.4 percent sent frequent SMS messages, but not every day, and 14.5 percent sent an SMS message every day.

The patterns of use of mobile phones and SMS messaging differed by province and by sex (Figure 34). A higher proportion (90 percent or more) of both male and female respondents in ARB used mobile phones, compared to EHP, where the proportion was less than two-thirds. However, both EHP and ARB had about 10 percent of respondents who used the mobile phone but did not send SMS messages. In ARB, 8.6 percent of males did not send SMS messages, while the figure for females was 14.3 percent.

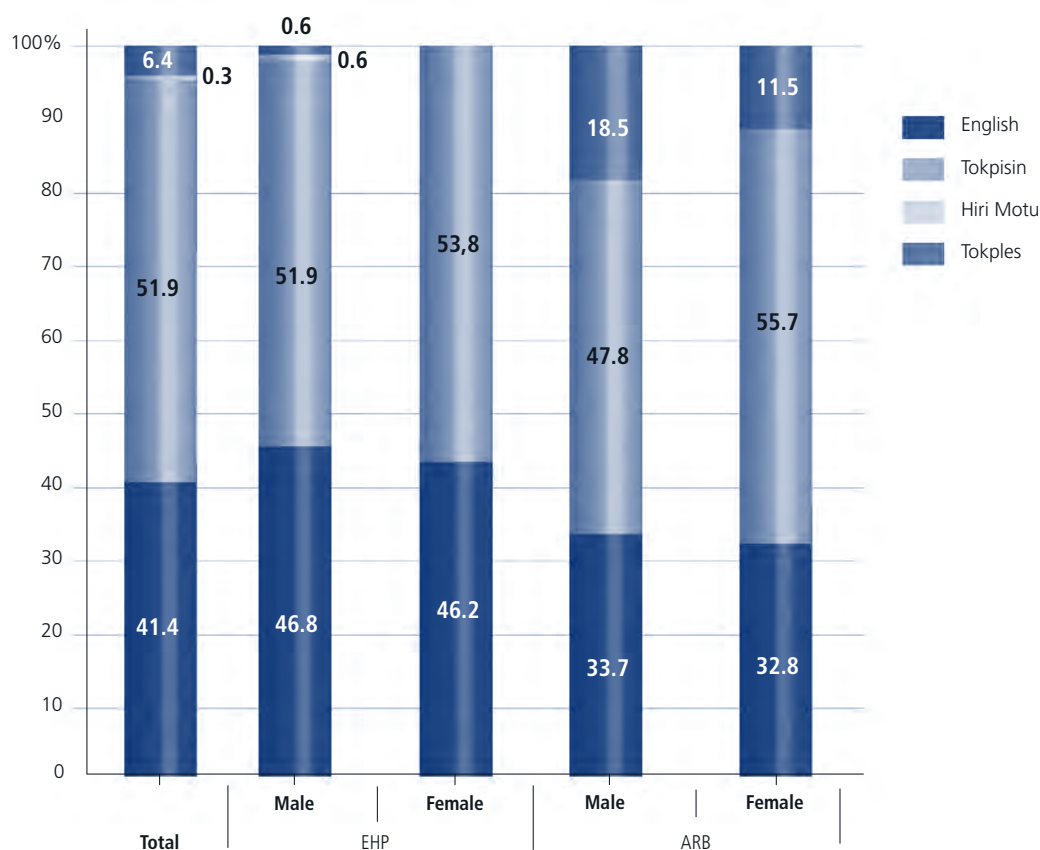
Around 29 percent of both male and female respondents in EHP sent frequent SMS messages, but not every day. Almost one-third (32.8 percent) of male respondents of ARB were also frequent senders of SMS messages. In both EHP and ARB, higher percentages of females than males sent SMS messages on a “very frequent” daily basis.

Figure 34: Use of mobile phones and SMS, by sex and province (%)



In terms of the languages most commonly used to send SMS messages, 41.4 percent of the respondents used English, and 51.9 percent used Tokpisin (Figure 35). The percentages were similar for both EHP and ARB and for both sexes. Only 6.4 percent of all respondents used Tokples, although the percentages were much higher in ARB, at 18.5 and 11.5 percent for males and females respectively. Hiri Motu was hardly ever used for sending SMS messages.

Figure 35: Use of mobile phone and SMS, by language, sex and province (%)



3.5 Use of reading and writing skills

As well as being asked for self-perceptions and self-declarations of abilities to read and write, the respondents were asked to describe how they used their reading and writing skills in performing various daily tasks that required these skills. The analysis below looks into how 464 of the 498 respondents who answered this question accessed and used the literacy enabling and learning facilities available in their neighbourhoods.

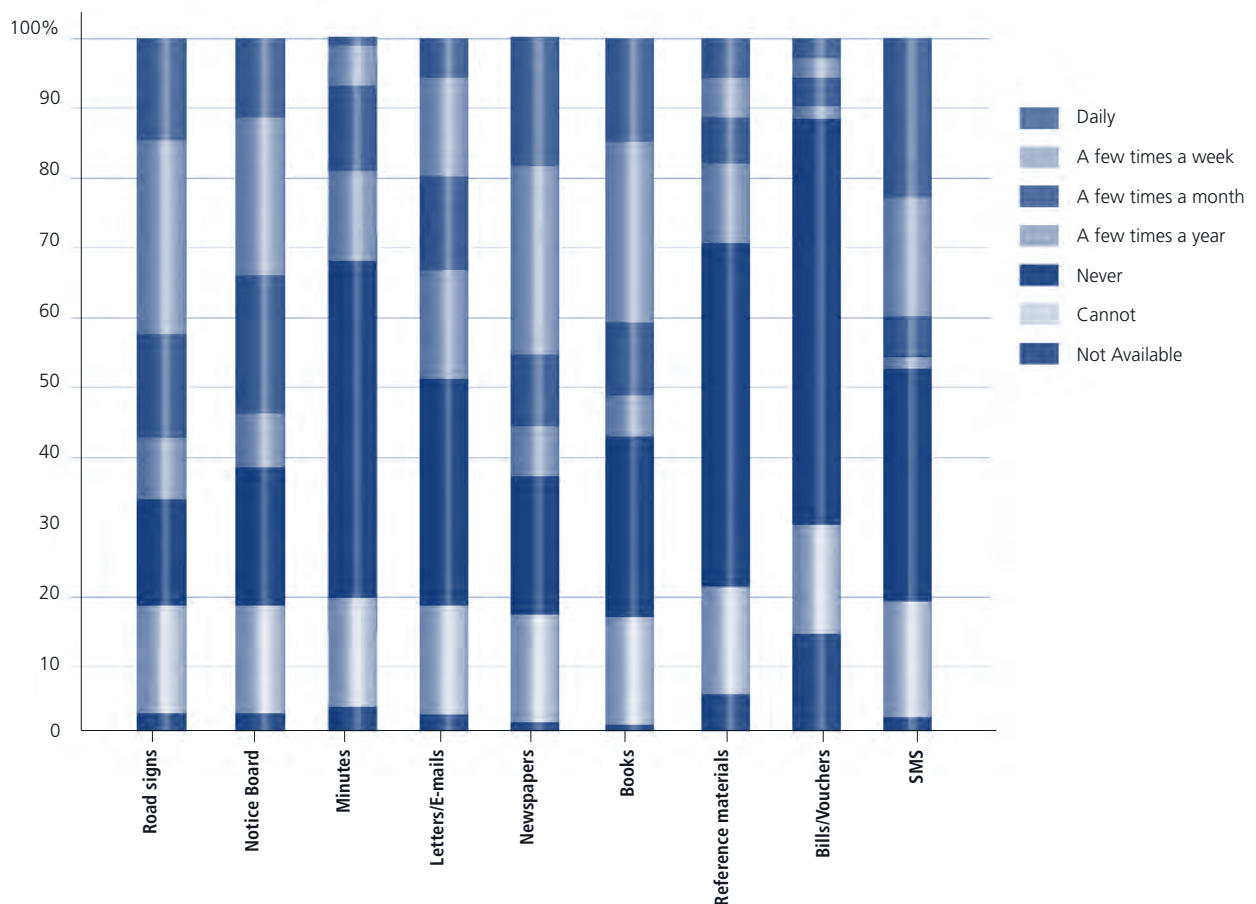
3.5.1 Reading tasks

The respondents were asked to describe whether and how frequently their reading skills were used to perform the following nine reading tasks during the previous 12 months:

1. Reading road signs and names of stores
2. Reading posters, pamphlets, notice boards, faxes
3. Reading community/group meeting minutes
4. Reading personal messages, letters, email
5. Reading newspapers/magazines
6. Reading books (textbooks, novels, religious books)
7. Reading reference materials
8. Reading bills, vouchers
9. Reading mobile phone messages (SMS messages)

The main findings, summarized in Figure 36 below, indicate that the majority of respondents either did not have access to or never read bills and vouchers, reference materials, meeting minutes, SMS messages, letters and emails. They seemed to be more aware of, and read, road signs, names of stores, newspapers/magazines, posters, pamphlets, notice boards and books.

Figure 36: Use of reading skills



Among those respondents who used their reading skills, relatively higher proportions read SMS messages, newspapers/magazines, books, road signs, names of stores, posters, pamphlets and notice boards on a daily basis or at least a few times each week. More detailed analysis of reading behaviour related to these individual tasks is described below, by province, sex and age-group.

3.5.1.1 Read road signs and names of stores

Some 35 percent of the respondents were either not aware of, or did not read, road signs and names of stores (Table 8). This percentage was higher in EHP (36.7 percent) than in ARB (29.8 percent). Relatively more female respondents (41.2 percent) than male respondents (30.4 percent) were in this category. The percentage of respondents who said that these were not available in ARB was higher by 6 percentage points than in EHP.

Of those respondents who had read road signs or names of the stores in the previous 12 months, a high percentage (28.7 percent) of them said they did so a few times a week. The percentage was slightly higher in EHP than in ARB, and was higher among males than females.

Table 8: Read road signs or names of stores, in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	2.3	19.2	15.2	3.8	19.5	29.4	10.5
ARB	8.3	5.8	15.7	6.6	15.7	26.4	21.5
Total	3.9	15.7	15.3	4.5	18.5	28.7	13.4
Sex							
Male	4.3	13.8	12.3	5.4	19.6	31.5	13.0
Female	3.2	18.7	19.3	3.2	17.1	24.6	13.9
Total	3.9	15.8	15.1	4.5	18.6	28.7	13.4
Age Group							
15 – 24 years	1.0	5.0	3.0	4.0	25.7	41.6	19.8
25 – 39 years	5.0	12.6	16.1	6.0	20.6	28.6	11.1
40 – 49 years	7.0	24.4	19.8	0.0	12.8	22.1	14.0
50+ years	1.3	28.6	23.4	6.5	10.4	19.5	10.4
Total	3.9	15.8	15.1	4.5	18.6	28.7	13.4

The percentage of respondents who read road signs and names of stores a few times a week was highest among the 15-24 age group (41.6 percent) and lowest among the 50+ age group (19.5 percent). Likewise, the percentage of respondents not aware of, or who were not reading, road signs and names of stores was higher with each older age group, from 9 percent among the 15-24 year olds to more than half (53.3 percent) of those aged 50 years and over.

3.5.1.2 Read posters, pamphlets, notice boards, faxes, etc.

Respondents who did not read any posters, pamphlets, notice boards or faxes represented 44 percent of the sample total, with 44.9 percent in EHP and 41.4 percent in ARB (Table 9). They mentioned that either these items were not available in their communities, or they

could not read, or that they had never read them. There was a significant difference between the sexes as more than half (50.8 percent) of female respondents belonged to this category, compared with only 39.1 percent of male respondents.

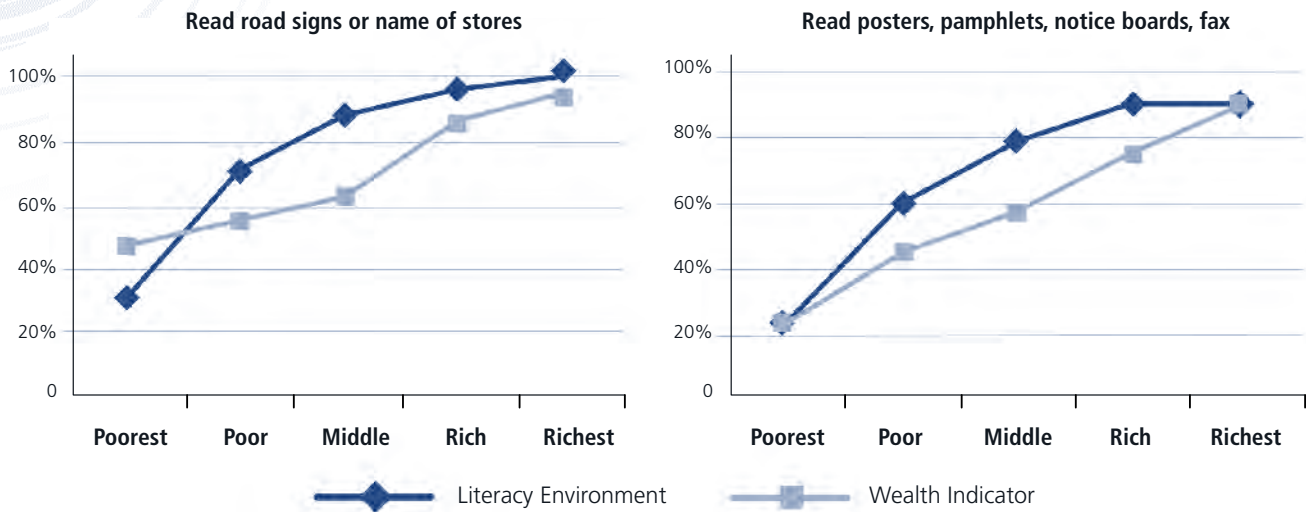
Nearly one-quarter (23.1 percent) of respondents said they read these items a few times per week, and 10.8 percent did this on a daily basis. Such practices were relatively higher in the ARB and among males. Again the percentage of respondents who did not read posters, pamphlets, notice boards or faxes was higher with each older age group: ranging from 20.9 percent for 15-24 year olds to 57.2 percent among those aged 50 years and over. Respondents who read these items a few times per week accounted for 31.7 percent of the 15-24 age group, but only 14.3 percent of those aged 50 years and above.

Table 9: Read posters, pamphlets, notice boards, faxes etc. in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	3.8	19.2	21.9	6.1	19.5	21.6	7.9
ARB	5.0	5.8	30.6	0.8	11.6	27.3	19.0
Total	4.1	15.7	24.1	4.7	17.5	23.1	10.8
Sex							
Male	4.3	13.4	21.4	5.1	18.5	25.0	12.3
Female	3.7	19.3	27.8	4.3	16.0	20.3	8.6
Total	4.1	15.8	24.0	4.8	17.5	23.1	10.8
Age Group							
15 – 24 years	3.0	5.0	12.9	7.9	22.8	31.7	16.8
25 – 39 years	4.0	13.1	28.1	4.0	19.1	24.1	7.5
40 – 49 years	7.0	23.3	25.6	5.8	11.6	18.6	8.1
50+ years	2.6	28.6	26.0	1.3	13.0	14.3	14.3
Total	4.1	15.8	24.0	4.8	17.5	23.1	10.8

When analysed by the literacy environment quintiles (LEQ) and wealth quintiles (WQ), it can be seen that only about 30 percent of the respondents in the “poorest” LEQ can read road signs or the names of stores, whereas 100 percent of respondents in the richest literacy quintiles can read them (Figure 37). Respondents from the “rich” LEQ who read road signs or names of stores a few times a week accounted for the largest group, comprising about 46 percent.

Figure 37: Read road signs, names of stores, posters, pamphlets, notice boards, faxes, etc., by LEQ and WQ



In relation to WQs, almost half (47.8 percent) of respondents from the “poorest” WQ could read road signs or names of stores. Those who did this on a daily basis were highest in the “richest” WQ, at 50 percent.

Around 23 percent of respondents in the “poorest” LEQ and WQ could read posters, pamphlets, notice boards or faxes. Such percentages steadily rose with each quintile, to reach about 90 percent for the “richest” LEQ and WQ. Respondents in the “middle” quintile with regard to both literacy environment and wealth accounted for the highest percentages in reading posters, pamphlets, notice boards or faxes a few times per week.

3.5.1.3 Read meeting minutes

More than two-thirds (68.1 percent) of the respondents had never read community or group meeting minutes. These percentages were higher in EHP (69.4 percent) than in ARB (64.5 percent). Almost three-quarters (74.4 percent) of female respondents belonged to this group, compared to 63.7 percent of males (Table 10).

Respondents who read community or group meeting minutes a few times per year accounted for 14 percent of the total. Such percentages diminished for those who read a few times per month (11.9 percent), per week (5.2 percent) and on a daily basis (0.9 percent), but respondents of the ARB followed a different pattern.

Table 10: Read community/group meeting minutes in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	7.0	19.0	43.4	17.5	9.6	3.2	0.3
ARB	0.8	5.8	57.9	4.1	18.2	10.7	2.5
Total	5.4	15.5	47.2	14.0	11.9	5.2	0.9
Sex							
Male	5.8	13.0	44.9	17.0	13.0	5.1	1.1
Female	4.8	19.3	50.3	9.6	10.2	5.3	0.5
Total	5.4	15.6	47.1	14.0	11.9	5.2	0.9
Age Group							
15 – 24 years	4.0	5.9	52.5	18.8	12.9	5.9	0.0
25 – 39 years	5.5	13.1	51.3	13.1	13.6	3.5	0.0
40 – 49 years	8.1	22.1	37.2	16.3	8.1	7.0	1.2
50+ years	3.9	27.3	40.3	7.8	10.4	6.5	3.9
Total	5.4	15.6	47.1	14.0	11.9	5.2	0.9

3.5.1.4 Read personal messages, letters, email

More than half (52.2 percent, including “not available”, “cannot” and “never”) of the respondents “never” read personal messages, letters, and emails. For those who read personal messages, letters or emails, most of them did so a few times in a month (18.3 percent), and 7.1 percent did so on a daily basis. The percentage was higher in ARB, where 14.9 percent did so, compared to 4.4 percent in EHP. A slightly higher percentage of males than females, especially in the 15-39 year age group, read personal messages, letters and emails.

Table 11: Read personal messages, letters, emails in the previous 12 months

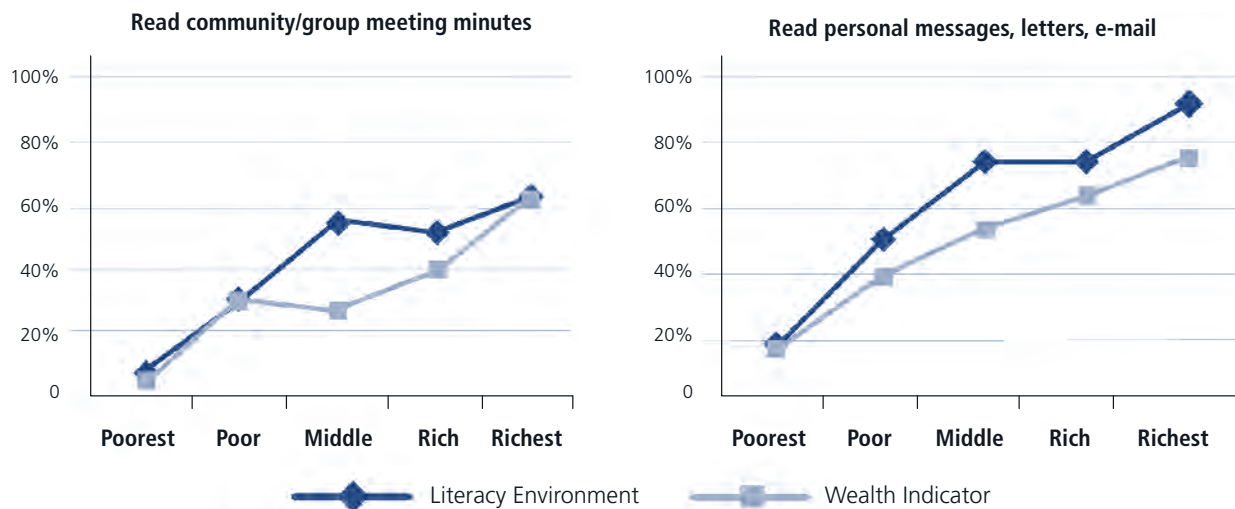
	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	4.1	18.1	31.2	13.1	19.2	9.9	4.4
ARB	2.5	5.8	40.5	5.0	15.7	15.7	14.9
Total	3.7	14.9	33.6	11.0	18.3	11.4	7.1
Sex							
Male	4.0	12.0	31.9	10.5	21.7	11.6	8.3
Female	3.2	19.3	35.8	11.8	13.4	11.2	5.3
Total	3.7	14.9	33.5	11.0	18.4	11.4	7.1

Table 11: *continued*

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Age Group							
15 – 24 years	2.0	5.0	26.7	20.8	23.8	13.9	7.9
25 – 39 years	4.5	12.1	36.7	10.6	17.1	14.1	5.0
40 – 49 years	3.5	23.3	32.6	5.8	16.3	10.5	8.1
50+ years	3.9	26.0	35.1	5.2	16.9	2.6	10.4
Total	3.7	14.9	33.5	11.0	18.4	11.4	7.1

In relation to LEQ and WQ, only about 10 percent of the respondents in the “poorest” quintile read community/group meeting minutes, compared to a little over 60 percent of respondents in the richest quintiles (Figure 38). For both LEQ and WQ, respondents from the “richest” quintile had the highest percentage for reading community/group meeting minutes.

Figure 38: Read meeting minutes, personal messages, letters, emails



Around 18 percent of respondents in the “poorest” LEQ and WQ read personal messages, letters, and emails. Such percentages steadily rose with each quintile, to reach 91 percent for the “richest” LEQ and 75 percent for the “richest” WQ. Around a quarter of respondents in both the “poor” and “rich” LEQ read personal messages, letters, and emails a few times per month.

3.5.1.5 Read newspapers/magazines

About two-thirds (61.2 percent) of the respondents reported that they had read newspapers and magazines in the previous 12 months (Table 12). The percentage in ARB was 67.8 percent, higher than the 58.9 percent in EHP. Relatively more males (65.5 percent) than females (55.1 percent) read newspapers and magazines. Frequent readers (a few times a week) accounted for 27.4 percent, and daily readers accounted for 15.3 percent of the total with a high percentage (38 percent) of respondents from ARB. Respondents in the 15-24 age

group accounted for the highest percentage (46.5 percent) of those who read newspapers and magazines a few times a week. Respondents aged 50 years and over accounted for the highest percentage of daily newspaper readers.

Table 12: Read newspapers/magazines in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	1.2	19.8	20.1	6.7	14.6	30.3	7.3
ARB	0.8	6.6	24.8	2.5	8.3	19.0	38.0
Total	1.1	16.4	21.3	5.6	12.9	27.4	15.3
Sex							
Male	1.1	14.1	19.2	4.3	14.5	30.4	16.3
Female	1.1	19.8	24.1	7.5	10.7	23.0	13.9
Total	1.1	16.4	21.2	5.6	13.0	27.4	15.3
Age Group							
15 – 24 years	1.0	5.0	6.9	5.9	22.8	46.5	11.9
25 – 39 years	1.0	13.1	24.1	6.5	13.6	28.1	13.6
40 – 49 years	2.3	24.4	25.6	7.0	9.3	17.4	14.0
50+ years	0.0	31.2	27.3	1.3	2.6	11.7	26.0
Total	1.1	16.4	21.2	5.6	13.0	27.4	15.3

3.5.1.6 Read books (textbooks, novels, religious books)

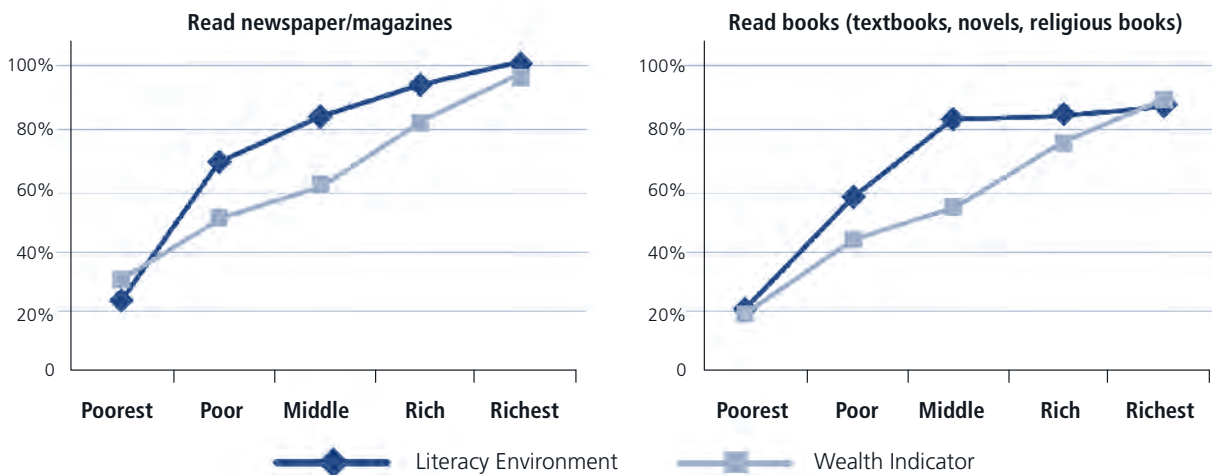
Over half (55.8 percent) of the respondents had read books in the previous 12 months, with 63.7 percent in ARB and 53.1 percent in EHP (Table 13). More male respondents (59.7 percent) had read books than female respondents (50.3 percent). Respondents who had read books a few times a week accounted for 23.3 percent of the respondents and daily readers of books accounted for 15.9 percent of the respondents. The percentage of respondents who had read books was higher in ARB than in EHP.

Young people in the 15-24 age group appeared to be the most avid book readers, especially in the most frequent reader categories of a few times per week and on a daily basis. These constituted 60 percent of all 15-24 year olds.

Table 13: Read books (textbooks, novels, religious books) in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	2.0	19.0	25.9	7.0	11.1	21.9	13.1
ARB	0.8	5.8	29.8	2.5	9.9	27.3	24.0
Total	1.7	15.5	26.9	5.8	10.8	23.3	15.9
Sex							
Male	2.2	12.7	25.4	5.4	13.0	25.7	15.6
Female	1.1	19.8	28.9	6.4	7.5	19.8	16.6
Total	1.7	15.6	26.8	5.8	10.8	23.3	16.0
Age Group							
15 – 24 years	2.0	5.0	12.9	8.9	11.9	27.7	31.7
25 – 39 years	1.5	12.6	30.2	7.5	13.1	25.6	9.5
40 – 49 years	3.5	22.1	33.7	2.3	8.1	17.4	12.8
50+ years	0.0	29.9	28.6	1.3	6.5	18.2	15.6
Total	1.7	15.6	26.8	5.8	10.8	23.3	16.0

Figure 39: Read newspapers/magazines, books



Only about one-quarter of the respondents in the “poorest” LEQ had read newspapers and magazines in the previous 12 months, compared to about 30 percent for the “poorest” WQ (Figure 39). Practically all those in the “richest” LEQ and WQ had read newspapers and magazines, at least a few times a week, if not daily.

Around 20 percent of the “poorest” LEQ and WQ had read books. The percentage of frequent book readers increased by both LEQ and WQ, to 91 percent in the “richest” quintile. There was a steep rise in the percentage of frequent readers from the “poorest” to “middle” LEQ. The gap between the percentage of book readers in the “middle” LEQ and WQ was widest by 30

points compared to other quintiles. This could be indicative of the positive influence of a literacy environment on more frequent book reading compared to the influence of the wealth indicator.

3.5.1.7 Read reference materials

Only 26 percent of respondents had read reference materials. This percentage was significantly higher in ARB compared to EHP (Table 14). The percentage of male readers was higher by 5 points than female readers. More respondents had read reference materials a few times per year. The percentage was highest at 35.7 percent for the 15-24 year olds who had frequently read reference materials, and this percentage was lower as age increased.

Table 14: Read reference materials in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	8.2	18.1	50.4	9.0	5.8	4.7	3.8
ARB	2.5	6.6	57.9	5.0	9.1	7.4	11.6
Total	6.7	15.1	52.4	8.0	6.7	5.4	5.8
Sex							
Male	7.2	12.7	52.2	9.1	7.6	6.5	4.7
Female	5.9	18.7	52.4	6.4	5.3	3.7	7.5
Total	6.7	15.1	52.3	8.0	6.7	5.4	5.8
Age Group							
15 – 24 years	7.9	5.0	51.5	5.0	9.9	8.9	11.9
25 – 39 years	7.0	11.6	55.3	12.6	5.5	4.5	3.5
40 – 49 years	5.8	24.4	50.0	7.0	5.8	4.7	2.3
50+ years	5.2	27.3	48.1	1.3	6.5	3.9	7.8
Total	6.7	15.1	52.3	8.0	6.7	5.4	5.8

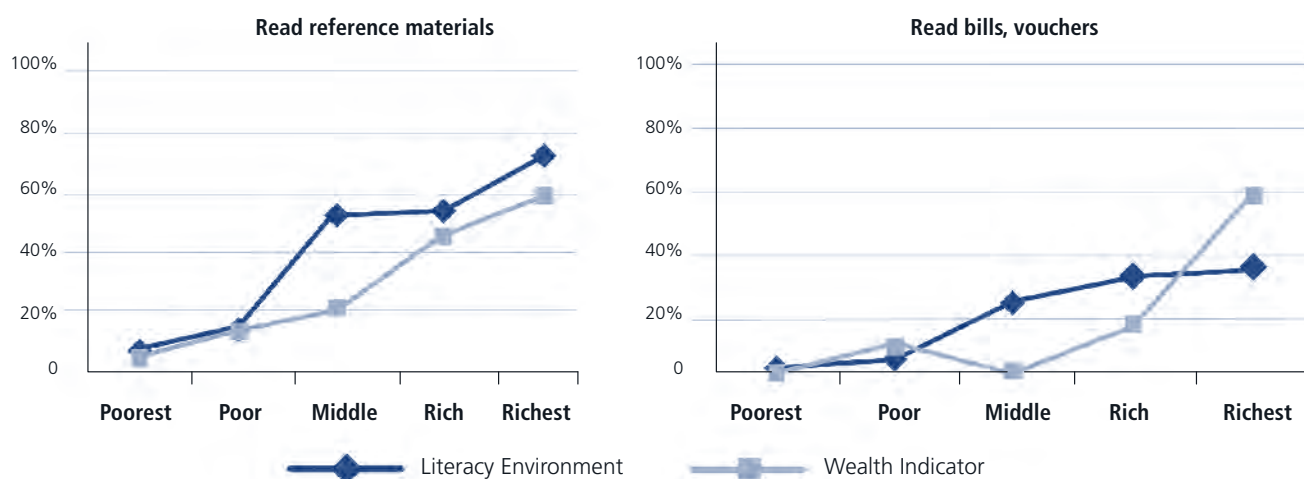
3.5.1.8 Read bills and vouchers

Only about 12 percent of the respondents had read bills and vouchers, and the percentage in ARB (27.3 percent) was much higher than the 6.4 percent in EHP (Table 15). There was not much difference in the percentages of male and female respondents who had read bills and vouchers on a daily basis. The percentage of respondents who had read bills and vouchers was highest among those 50 years old and above.

Table 15: Read bills and vouchers in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	19.5	16.9	57.1	1.2	2.0	2.3	0.9
ARB	6.6	5.8	60.3	1.7	9.9	9.1	6.6
Total	16.2	14.0	58.0	1.3	4.1	4.1	2.4
Sex							
Male	17.0	12.0	59.1	1.1	3.6	5.1	2.2
Female	15.0	17.1	56.1	1.6	4.8	2.7	2.7
Total	16.2	14.0	57.9	1.3	4.1	4.1	2.4
Age Group							
15 – 24 years	13.9	6.9	67.3	3.0	5.0	3.0	1.0
25 – 39 years	19.1	10.6	60.8	1.0	5.0	1.5	2.0
40 – 49 years	16.3	20.9	52.3	0.0	3.5	3.5	3.5
50+ years	11.7	24.7	44.2	1.3	1.3	13.0	3.9
Total	16.2	14.0	57.9	1.3	4.1	4.1	2.4

Figure 40: Read reference materials, bills and vouchers



Fewer than 10 percent of the respondents in the “poorest” LEQ and WQ had read reference materials, while the figure for the “richest” LEQ was about 73 percent and the figure for the “richest” WQ was 60 percent (Figure 40). The two trends ran parallel from the “poorest” to “poor” quintiles but the gap widened to 30 points for the “middle” quintile, and then re-converged for the “rich” quintiles.

None of the respondents from the “poorest” LEQ and WQ read bills and vouchers, and less than 10 percent from the “poor” quintiles read bills and vouchers. The percentage was higher, at 36.4 percent, for the “richest” LEQ, whereas the percentage was much lower, at 3.3 percent, for the “middle” WQ and much higher, at 59.4 percent, for the “richest” WQ.

3.5.1.9 Read mobile phone messages

Almost half (46.4 percent) of the respondents had read mobile phone messages (Table 16). The percentage was much higher in ARB (73 percent) than EHP (37 percent). There was not much difference between male and female respondents as a whole, but the percentage of males who had read messages a few times a week was almost double that of females, and the percentage of females who had read messages on a daily basis was higher than males by 5 points.

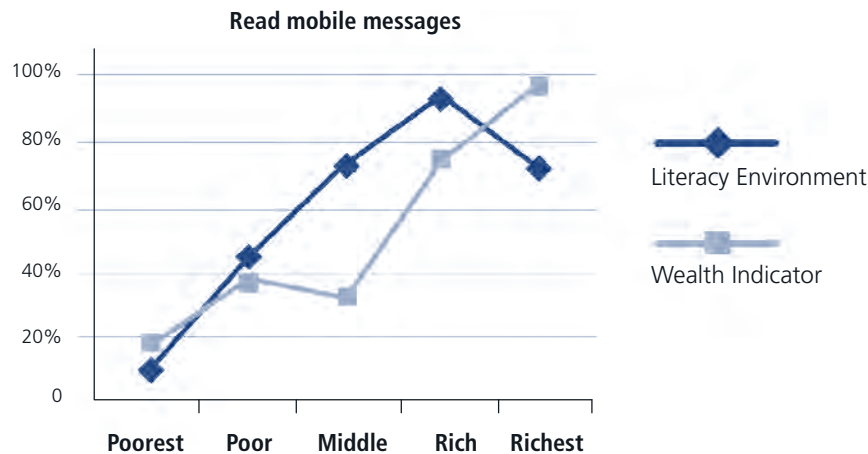
The respondents from younger age-groups 15-24 and 25-39 had read mobile phone messages more frequently than among older age groups.

Table 16: Read mobile phone messages in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	4.1	20.7	38.2	1.2	4.1	16.6	15.2
ARB	2.5	4.9	19.7	2.5	7.4	22.1	41.0
Total	3.7	16.6	33.3	1.5	4.9	18.1	21.9
Sex							
Male	5.1	14.4	33.6	1.1	4.0	22.0	19.9
Female	1.6	19.8	33.2	2.1	6.4	11.8	25.1
Total	3.7	16.6	33.4	1.5	5.0	17.9	22.0
Age Group							
15 – 24 years	4.0	8.9	35.6	3.0	2.0	23.8	22.8
25 – 39 years	4.5	13.5	34.0	1.0	6.5	19.5	21.0
40 – 49 years	2.3	22.1	32.6	0.0	4.7	15.1	23.3
50+ years	2.6	28.6	29.9	2.6	5.2	9.1	22.1
Total	3.7	16.6	33.4	1.5	5.0	17.9	22.0

About 12 percent of the respondents in the 'poorest' LEQ and 20 percent from the "poorest" WQ had read mobile phone messages (Figure 41). The percentage was much higher, at 93 percent, for the "rich" LEQ but was not as high, at 73 percent, for the "richest" LEQ. The trend is erratic in a different way for the wealth quintiles, dropping to 32 percent and then sharply increasing to 97 percent for the "richest" WQ.

Figure 41: Read mobile phone messages



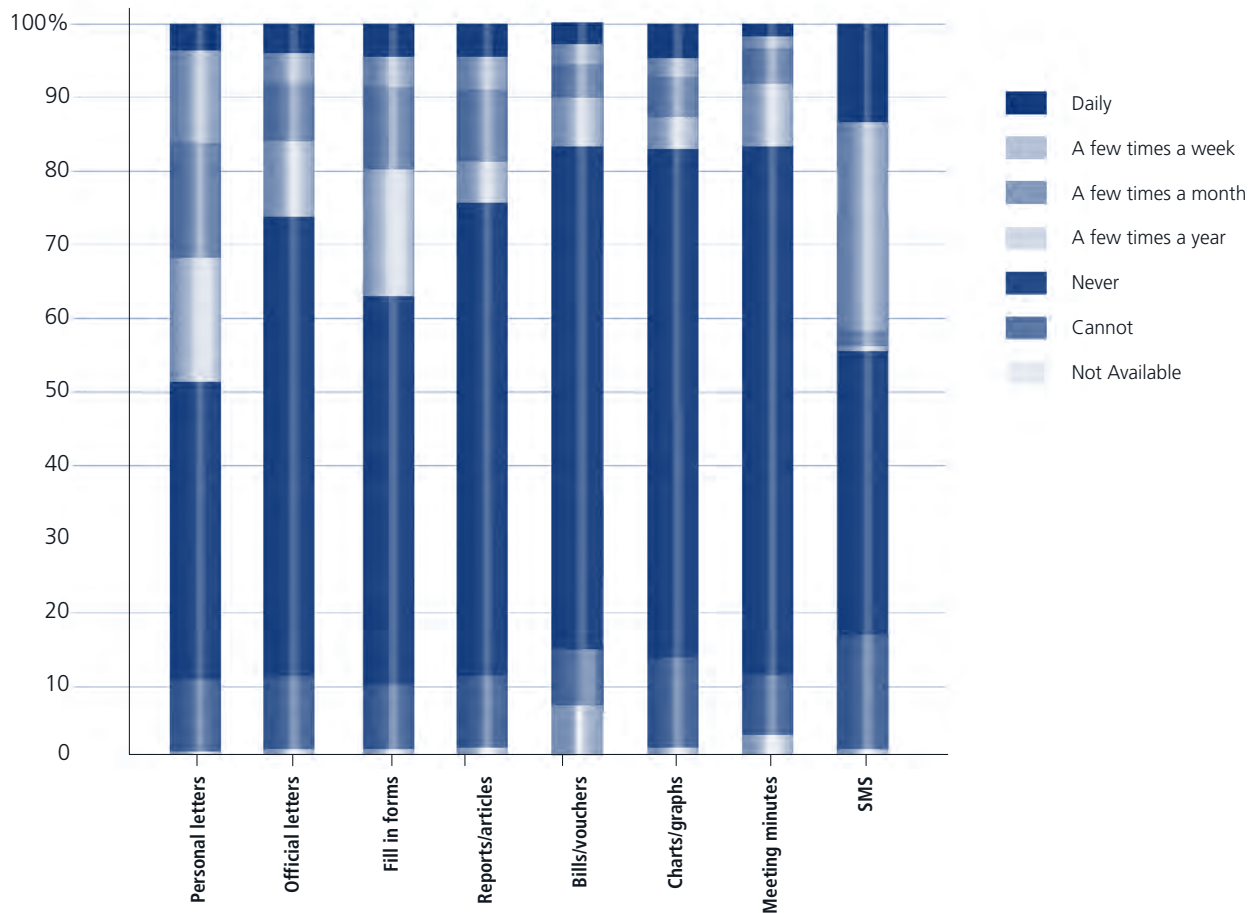
3.5.2 Writing tasks

The respondents were asked whether and how frequently they had used their writing skills to perform the following eight writing tasks during the previous 12 months:

1. Write personal letters, messages, notes
2. Write official letters
3. Fill in forms
4. Write reports/articles
5. Produce bills and invoices
6. Produce charts and graphs
7. Write community/group meeting minutes
8. Write and send mobile phone messages/SMS messages

As illustrated in Figure 42 below, more than 80 percent of the respondents did not produce any bills and vouchers, charts and graphs, or meeting minutes in the previous 12 months. More than 70 percent did not write any official letters, reports or articles.

Figure 42: Respondents' use of writing skills



Those respondents who used their writing skills did so mainly by writing mobile phone messages, personal letters and notes, filling in forms and writing reports/articles. Use of writing skills for other tasks occurred less frequently. More detailed analysis of writing practices related to each of these tasks is described below by province, sex and age group.

3.5.2.1 Wrote personal letters, messages, notes

Nearly half (47 percent) of the respondents had written personal letters, messages and notes in the previous 12 months (Table 17). Those in ARB had written such messages more frequently than in EHP, but the difference was slight. More males (51.8 percent) than females (40.2 percent) wrote personal letters, messages and notes. Younger age groups tend to write more personal letters, messages and notes. Around 64 percent of respondents from the 15-24 age group said they had written personal letters, messages and notes in the previous 12 months, compared to only 33.8 percent among the 50 plus years old.

Table 17: Wrote personal letters, messages and notes in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	0.6	11.4	42.0	16.6	18.4	7.9	3.2
ARB	1.7	7.4	41.3	9.1	17.4	13.2	9.9
Total	0.9	10.3	41.8	14.7	18.1	9.3	5.0
Sex							
Male	0.7	8.0	39.5	16.3	20.3	9.8	5.4
Female	1.1	13.9	44.9	12.3	15.0	8.6	4.3
Total	0.9	10.4	41.7	14.7	18.1	9.3	5.0
Age Group							
15 – 24 years	0.0	5.9	29.7	19.8	21.8	15.8	6.9
25 – 39 years	2.0	11.1	39.7	16.6	18.6	9.0	3.0
40 – 49 years	0.0	11.6	50.0	8.1	19.8	7.0	3.5
50+ years	0.0	13.0	53.2	10.4	10.4	3.9	9.1
Total	0.9	10.4	41.7	14.7	18.1	9.3	5.0

3.5.2.2 Wrote official letters to an authority or organization

Around one-quarter (24.7 percent) of the respondents had written official letters to an authority or organization in the previous 12 months, mostly a few times a year or month (Table 18). Those in ARB tended to do so more frequently than EHP respondents. A much higher percentage of males (29.7 percent) had written official letters than females (17.6 percent). The percentage of respondents who wrote official letters increased with age, from 17.8 percent for the 15-24 year olds to 31.2 percent among the group aged 50 years old and above.

Table 18: Wrote official letters to an authority or organization in the previous 12 months

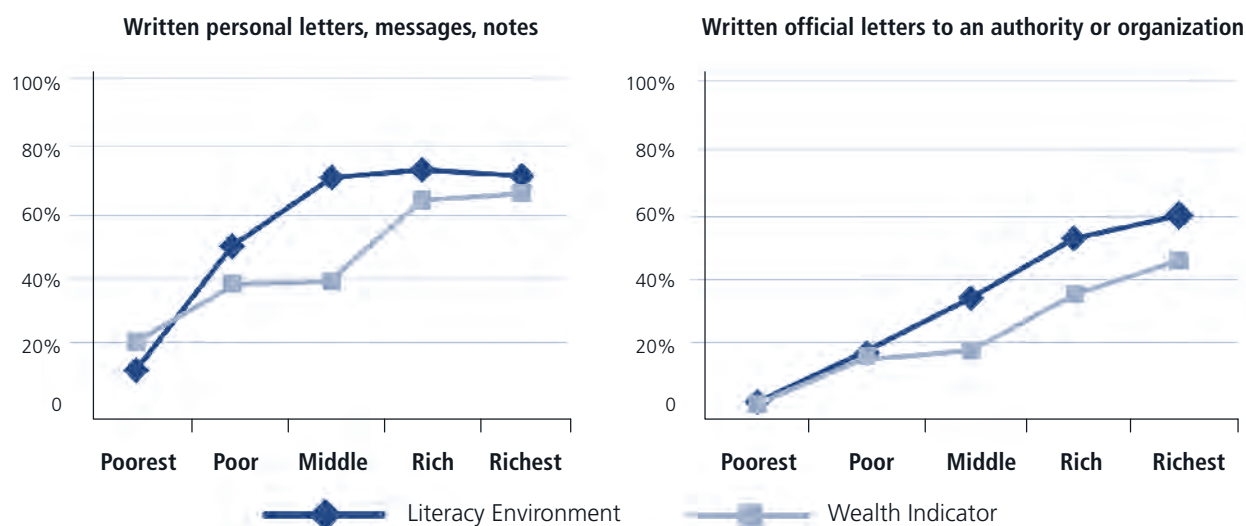
	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	0.9	12.2	65.3	10.5	8.5	1.2	1.5
ARB	3.3	7.4	55.4	4.1	12.4	8.3	9.1
Total	1.5	11.0	62.7	8.8	9.5	3.0	3.4
Sex							

Table 18 *continued*

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Male	1.4	8.7	60.1	11.6	10.9	3.6	3.6
Female	1.6	14.4	66.3	4.8	7.5	2.1	3.2
Total	1.5	11.0	62.6	8.9	9.5	3.0	3.5
Age Group							
15 – 24 years	0.0	5.9	76.2	8.9	6.9	2.0	0.0
25 – 39 years	3.0	13.1	58.8	9.5	9.0	3.5	3.0
40 – 49 years	1.2	11.6	60.5	8.1	11.6	2.3	4.7
50+ years	0.0	11.7	57.1	7.8	11.7	3.9	7.8
Total	1.5	11.0	62.6	8.9	9.5	3.0	3.5

For respondents belonging to the “poorest” LEQ and “poorest” WQ, 16.1 and 23.9 percent of them, respectively, had written personal letters, messages and notes. The figures increased to 72.7 percent for respondents of the “richest” LEQ, and 68.8 percent for the “richest” WQ. Daily writing of personal letters, messages and notes was higher among the “richest” LEQ and WQ (Figure 43).

Figure 43: Wrote personal letters, messages and notes, and official letters to an authority or organization



Only 6.7 percent of respondents of the “poorest” LEQ and 4.3 percent of those in the “poorest” WQ had written official letters to an authority or organization in the previous 12 months (Figure 43). These percentages were 63.6 percent and 50 percent for respondents of the “richest” LEQ and the “richest” WQ, respectively. The percentage of respondents from all the LEQs was higher than those according to WQ. The percentage of respondents in the “poorest” and “poor” LEQs and WQs were almost equal and they increased in parallel with the other three quintiles, with some gaps of around 14 to 17 points from the “middle” to “richest” quintiles.

3.5.2.3 Filled in forms

More than one-third (35.1 percent) of the respondents had filled in forms in the previous 12 months, mostly a few times a year or month (Table 19). Such percentages were much higher in ARB (44.7 percent) than in EHP (31.7 percent). Most respondents had filled in forms a few times each year or month, rather than each week or daily. A higher percentage of males (38.4 percent) had filled in forms than females (30.5 percent). Relatively more 15-24 year olds (45.6 percent) had filled in forms than the other age groups.

Table 19: Filled in forms in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	0.9	11.7	55.7	18.4	9.3	2.3	1.7
ARB	1.7	7.4	46.3	8.3	19.0	5.8	11.6
Total	1.1	10.6	53.2	15.7	11.9	3.2	4.3
Sex							
Male	1.1	8.3	52.2	17.8	13.0	3.6	4.0
Female	1.1	13.9	54.5	12.8	10.2	2.7	4.8
Total	1.1	10.6	53.1	15.8	11.9	3.2	4.3
Age Group							
15 – 24 years	1.0	5.9	47.5	24.8	16.8	4.0	0.0
25 – 39 years	2.0	11.6	53.8	14.6	11.1	3.0	4.0
40 – 49 years	0.0	12.8	55.8	11.6	10.5	4.7	4.7
50+ years	0.0	11.7	55.8	11.7	9.1	1.3	10.4
Total	1.1	10.6	53.1	15.8	11.9	3.2	4.3

3.5.2.4 Wrote reports/articles

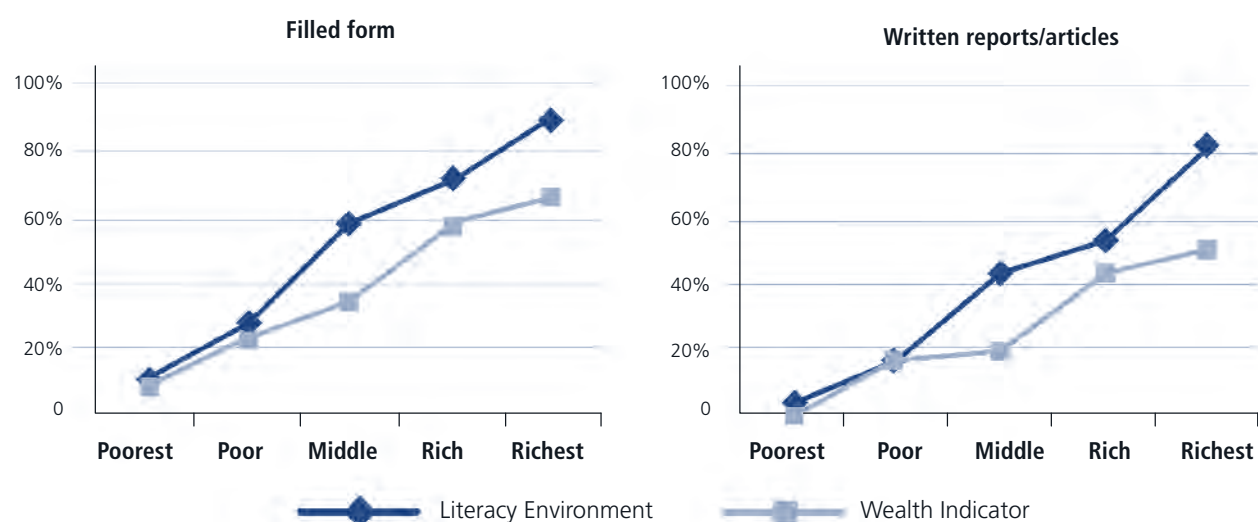
Less than one-quarter (24 percent) of the respondents had written reports/articles in the previous 12 months, mostly a few times a year or month (Table 20). Those in ARB tended to do so more actively and more frequently than EHP respondents. A higher percentage of males (27.1 percent) had written reports/articles than females (19.3 percent). Relatively more 15-24 year olds and those aged 50 years and above wrote reports/articles than in the other age-groups.

Table 20: Wrote reports/articles in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	1.5	12.5	64.4	6.1	11.1	2.0	2.3
ARB	1.7	7.4	60.3	4.1	9.1	8.3	9.1
Total	1.5	11.2	63.4	5.6	10.6	3.7	4.1
Sex							
Male	1.8	9.1	62.0	6.5	13.0	4.0	3.6
Female	1.1	14.4	65.2	4.3	7.0	3.2	4.8
Total	1.5	11.2	63.3	5.6	10.6	3.7	4.1
Age Group							
15 – 24 years	2.0	5.9	62.4	4.0	13.9	7.9	4.0
25 – 39 years	2.5	12.6	62.8	7.0	9.0	2.0	4.0
40 – 49 years	0.0	12.8	67.4	4.7	12.8	0.0	2.3
50+ years	0.0	13.0	61.0	5.2	7.8	6.5	6.5
Total	1.5	11.2	63.3	5.6	10.6	3.7	4.1

For respondents belonging to the “poorest” LEQ and “poorest” WQ, 10.1 and 8.7 percent of them, respectively, had filled in forms (Figure 44). These percentages were 90.9 percent for respondents of the “richest” LEQ and 65.6 percent for the “richest” WQ. The “richest” LEQ and “richest” WQ accounted for the highest percentage of respondents filling in forms at the frequency of a few times a month.

Figure 44: Filled in forms and wrote reports/articles



Only 4.7 percent of respondents of the “poorest” LEQ and none of those in the “poorest” WQ had written reports/articles in the previous 12 months. These percentages were 81.8 percent and 50 percent for respondents of the “richest” LEQ and “richest” WQ, respectively. Similarly to filling in forms, the “richest” LEQ and “richest” WQ accounted for the highest percentage of respondents having written reports/articles a few times a month.

3.5.2.5 Produced bills and invoices

Only 15.3 percent of the respondents had produced bills and invoices in the previous 12 months; a few times a year or month (Table 21). The ARB had a higher percentage (27.2 percent) than the EHP (11.1 percent). Only very slight differences existed between males (16.7 percent) and females (13.3 percent) in terms of using their writing skills to produce bills and invoices. Few differences were evident between age groups.

Table 21: Produced bills and invoices in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	6.7	10.8	71.4	6.1	3.8	0.9	0.3
ARB	3.3	7.4	62.0	4.1	9.9	6.6	6.6
Total	5.8	9.9	69.0	5.6	5.4	2.4	1.9
Sex							
Male	5.1	7.6	70.7	6.2	6.2	2.5	1.8
Female	7.0	13.4	66.3	4.8	4.3	2.1	2.1
Total	5.8	9.9	68.9	5.6	5.4	2.4	1.9
Age Group							
15 – 24 years	5.0	5.9	74.3	5.0	5.9	3.0	1.0
25 – 39 years	7.5	10.6	65.8	6.0	6.0	1.5	2.5
40 – 49 years	4.7	12.8	70.9	5.8	2.3	3.5	0.0
50+ years	3.9	10.4	67.5	5.2	6.5	2.6	3.9
Total	5.8	9.9	68.9	5.6	5.4	2.4	1.9

3.5.2.6 Produced charts and graphs

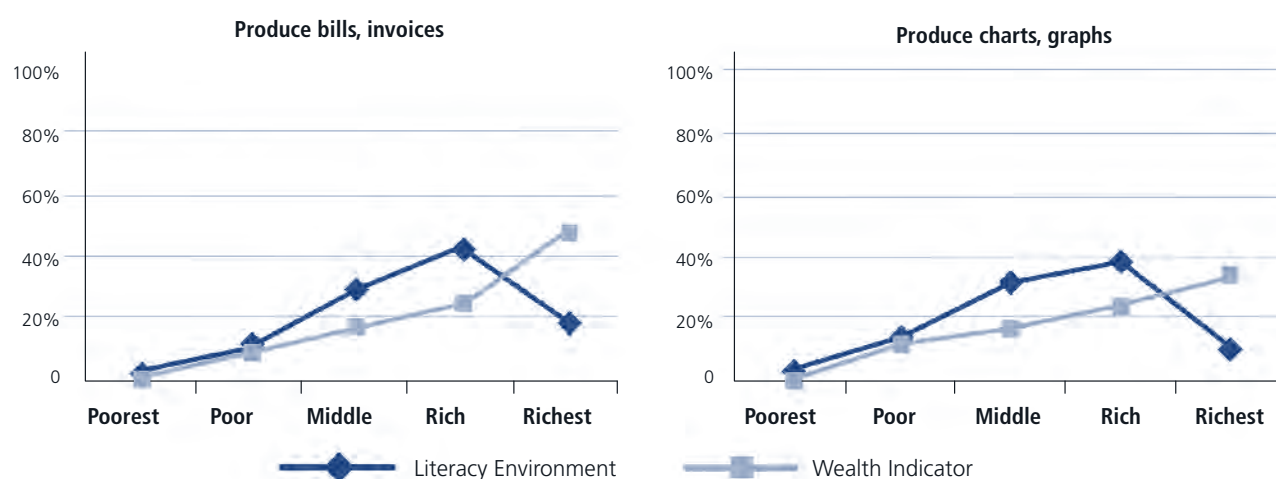
Only 15.8 percent of the respondents had produced charts and graphs in the previous 12 months (Table 22). The ARB had a slightly higher percentage (18.2 percent) than the EHP (14.9 percent). More males (18.2 percent) than females (12.3 percent) had used their writing skills to produce charts and graphs. The 15-24 year olds (29.7 percent) produced charts and graphs more frequently than any other age group.

Table 22: Produced charts and graphs in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	3.2	13.1	68.8	5.2	5.0	1.2	3.5
ARB	2.5	8.3	71.1	1.7	6.6	5.8	4.1
Total	3.0	11.9	69.4	4.3	5.4	2.4	3.7
Sex							
Male	2.5	9.8	69.6	6.2	6.2	2.9	2.9
Female	3.7	15.0	69.0	1.6	4.3	1.6	4.8
Total	3.0	11.9	69.3	4.3	5.4	2.4	3.7
Age Group							
15 – 24 years	2.0	5.9	62.4	4.0	9.9	5.9	9.9
25 – 39 years	3.5	13.1	69.3	5.5	4.0	1.5	3.0
40 – 49 years	3.5	15.1	75.6	2.3	2.3	1.2	0.0
50+ years	2.6	13.0	71.4	3.9	6.5	1.3	1.3
Total	3.0	11.9	69.3	4.3	5.4	2.4	3.7

For respondents belonging to the “poorest” LEQ, 2.7 percent had produced bills and invoices in the previous 12 months, while none in the “poorest” WQ had (Figure 45). The percentage was higher, at 46.9 percent, for the “richest” WQ, but lower, at 18.2 percent, for respondents of the “richest” LEQ. The “rich” LEQ and “richest” WQ accounted for the highest percentage of respondents who had produced bills and invoices, and mainly a few times per month.

Figure 45: Produced bills/invoices and charts/graphs



For respondents belonging to the “poorest” LEQ, 2.7 percent of them had produced charts and graphs in the previous 12 months, while none in the “poorest” WQ had done so (Figure 45). The percentage was 34.4 percent for the “richest” WQ but was lower than this, at 9.1 percent, for respondents of the “richest” LEQ. The “rich” LEQ and “richest” WQ account for the highest percentage of respondents who had produced charts and graphs, mainly at the frequency of a few times per month.

3.5.2.7 Wrote community/group meeting minutes

A very low percentage (15.3 percent) of the respondents had written community or group meeting minutes in the previous 12 months (Table 23). Of those that did, it was mostly at the frequency of a few times a year or a month.

Table 23: Wrote community or group meeting minutes in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	2.0	12.5	73.2	8.5	2.3	1.5	0.0
ARB	1.7	7.4	66.9	4.1	14.9	4.1	0.8
Total	1.9	11.2	71.6	7.3	5.6	2.2	0.2
Sex							
Male	1.8	8.7	72.1	9.4	5.4	2.2	0.4
Female	2.1	15.0	70.6	4.3	5.9	2.1	0.0
Total	1.9	11.2	71.5	7.3	5.6	2.2	0.2
Age Group							
15 – 24 years	0.0	6.9	82.2	8.9	1.0	1.0	0.0
25 – 39 years	3.5	12.6	66.3	8.5	8.5	0.5	0.0
40 – 49 years	2.3	11.6	74.4	3.5	1.2	5.8	1.2
50+ years	0.0	13.0	67.5	6.5	9.1	3.9	0.0
Total	1.9	11.2	71.5	7.3	5.6	2.2	0.2

The percentage in the ARB (23.9 percent) was nearly double that of the EHP (12.3 percent). More males (17.4 percent) than females (12.3 percent) used their writing skills to write community or group meeting minutes. Such practices increased with age, and the 50 plus year olds were more active (19.5 percent) than any other age group.

3.5.2.8 Wrote mobile phone messages

Almost half (45.7 percent) of the respondents reported having sent mobile phone messages in the previous 12 months, mostly a few times a week and daily (Table 24). Two-thirds (66.9 percent) of respondents in the ARB did so frequently, exceeding the EHP (38.2 percent). Slightly more males (47.1 percent) than females (43.2 percent) had sent mobile phone messages. Such practices decreased with age, with more than half (54.5 percent) of the 15-24 year olds active in this writing task; a greater proportion than for any other age group.

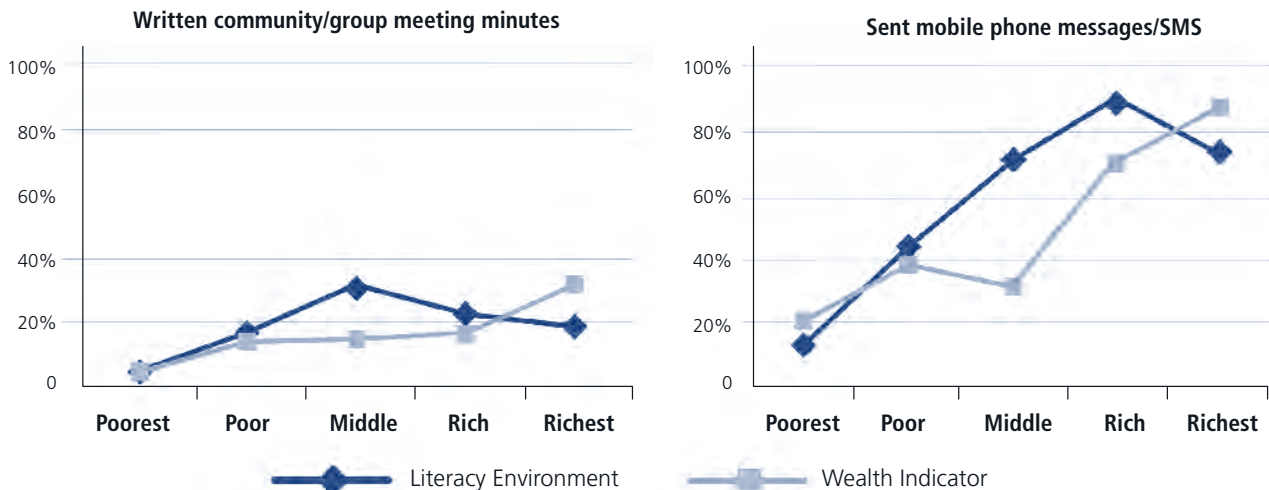
Table 24: Wrote mobile messages in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	0.3	12.8	48.7	1.5	3.2	20.7	12.8
ARB	1.7	6.6	24.8	0.0	5.8	23.1	38.0
Total	0.6	11.2	42.5	1.1	3.9	21.3	19.4
Sex							
Male	0.7	9.4	42.8	1.4	2.9	25.0	17.8
Female	0.5	13.9	42.2	0.5	4.8	16.0	21.9
Total	0.6	11.2	42.5	1.1	3.7	21.4	19.4
Age Group							
15 – 24 years	0.0	4.0	41.6	2.0	2.0	26.7	23.8
25 – 39 years	1.5	13.6	37.7	0.5	3.5	25.6	17.6
40 – 49 years	0.0	11.6	46.5	1.2	3.5	17.4	19.8
50+ years	0.0	14.3	51.9	1.3	6.5	7.8	18.2
Total	0.6	11.2	42.5	1.1	3.7	21.4	19.4

For respondents belonging to the “poorest” LEQ, only 3.4 percent had written community or group meeting minutes in past 12 months and only 4.3 percent of the “poorest” WQ had done so (Figure 46). The percentage increased to 31.3 percent for the “richest” WQ, whereas the percentage was 30.9 percent for “middle” LEQ, but was 18.2 percent for respondents of the “richest” LEQ. The “middle” LEQ and “richest” WQ accounted for the highest percentage of respondents who had written community or group meeting minutes, mainly in the category of a few times in a month.

Of respondents belonging to the “poorest” LEQ, 12.1 percent sent mobile phone messages, while 21.7 percent of the “poorest” WQ did so (Figure 46). For the “richest” WQ, 87.5 percent of these respondents reported sending mobile phone messages. For LEQ, the highest percentage was 90 percent for the “rich” LEQ and 72.7 percent among respondents of the “richest” LEQ. The “rich” LEQ and the “richest” WQ accounted for the highest percentage of respondents who sent mobile phone messages on a daily basis.

Figure 46: Wrote community or group meeting minutes and mobile phone messages



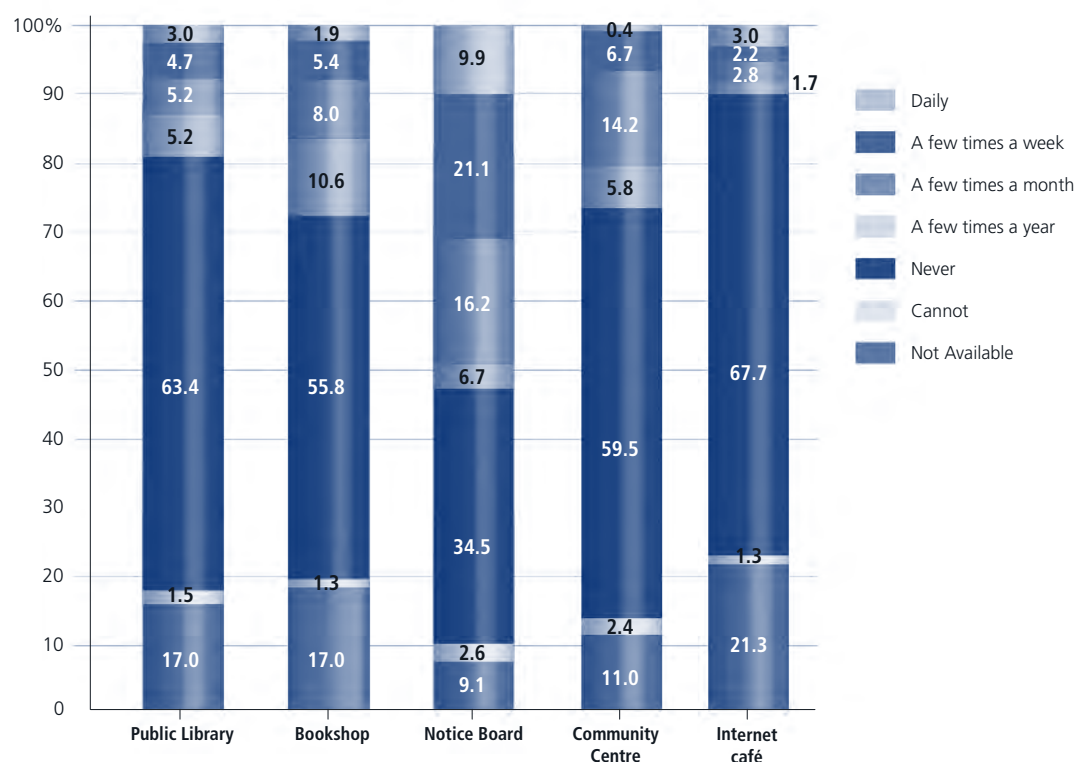
3.5.3 Visits to literacy learning venues in the community

The respondents were asked whether and how frequently they visited the following five types of literacy enhancing or learning venues in the community during the previous 12 months:

1. Public library
2. Bookshop
3. Notice board
4. Community centre
5. Internet café

As illustrated in Figure 47 below, only around half (53.9 percent) of the respondents had visited notice boards in the previous 12 months, although notice boards seemed to be highly accessible in local communities. Slightly more than one-quarter of the respondents had visited the community centre (27.1 percent) and a similar percentage had visited a bookshop (25.9 percent). Some 18.1 percent of them had visited the public library and 9.7 percent had been to internet cafés, which appeared to be the least available literacy learning venue in local communities. The patterns of visits to these venues were analysed in more detail, by province, sex and age group.

Figure 47: Respondents' access to literacy learning venues



3.5.3.1 Visited the public library

Only 18.1 percent of the respondents reported having visited the public library in the previous 12 months (Table 25). More than one-fifth (21.8 percent) of respondents in EHP had done so, far exceeding the 7.4 percent in ARB where 32.2 percent of the respondents claimed that such facilities were “not available” compared to 11.7 in EHP. Relatively more males (20.7 percent) than females (14.4 percent) had visited the public library. Younger age groups, such as the 15-24 year olds were more active library visitors, with 36.7 percent of this age group having visited a library in the past year. Percentages decreased steadily with age, to 9.1 percent among the group aged 50 plus.

Table 25: Visited the public library in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	11.7	2.0	64.4	6.1	6.7	6.1	2.9
ARB	32.2	0.0	60.3	2.5	0.8	0.8	3.3
Total	17.0	1.5	63.4	5.2	5.2	4.7	3.0
Sex							
Male	17.8	0.4	61.2	6.2	6.5	5.1	2.9
Female	15.5	3.2	66.8	3.7	3.2	4.3	3.2
Total	16.8	1.5	63.5	5.2	5.2	4.8	3.0

Table 25 *continued*

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Age Group							
15 – 24 years	10.9	0.0	52.5	4.0	11.9	13.9	6.9
25 – 39 years	22.1	2.5	59.8	5.5	5.0	3.0	2.0
40 – 49 years	10.5	1.2	77.9	5.8	1.2	1.2	2.3
50+ years	18.2	1.3	71.4	5.2	1.3	1.3	1.3
Total	16.8	1.5	63.5	5.2	5.2	4.8	3.0

3.5.3.2 Visited a bookshop

Some 26 percent of the respondents said they had visited a bookshop in the previous 12 months (Table 26), with most reporting that they had visited a few times in the year. A greater proportion of respondents of the EHP had done so (30.2 percent); double the 13.3 percent in ARB where, 32.2 percent of the respondents claimed that such facilities were “not available,” compared to 11.7 percent in EHP. A slightly higher percentage of males (27.8 percent) than females (23 percent) had visited a bookshop. Younger age groups, such as the 15-24 year olds, were more active visitors of bookshops, with 36.7 percent of this age group having visited a bookshop in the previous 12 months. Percentages decreased with age, to 13 percent among the group aged 50 plus years old.

Table 26: Visited a bookshop in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	11.7	1.7	56.3	13.1	9.6	5.5	2.0
ARB	32.2	0.0	54.5	3.3	3.3	5.0	1.7
Total	17.0	1.3	55.8	10.6	8.0	5.4	1.9
Sex							
Male	17.8	0.4	54.0	12.3	9.4	4.3	1.8
Female	15.5	2.7	58.8	8.0	5.9	7.0	2.1
Total	16.8	1.3	55.9	10.6	8.0	5.4	1.9
Age Group							
15 – 24 years	12.9	0.0	50.5	7.9	13.9	11.9	3.0
25 – 39 years	21.1	2.0	50.8	12.6	8.0	4.5	1.0
40 – 49 years	11.6	1.2	62.8	12.8	5.8	2.3	3.5
50+ years	16.9	1.3	68.8	6.5	2.6	2.6	1.3
Total	16.8	1.3	55.9	10.6	8.0	5.4	1.9

3.5.3.3 Visited notice boards

More than half (54 percent) of the respondents said they had visited a notice board in the previous 12 months (Table 27), mostly reporting having visited a few times per week. The percentages of such visits were similar in EHP and ARB (54.9 and 51.1 percent respectively), although 24.8 percent of ARB respondents stated that such facilities were “not available”. Relatively more males (59.8 percent) than females (45.5 percent) visited notice boards. The percentage was higher, at 67.4 percent, for the 15-24 year olds and lower, at 39 percent, among the 50 plus year olds, but overall visits to notice boards were more frequent than to other literacy learning venues (for all age groups).

Table 27: Visited notice boards in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	3.5	3.5	38.2	7.9	18.1	20.4	8.5
ARB	24.8	0.0	24.0	3.3	10.7	23.1	14.0
Total	9.1	2.6	34.5	6.7	16.2	21.1	9.9
Sex							
Male	9.4	1.8	29.0	8.0	18.1	22.1	11.6
Female	8.0	3.7	42.8	4.8	13.4	19.8	7.5
Total	8.9	2.6	34.6	6.7	16.2	21.2	9.9
Age Group							
15 – 24 years	5.9	0.0	26.7	7.9	11.9	33.7	13.9
25 – 39 years	11.1	2.5	29.1	7.0	22.6	21.6	6.0
40 – 49 years	8.1	3.5	44.2	8.1	11.6	14.0	10.5
50+ years	7.8	5.2	48.1	2.6	10.4	11.7	14.3
Total	8.9	2.6	34.6	6.7	16.2	21.2	9.9

3.5.3.4 Visited community centres

Some 27 percent of the respondents said they had visited a community centre in the previous 12 months, with most reporting that they had been a few times per month (Table 28). Relatively more respondents of the EHP had done so (29.7 percent) than in ARB (19.9 percent) where 24.8 percent of the respondents stated that such facilities were “not available”. A higher percentage of males (30.4 percent) than females (22.5 percent) had visited a community centre. Younger age groups (15-24 and 25-39 year olds) were more active visitors of community centres, with 26.7 percent and 33.1 percent of these age groups, respectively, visiting such centres. The percentages were lower among older groups, with the lowest percentage, 18.2 percent, among the group aged 50 plus.

Table 28: Visited community centres in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	6.1	3.2	60.9	7.0	16.3	6.4	0.0
ARB	24.8	0.0	55.4	2.5	8.3	7.4	1.7
Total	11.0	2.4	59.5	5.8	14.2	6.7	0.4
Sex							
Male	11.6	1.1	56.9	8.3	15.6	6.5	0.0
Female	9.6	4.3	63.6	2.1	12.3	7.0	1.1
Total	10.8	2.4	59.6	5.8	14.3	6.7	0.4
Age Group							
15 – 24 years	5.9	1.0	66.3	5.9	12.9	6.9	1.0
25 – 39 years	14.1	2.5	50.3	7.0	20.6	5.5	0.0
40 – 49 years	9.3	2.3	66.3	5.8	9.3	7.0	0.0
50+ years	10.4	3.9	67.5	2.6	5.2	9.1	1.3
Total	10.8	2.4	59.6	5.8	14.3	6.7	0.4

3.5.3.5 Visited an Internet café

Only 9.7 percent of the respondents said they had visited an Internet café in the previous 12 months (Table 29). Relatively more respondents of the ARB, 15 percent, than in EHP (7.8 percent) had done so. There was not much difference between males and females in terms of access, at 9.1 percent and 10.6 percent, respectively. Younger age groups (15-24 and 25-39 year olds) were more active visitors of Internet cafes, with 12.9 and 10.5 percent of these groups, respectively, reporting visiting an Internet café in the previous 12 months. Visits to Internet cafés were lower among older groups, with 5.2 percent of 50 plus year olds visiting Internet cafés.

Table 29: Visited Internet cafés in the previous 12 months

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Province							
EHP	19.5	1.7	70.8	2.3	2.0	1.2	2.3
ARB	26.4	0.0	58.7	0.0	5.0	5.0	5.0
Total	21.3	1.3	67.7	1.7	2.8	2.2	3.0

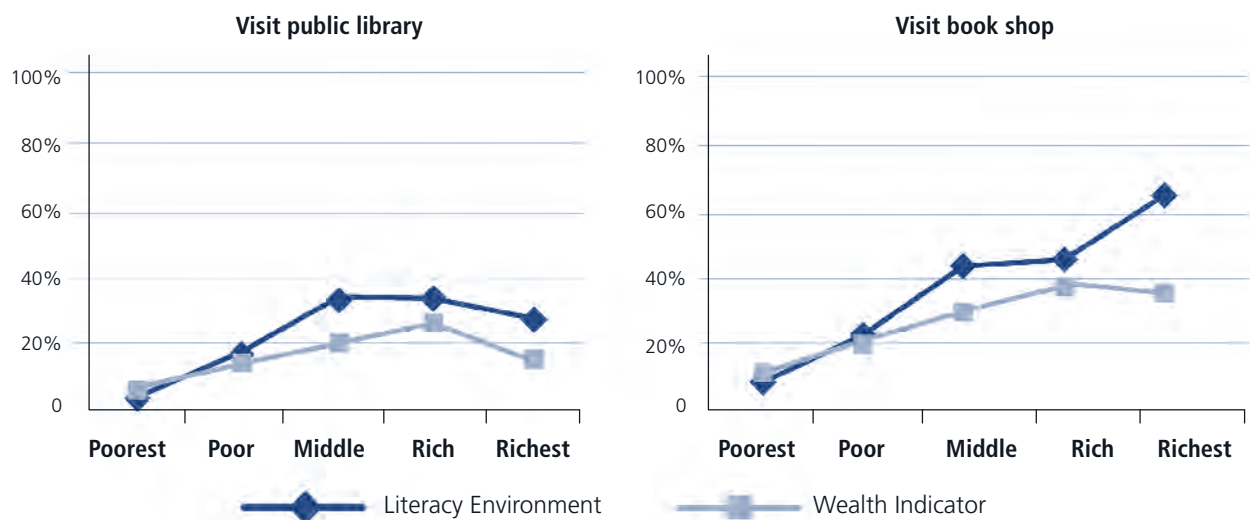
Table 29 *continued*

	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Sex							
Male	22.1	1.1	67.8	2.5	2.2	2.2	2.2
Female	19.8	1.6	67.9	0.5	3.7	2.1	4.3
Total	21.2	1.3	67.8	1.7	2.8	2.2	3.0
Age Group							
15 – 24 years	16.8	1.0	69.3	2.0	3.0	5.9	2.0
25 – 39 years	26.6	1.0	61.8	3.0	4.5	0.5	2.5
40 – 49 years	16.3	2.3	73.3	0.0	1.2	2.3	4.7
50+ years	18.2	1.3	75.3	0.0	0.0	1.3	3.9
Total	21.2	1.3	67.8	1.7	2.8	2.2	3.0

3.5.3.6 Patterns by LEQ and WQ

For respondents belonging to the “poorest” LEQ, only 4 percent had visited a public library in the previous 12 months, and only 6.5 percent of the “poorest” WQ had done so (Figure 48). The percentages were 34.3 percent for the “rich” LEQ and 26.3 percent for the “rich” WQ, but were lower, at 27.3 percent and 15.6 percent, respectively, for respondents of the “richest” LEQ and the “richest” WQ. The “rich” LEQ and “rich” WQ accounted for the highest percentage of respondents who had visited a public library, with most reporting visiting a few times per month.

Figure 48: Visits to libraries and bookshops by LEQ and WQ

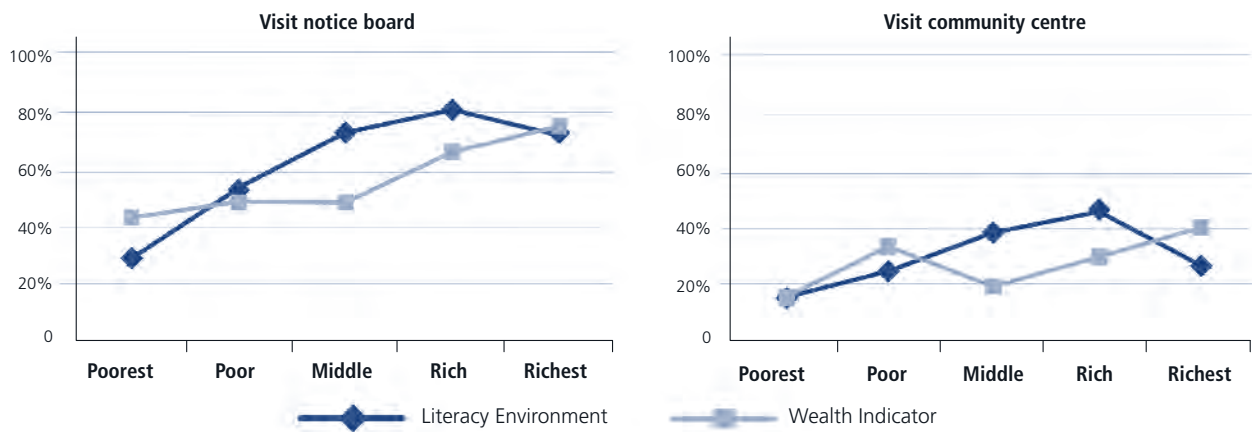


Only 8.7 percent of respondents belonging to the “poorest” LEQ and 10.9 percent of the “poorest” WQ had visited a bookshop in the previous 12 months (Figure 48). The percentage was higher for the “rich” WQ, at 37.4 percent, and highest, at 63.6 percent, for the “richest” LEQ, but lower, at 34.3 percent, for respondents of the “richest” WQ. The “richest” LEQ and “rich” WQ accounted for the highest percentage of respondents who had visited a bookshop. Most visitors reported visiting a few times per month.

Almost one third (30.9 percent) of respondents belonging to the “poorest” LEQ and 43.5 percent of the “poorest” WQ had visited a notice board in the previous 12 months (Figure 49). The percentage was higher, at 75 percent and 72.7 percent, respectively, for the “richest” WQ and the “richest” LEQ, and even higher, at 81.4 percent, for the “rich” LEQ. The “rich” LEQ and “richest” WQ were the most frequent visitors to notice boards, with most reporting visits of a few times per week and daily.

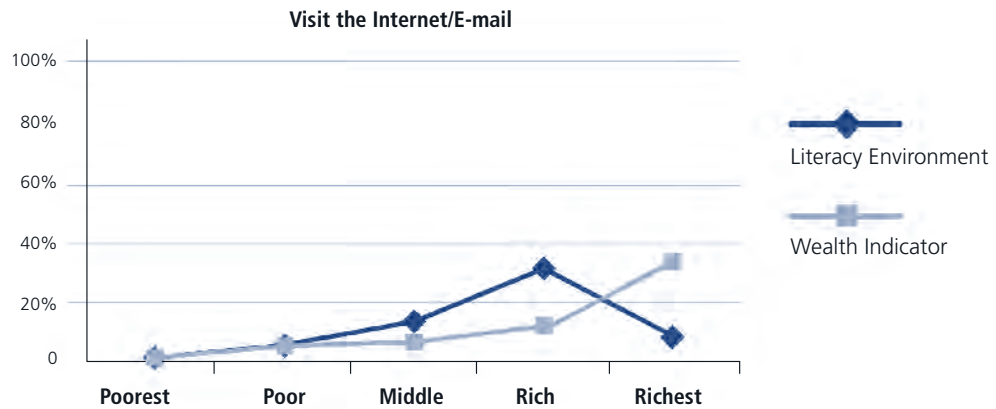
About 15 percent of respondents belonging to the “poorest” LEQ and WQ had visited a community centre in the previous 12 months (Figure 49). The percentage was higher, at 27.3 percent for the “richest” LEQ, and higher again, at 33.1 percent, for the “poor” WQ, but highest, at 40.6 percent and 47.1 percent, respectively, for respondents from the “richest” WQ and the “rich” LEQ. The “rich” LEQ accounted for the highest percentage of respondents who had visited a community centre, with most reporting visiting centres a few times per week.

Figure 49: Visits to notice boards and community centres, by LEQ and WQ



Very few respondents belonging to the “poorest” LEQ and “poorest” WQ, only 1.3 and 2.2 percent, respectively, had visited an Internet café in the previous 12 months (Figure 50). The percentage was higher, at 31.4 percent, for the “rich” LEQ and higher again, at 34.4 percent, for respondents of the “richest” WQ, but low, at 9.1 percent, for the “richest” LEQ. The “rich” LEQ and “richest” WQ accounted for the highest percentage of respondents who had visited an Internet café on a daily basis.

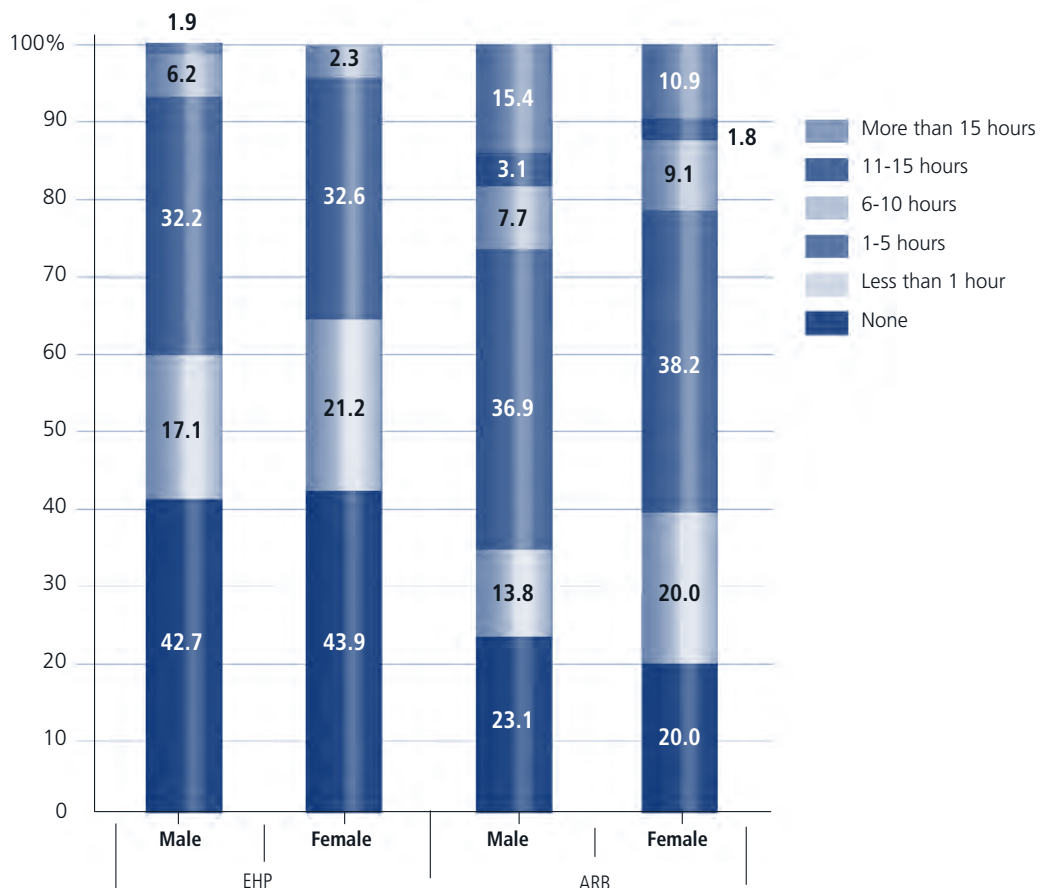
Figure 50: Visits to Internet cafés, by LEQ and WQ



3.6 Watching television and listening to radio

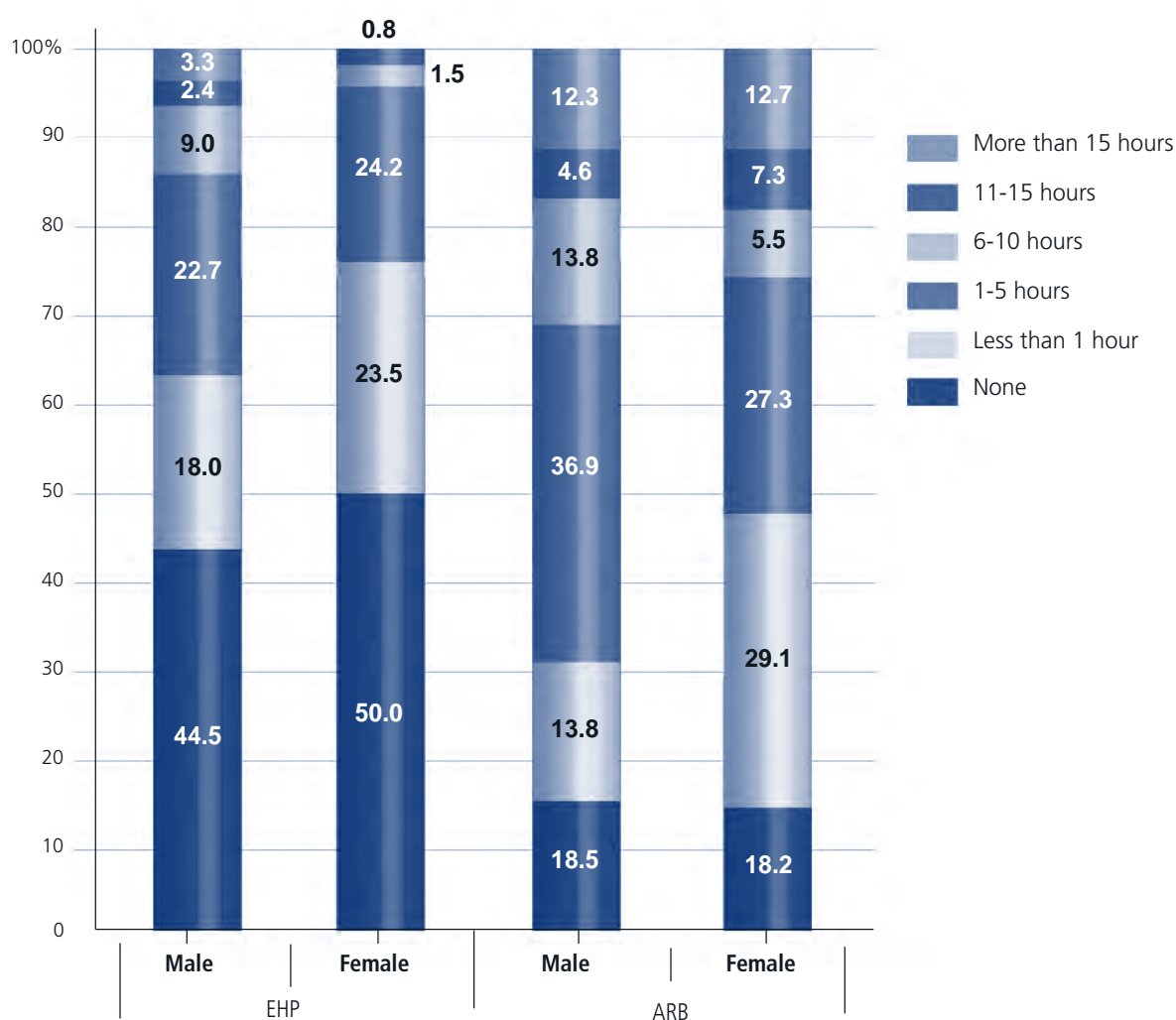
About 43 percent of the respondents from EHP and 21 percent from ARB said they did not watch television (TV). Around 32 percent of both men and women in EHP and 38 percent in ARB said they watched TV for between one and five hours per week. More women than men spent less than one hour watching TV in both EHP and ARB. In ARB, 15.4 percent of males and 10.9 percent of female respondents said they watched more than 15 hours of TV per week, whereas less than 2 percent of respondents in EHP watched that much TV (Figure 51).

Figure 51: Percentage of respondents and hours they watch TV, by sex and province



Compared to respondents in EHP, much higher percentages of both men and women respondents in ARB listened to the radio, at more than 81 percent compared to only about half of the respondents in EHP (55.5 percent of males and 50 percent of females). Almost one quarter of respondents (23 percent of males and 24 percent of females) in EHP and 37 percent of males and 27 percent of females in ARB listened to the radio for between one and five hours. Over a tenth (12 percent) of the respondents in ARB listened to the radio for more than 15 hours (Figure 52).

Figure 52: Percentage of respondents, by number of hours listening to radio, by sex and province



In the EHP, about one-third (33 percent) of the respondents (both male and female) watched TV at their relatives or friends houses, and 21.8 percent of males and 27.2 percent of females watched TV at home (Table 30). The pattern was very different in ARB, where 65.2 percent of males and 79.6 percent of female respondents watched TV at home, and 21.2 percent of males and 16.3 percent of females watched TV with relatives or friends. Community centres, churches and tucker shops¹⁴ were other venues where people often watched TV, especially in EHP.

14 In the Papua New Guinea context a 'Tucker shop' is a small shop which sells food and ancillary items, also often used as a social gathering place.

Table 30: Locations where respondents generally watched TV

	EHP		ARB	
	Male	Female	Male	Female
Home	21.8	27.2	65.2	79.6
Community Centre / Church	17.6	19.9	10.6	2.0
Relatives / friend's house	32.4	33.1	21.2	16.3
Club / hotel	2.8	0.7	0.0	0.0
The tucker shop	24.1	17.6	3.0	2.0
Other (specify)	1.4	1.5	0.0	0.0

Some 30 to 44 percent of the respondents of both sexes and from both EHP and ARB watched entertainment shows or movies (Table 31). News programmes came second in terms of the percentage of respondents watching, accounting for around 24 percent in EHP and 20 percent in ARB. Around 5 percent of respondents in EHP watched educational or school programmes. The percentage of respondents who watched educational or school programmes was almost double in ARB: 9.7 percent for males and 13.1 percent for females.

Table 31: TV shows respondents generally watched

	EHP		ARB	
	Male	Female	Male	Female
Entertainment / movies	30.4	33.7	37.9	44.0
Educational / School programmes	4.6	5.5	9.7	13.1
Specified information related to work / Life documentary	2.9	1.1	3.9	3.6
Religious	7.5	16.0	6.8	7.1
News	23.2	24.9	19.4	20.2
Sports	31.4	18.2	21.4	11.9
Other (specify)	0.0	0.6	1.0	0.0

The pattern for listening to the radio was similar to that for watching TV programmes, but with a much higher percentage of respondents reporting that they listened to entertainment, news and sports, and fewer respondents reported that they listened to educational or school programmes (Table 32).

Table 32: Programme(s) the respondents liked to listen to on the radio

	EHP		ARB	
	Male	Female	Male	Female
Entertainment /music / joke/ etc	49.5	51.9	55.6	43.8
Educational / School programmes	6.4	10.4	9.7	18.8
Specified information related to work / Life documentary	1.5	1.9	6.9	3.1
Religious	12.9	28.3	15.3	15.6
News	47.5	45.3	43.1	45.3
Sports	31.7	14.2	25.0	17.2

This analysis showed that despite the wide availability of radios and TVs, they were not intensively used for educational purposes or to spread literacy among the population.

3.7 Those who cannot read and write

This section focuses on the characteristics and educational experiences of the 149 respondents who declared that they could not read and write. By definition, they can be described as “illiterate”. This group consisted of 83 males and 66 females.

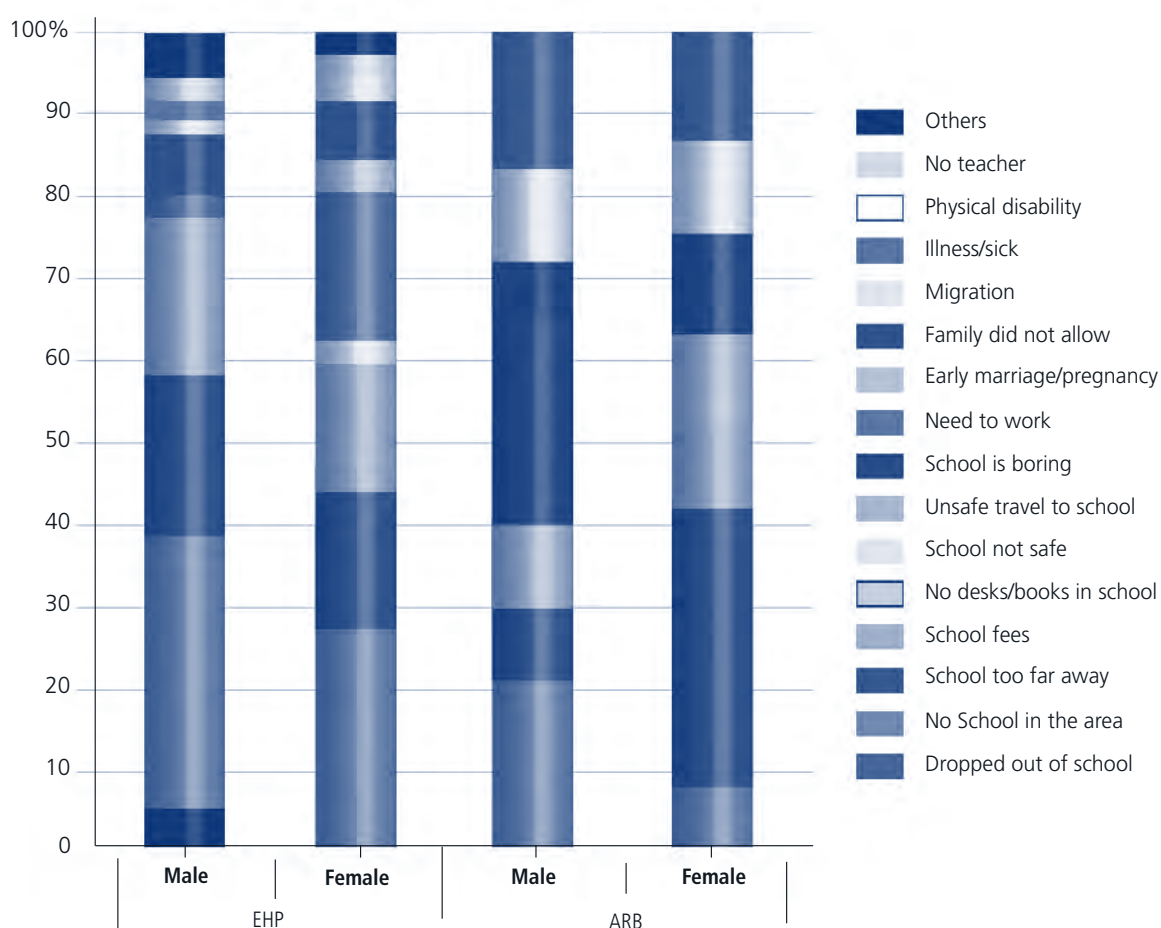
The 149 illiterates reported they were not attending formal school at the time of the survey. More than four-fifths (81.2 percent) of them had not participated in any programme to learn to read and write. The remaining 28 illiterates (18.8 percent) declared they had attended formal schooling (Table 33). It is commonly assumed that it takes four or five years of school for children to use reading, writing and calculation with ease,¹⁵ but nine illiterates had completed more than that number of years of school (Grade 6, 7, 10 and 12).

15 EFA Global Monitoring Report 2012: YOUTH AND SKILLS Putting education to work, Summary (UNESCO, 2012), page. 11.

Table 33: Illiterates who attended school, by highest grade achieved

Grade		G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	TOTAL
	Male	1	9	2	2	3	2	2	0	0	2	0	1	22
Number	Female	0	2	1	0	1	2	0	0	0	0	0	0	6
	Total	1	11	3	2	2	4	2	0	0	2	0	1	28
%		3.6	39.3	10.7	7.1	7.1	14.3	7.1	0.0	0.0	7.1	0.0	3.6	100.0

Figure 53: Illiterates, by reasons for not attending/completing school

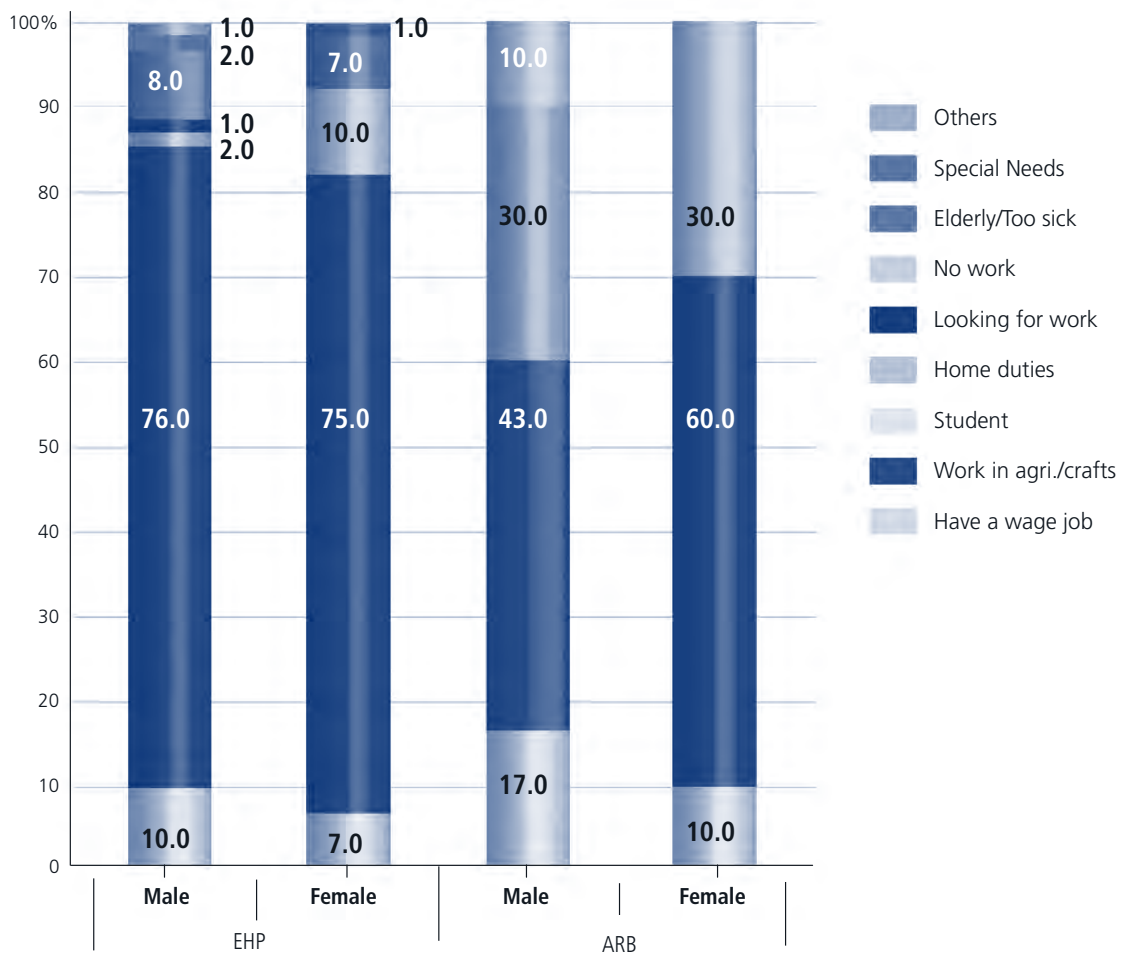


A number of reasons were cited by the 149 respondents for not having attended or completed basic education, and they varied between the EHP and ARB as well as by sex (Figure 53). The most common reasons were: "no school in the area" and "school too far away". The problem of families unable to afford to pay school fees and other expenses was cited as another main reason. A good number of the illiterates said "school is boring", which may relate to the quality of education. "Illness or sickness" was frequently mentioned, and "need to work" and "family did not allow" plus "migration" were also frequently cited factors that affected school attendance and completion.

The percentage of people who were unable to read and write increased with age, for both sexes and in both EHP and ARB. This trend was illustrated in Figure 21. Illiteracy was also directly related to the level of household income, as illustrated in Figure 22.

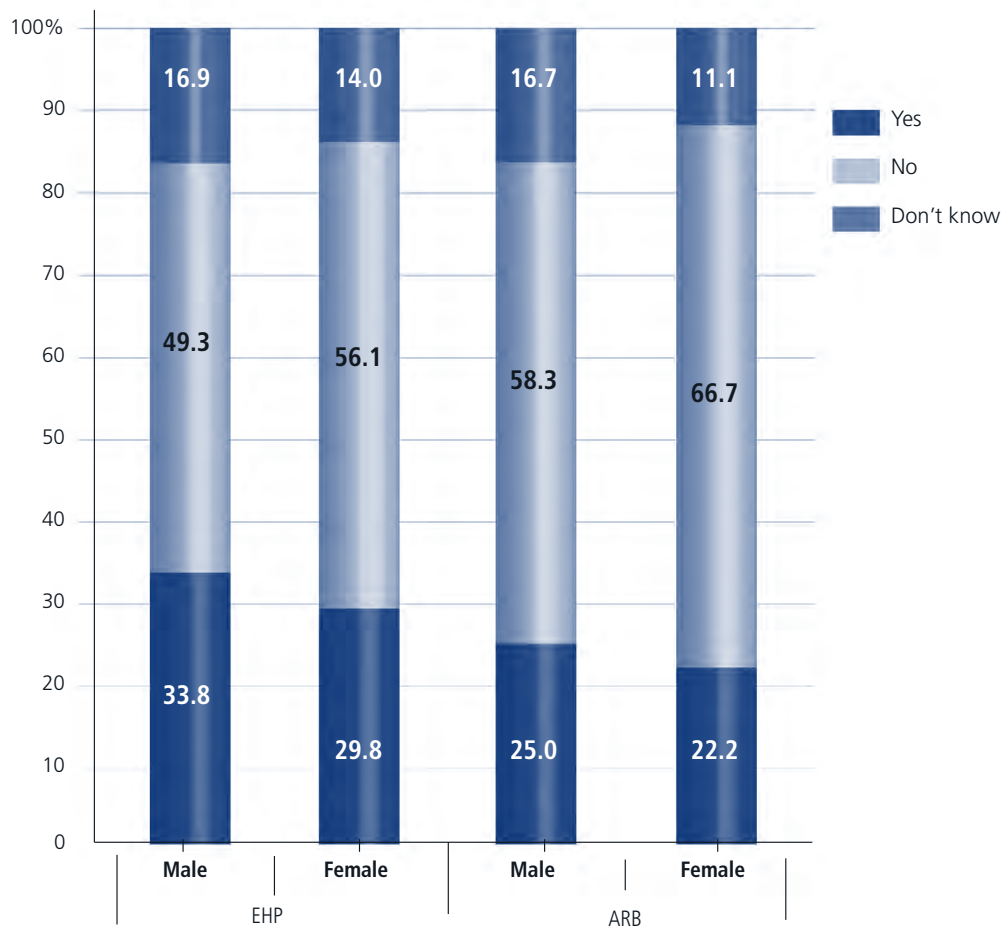
A large majority of the 149 illiterates (71.1 percent) worked in agriculture, fishing and crafts, with another 10.7 percent having waged jobs (Figure 54). Those who mainly performed household work or home duties accounted for 7.4 percent. People who were elderly or too sick to work represented another 7.0 percent of the total.

Figure 54: Illiterates, by work status



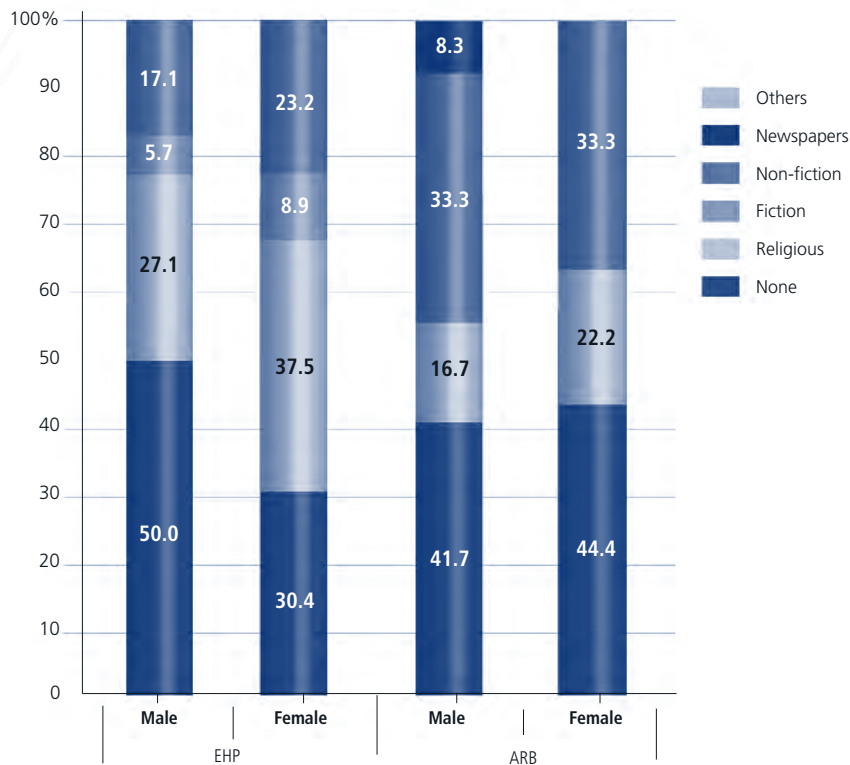
When asked the question: "Have you ever heard of or seen literacy or non-formal educational programmes being operated in your community?" 30.9 percent of the illiterates answered "Yes". Awareness varied from 33.8 percent for males to 29.8 percent for females in EHP, while in ARB, the figures were 25 and 22.2 percent respectively for males and females (Figure 55).

Figure 55: Awareness of literacy/NFE programmes



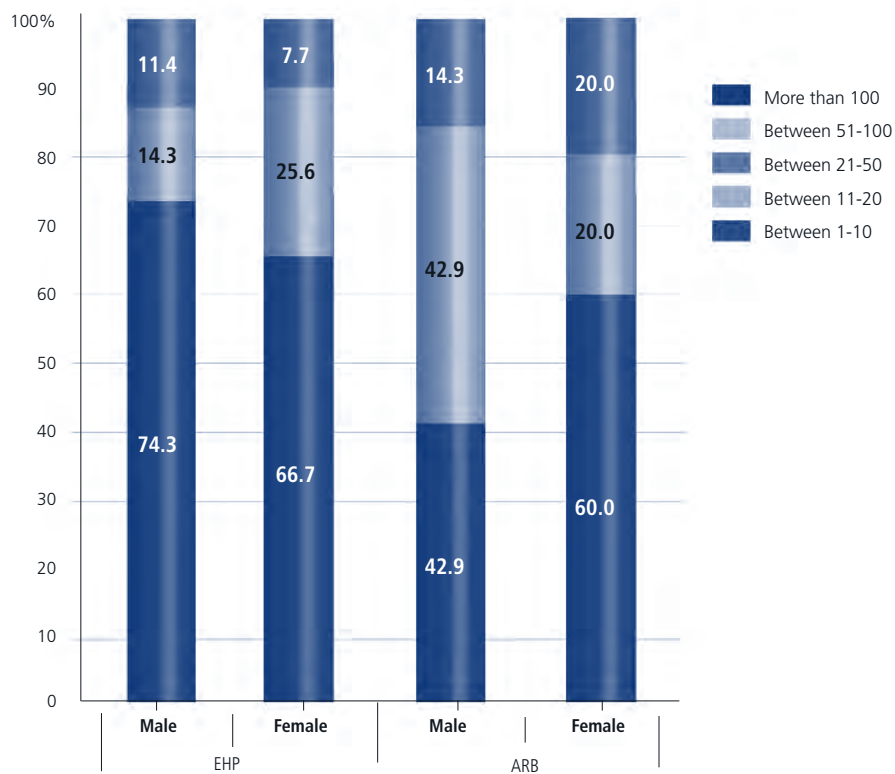
More than half of the illiterates (58.5 percent) reported having reading materials at home (Figure 56). Around half of the illiterates surveyed had access to religious or non-fiction materials at home, and some 6 to 9 percent of them had fiction material or newspapers at home.

Figure 56: Illiterates' access to reading materials



For those illiterates who had access to reading materials at home, more than two-thirds (67.4 percent) of them had between 1 and 10 such materials (Figure 57). Some 22 percent could access between 11 and 20 materials, and 10.5 percent had between 21 and 50 materials.

Figure 57: Number of reading materials accessible to illiterates

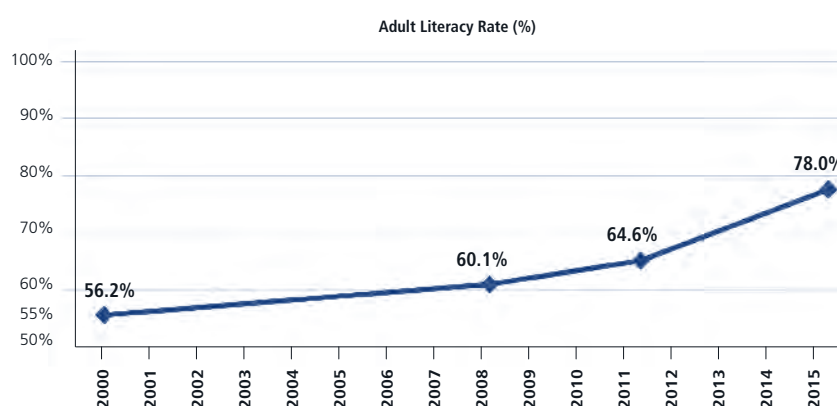


Chapter 4

Summary of findings and conclusions

Literacy in EHP and ARB has been steadily improving, but major efforts will be needed to accelerate progress to achieve Education for All Goal 4 of improving the literacy rate by 50 percent, namely to reach 78 percent literacy by the year 2015 (Figure 58).¹⁶

Figure 58: Trend in the adult literacy rate in Papua New Guinea



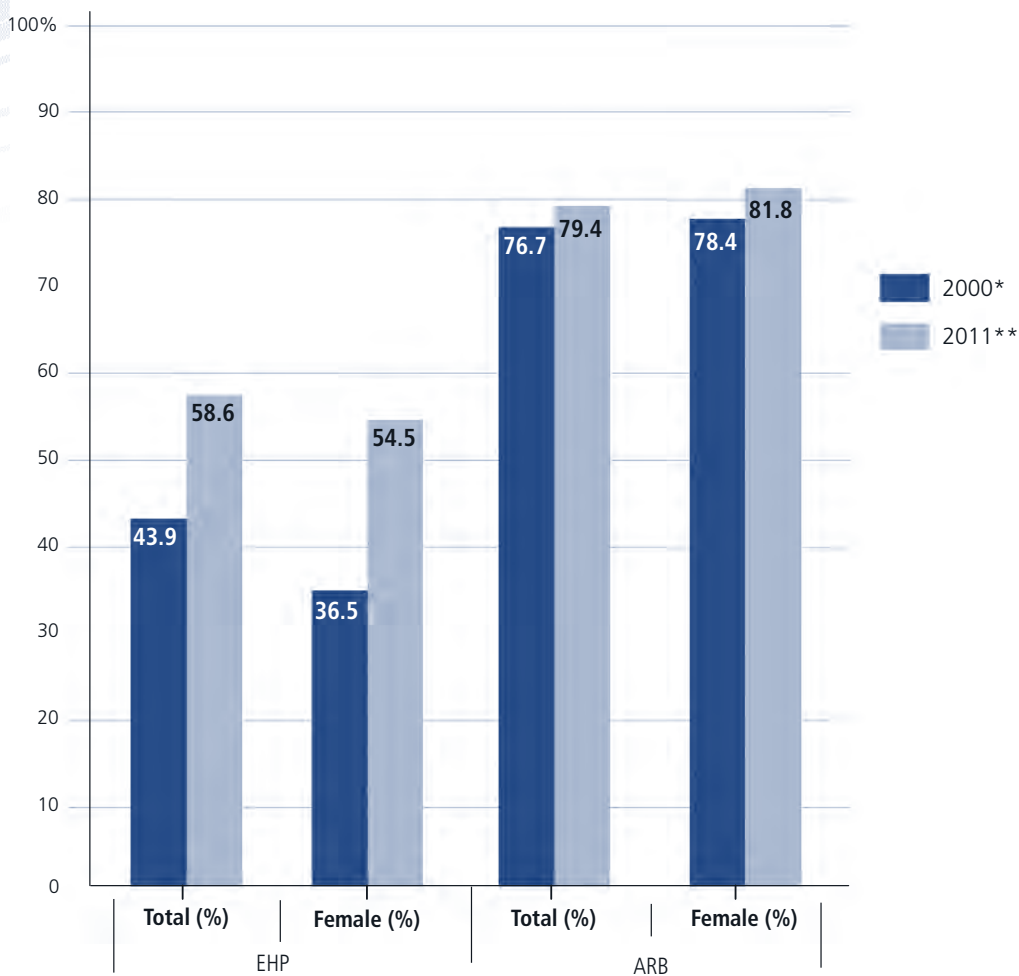
* The 2011 data included only EHP and ARB and did not represent the national average. This data was used to show how far the country is from the goal of literacy by 2015, if this is a national average.

Based on the survey sample, it was estimated that the percentage of people in EHP and ARB who could both read and write was 64.6 percent in 2011. This finding appears to be consistent with past trends, showing that literacy rates increased in Papua New Guinea by 8.4 percentage points during the years between 2000 and 2011. To reach the EFA target of 78 percent by the year 2015, major acceleration will be needed to close the gap by 13.4 percentage points or by more than 3 percentage points each year within the coming three to four years. Based on the 2008 figures of an estimated 1,618 thousand adult illiterates (see Section 1.1.2), this implies having to organize literacy actions to cover at least 800,000 adult illiterates.

Comparing the findings of this study regarding the literate population (people who can read and write with understanding) with the National Population Census 2000, there has been a 15 percentage point rise in literacy for EHP since 2000, but only 2 percentage points for ARB (Figure 59).

16 See UNESCO Institute for Lifelong Learning: Looking Forward with LIFE (Global Life Mid-term Evaluation Report 2006-2011). Hamburg, 2012. (see <http://unesdoc.unesco.org/images/0021/002151/215158e.pdf>) (Access date: 30-04-2012)

Figure 59: Comparison of literacy rates in EHP and ARB for 2000 and 2011



Source: *National Population Census; **Household literacy survey 2011

The survey findings about the characteristics of individuals indicated persistent gaps in literacy by sex, age group, language and household income (see Chapter 3). The survey estimated that 45.5 percent of the female population could not read and write, compared to 37.4 percent of the male population, in EHP. It also revealed that males tended to have more access to reading materials and more opportunities to use literacy skills in daily life. For example, males read books, newspapers, letters and emails, wrote personal and official letters, reports and meeting minutes, and visited libraries, notice boards and community centres more frequently than females. Giving priority to spreading literacy among women and reducing literacy gaps among disadvantaged population groups will not only improve equity, but also effectively accelerate overall progress in literacy. Renewal of literacy policies and strategies can aim at giving priority to girls, women and other disadvantaged groups in order to close these gaps.

Literacy skills are strengthened and improved through frequent use. Self-assessed fluency in specific reading and writing tasks in different languages (see Section 3.3.3) provided evidence that mastery of such skills can still be improved. This was further reflected in the frequency of use of reading and writing in specific tasks (see Section 3.5), which indicated strengths and weaknesses, especially in the practical use of literacy skills in daily life.

Among the population who could read and write, the percentage of respondents using literacy skills and doing various literacy-enabled tasks decreased with the increase in the complexity of reading and writing skills, and decreased when the skills required shifted from reading to writing. This indicates a need to further upgrade the literacy skills level of the population. Appropriate post-literacy and lifelong learning programmes should be developed to continuously improve the literacy skills levels of the population by encouraging more frequent applications and use of reading and writing skills. Depending on the target population group, for example women and girls, some of these programmes may be specially designed to cater to their characteristics and needs.

Regarding the frequency of use of literacy skills in various reading and writing tasks, it was found that the literacy environment had a bigger impact on frequency than wealth. There was more chance that people within good literacy environments would derive more benefits from their literacy skills in daily life and work, compared to people from wealthy households (see Section 3.5).

A large number of respondents had very poor literacy environments. They either did not have reading materials at home, or for those who had reading materials, 51 percent had fewer than 10 books in their household (see Section 2.2.2). There seems to be ample room for expanding reading practices by making reading materials more available within local communities and households. Based on the survey findings about household possession of reading materials, public and private initiatives can be encouraged to increase the supply of books, newspapers and other interesting reading materials within local communities, including book loans and free distribution to households.

The patterns of people's visits to learning venues in the community (see Section 3.5.3) in many ways complemented those about household awareness of such facilities. All these point to the need to create reading and writing opportunities and a literacy environment that promotes frequent use and practice of literacy skills.

The patterns of participation in education revealed a predominant reliance on formal schooling to spread literacy (see Sections 3.1.3 and 3.7). Learning to read and write at school is a long-term cumulative process, but there were an estimated 1.6 million adult illiterates living and working in Papua New Guinea who could make good use of reading and writing skills. This survey found that few respondents were aware of the availability of literacy and non-formal educational programmes; fewer participated in them; and even fewer completed them. There is a need to systematically expand literacy programmes, non-formal education and lifelong learning opportunities in Papua New Guinea.

The data collected during the survey showed a very disappointing 3.4 percent of the surveyed illiterates participated in literacy programmes. Attention must be given to encourage and help this group, especially women, to translate their awareness about literacy opportunities into active attendance and completion of these programmes. Well-targeted and planned actions need to be made to organize programmes that cater to the profiles and needs of illiterates,

and also to widely spread awareness of the programmes. Ensuring the relevance of such programmes and having good quality delivery will be crucial in attracting participation and encouraging successful completion.

Looking closely at the illiterates in the surveyed provinces (see Section 3.7), it was seen that although most had never attended primary or secondary school, almost one-fifth of illiterates had attended school. This indicated that schools were not always able to meet the needs of students. To be successful in spreading literacy, schools and non-formal literacy education programmes need to teach children to read and write in their mother tongue first, before attempting to make them literate in a second or third language.

Papua New Guinea has great linguistic diversity. The survey revealed the many multilingual capabilities of the population (see Sections 3.3.2 and 3.3.3). It is important to preserve linguistic diversity while ensuring that an increasing number of persons can read and write in at least one of the official languages. Future language policies and literacy actions will have to bear this in mind.

Of the respondents, 16.8 percent had some kind of disability. Compared to 64.6 percent of all respondents who could read and write with understanding (see Figure 20), the percentage of respondents with a disability who could read and write with understanding was only 51 percent. Similarly their educational attainment was below the overall educational attainment for all respondents. This indicates that special attention should be given to developing literacy programmes that facilitate the access to education and learning of people with disabilities.

In many ways, the findings from the household literacy survey 2011 allow for key strategies to be planned for accelerating the spread of literacy in Papua New Guinea. Taking into account possible sampling biases and assuming that household structures, main occupations and income level will not change abruptly in the coming few years, proactive actions can be implemented to multiply the use of notice boards to further spread reading practices in the community, building upon widespread awareness of notice boards and frequent habits of reading them (see Sections 2.2.1 and 3.5.3).

Deliberate efforts should be made to support local communities and NGOs to develop the use of local community centres to organize literacy activities. In the absence of adequate public and private investment in opening libraries and bookshops, reading corners could be established in various community venues to promote reading, including the provision of reading material that would be of interest to the local residents, such as newspapers, comic books and novels.

With the spread of ICT in Papua New Guinea, particularly the use of mobile phones and SMS messaging (see Sections 3.4 and 3.5), major strategies and actions can be developed to promote literacy through mobile phones and the Internet, especially for adult illiterates from disadvantaged groups such as women, ethnic and linguistic minorities, and persons living in remote areas. These may include proactive policies and measures to help the “have nots”, especially women, to acquire mobile phones and ICT access.

There is a growing trend towards listening to the radio and watching TV for obtaining information and entertainment. This study found that only a very low percentage of the sample population used such tools for education and literacy purposes. More practical and effective strategies should be developed to expand the use of radio and TV to provide education and spread literacy in PNG. For example, providing same language sub-titles on TV programmes (for example, sub-titles in Tokpisin on Tokpisin TV programmes) or sub-titles for foreign language TV programmes (for example, sub-titles in Tokpisin on Filipino soap operas) would encourage the population to learn to read and will give the population regular opportunities to read (i.e. every time the TV programme is aired). This approach has been successful in some parts of India and other countries.¹⁷

The findings of the 2011 household literacy survey were rich and it is hoped that these findings and conclusions will help to generate more in-depth reflections on the situation, issues and prospects for literacy in Papua New Guinea and other countries, and guide the development of sound policies and strategies for the near future.

17 UNESCO, 2006, Using ICT to Develop Literacy. p. 34.

Annex 1 Sampling Design and Selection

No. of CU	Province Code	Province Name	District Code	District Name	LalG Code	LLG Name	Ward Name	Ward Name	CU Code	CU Name	HHS expected	Required number of HH enumerated
1	20	BOUGAINVILLE	02	CENTRAL BOUGAINVILLE	08	ARAWA	82	ARAWA URBAN	110	SECTION 16	24	8
2	20	BOUGAINVILLE	01	NORTH BOUGAINVILLE	04	BUKA	80	BUKA URBAN	005	SOHANO 1	82	8
3	20	BOUGAINVILLE	02	CENTRAL BOUGAINVILLE	08	ARAWA	82	ARAWA URBAN	104	SECTION 14	43	8
4	20	BOUGAINVILLE	01	NORTH BOUGAINVILLE	02	SELAU/SUIR	05	SUIR COASTAL	003	TSUNPETS	35	15
No. of CU	Province Code	Province Name	District Code	District Name	LalG Code	LLG Name	Ward Name	Ward Name	CU Code	CU Name	HHS expected	Required number of HH enumerated
1	11	EASTERN HIGHLANDS	02	GOROKA	80	GOROKA URBAN	80	GOROKA URBAN	051	ZOKIZOI HOTEL SETTLEMENT	55	8
2	11	EASTERN HIGHLANDS	05	LUFA	07	LUFA RURAL	30	KOGORAIPA	034	KAMATE	71	15
3	11	EASTERN HIGHLANDS	05	LUFA	07	LUFA RURAL	32	NUPURU	068	YAGUSA	147	15
4	11	EASTERN HIGHLANDS	03	HENGANOFI	04	HENGANOFI RURAL	21	KURU	031	MAGARUEPA	51	15
5	11	EASTERN HIGHLANDS	02	GOROKA	2	GOROKA RURAL	04	KAMA	108	UNGGAI / LUFA BLOCK	61	8
6	11	EASTERN HIGHLANDS	02	GOROKA	02	GOROKA RURAL	04	KAMA	123	BLACK CORNER	45	15
7	11	EASTERN HIGHLANDS	02	GOROKA	80	GOROKA URBAN	85	BIHUTE	001	CIS BIHUTE	55	15
8	11	EASTERN HIGHLANDS	02	GOROKA	02	GOROKA RURAL	08	IFIUFA	066	SINIPEX		15
9	11	EASTERN HIGHLANDS	08	UNGGAI/BENNA	11	UNGGAI/BENNA RURAL	20	CONER BENA	083	JAMAICA	7	15
10	11	EASTERN HIGHLANDS	08	UNGGAI/BENNA	11	UNGGAI/BENNA RURAL	20	CONNER BENA	084	NATUPI	19	15
11	11	EASTERN HIGHLANDS	02	GOROKA	2	GOROKA RURAL	10	KOTUNI	084	HOLOSEKELEMAKA	48	15
12	11	EASTERN HIGHLANDS	02	GOROKA	03	GOROKA URBAN	80	GOROKA URBAN	048	BRAMBLE SETTLEMENT	80	15
13	11	EASTERN HIGHLANDS	02	GOROKA	03	GOROKA URBAN	80	GOROKA URBAN	030	GOROKA MARKET	26	8
14	11	EASTERN HIGHLANDS	08	UNGGAI/BENNA	11	UNGGAI/BENNA RURAL	20	CORNER BENA	109	APETE	19	15
15	11	EASTERN HIGHLANDS	08	UNGGAI/BENNA	11	UNGGAI/BENNA RURAL	10	BENEVENABO	401	SIGEREHI STATION	6	15

Annex 2 Household Survey Form



National Literacy and Awareness Secretariat Department of Education

Form 1 – Household Form

<p>Form <input type="text"/> of <input type="text"/></p> <p>Province <input type="text"/></p> <p>District <input type="text"/></p> <p>LLG <input type="text"/></p> <p>Ward/Urban area <input type="text"/></p> <p>Census unit <input type="text"/></p> <p>Household No. <input type="text"/></p> <p>Household Sequence No. <input type="text"/></p>	<p>Name of Household Head</p> <p>_____</p> <p>Address of dwelling</p> <p>_____</p> <p>_____</p> <p>Contact details</p> <p>_____</p>
---	--

Date of first visit	Date of last visit	No. of times
<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/>

No. of Persons in the household	<input type="text"/>
Person No. of respondent _____	<input type="text"/>
Result * _____	<input type="text"/>

***Result codes**

- 1 Completed
- 2 Entire household absent for extended period
- 3 Refused
- 4 Other (specify) _____

Name of Interviewer _____

Annex 2 Household Survey Form

M1.1.1 Household members

M1.1.1.1 Person No.	M1.1.1.2 What are the Names of all the usual residents in this household? <i>Start with the head of the household</i>	M1.1.3 Relationship to head of H/hold 01 – Head 02 – Spouse 03 – Own Child 04 – Adopted Child 05 – Other relative 06 – Not Related 07 – Other (<i>specify</i>)	M1.1.4 Sex 1 – Male 2 – Female	M1.1.5 Age	M1.1.6 Marital status 1 – Never married 2 – Married 3 – Divorced 4 – Separated 5 – Widowed	M1.1.7 Persons eligible for Individual Questions? 1 – Yes 2 – No <i>(circle Person number of eligible respondent(s))</i>
01						
02						
03						
04						
05						
06						
07						
08						
09						
10						
11						
12						

M1.2 Basic Household Information

<p>M1.2.1 What language is commonly used in family conversations?</p> <ol style="list-style-type: none"> English Tokpisin Hiri Motu Tokples Other (<i>Specify</i>) _____ <input type="checkbox"/>	<p>M1.2.2 Type of House</p> <ol style="list-style-type: none"> Permanent house Semi-permanent house Traditional house Makeshift house Small house in compound of the main house Flats/Duplex Domestic/staff quarters Room in a shared house Other (<i>specify</i>) _____ <input type="checkbox"/>
<p>M1.2.3 What is your household's main source of income? (<i>Choose the one which has the biggest share in the H/hold income</i>)</p> <ol style="list-style-type: none"> Government, Public service Private company/ business State owned enterprise NGO/humanitarian/church/Volunteer Agriculture/Fishing/Hunting Informal sector Royalties/pension/retirement benefits Family, friends, remittances Other (<i>Specify</i>) _____ <input type="checkbox"/>	<p>M1.2.4 What would be the Household's annual income?</p> <ol style="list-style-type: none"> Less than K 100.00 K 101.00 – K500.00 K 501.00 – K 1,000.00 K 1,001.00 – K 2,000.00 K 2,001.00 – K 5,000.00 Over K 5,000.00 <input type="checkbox"/>

M1.3 Household Assets

M1.3.1 Does your household own/have the following items? Please tick (✓) where appropriate

No.	Item	Yes	No
1	Stove		
2	Refrigerator		
3	Microwave oven		
4	Washing machine		
5	Sewing/knitting machine		
6	Cupboard for clothes		
7	Air conditioner		
8	Fans (ceiling/portable)		
9	Television		
10	Video cassette recorder		
11	Cassette player/CD/DVD		
12	Cameras/Video/Digital camera		
13	Generator		
14	Bicycle/scooter		

No.	Item	Yes	No
15	Computer (Desk top/Laptop)		
16	Telephone(landline/mobile/satellite)		
17	Radio (AM/FM)		
18	Motor vehicles (car/bus/truck)		
19	Boat/dinghy		
20	Motor for boat		
21	Generator		
22	Solar panel		
23	Lawn mower/string mower		
24	Water tank (metal/plastic)		
25	Land/block of land		
26	House/flats		
27	Electrical appliances (jug, toaster etc.)		
28	Other (<i>specify</i>) _____		

Annex 2 Household Survey Form

M1.4 Household's Access to reading Materials

(Questions try to capture the h/holds access to the reading materials, types of reading materials etc.)

M1.4.1 What types of literacy materials do you mostly have in your household?

1. None
2. Religious
3. Fiction (comics/magazines/novels)
4. Non-fiction (educational, text books, fact books/encyclopaedia)
5. Newspapers
6. Others (*specify*) _____

If code 1, None, skip to Question 1.4.4

M1.4.2 How many (of the above selected) do you have in your household? (exclude non-fiction books)

1. Between 1-10
2. Between 11-20
3. Between 21-50
4. Between 51-100
5. More than 100

M1.4.3 How does your family obtain the following reading materials? (Tick appropriate column)	Buy	From library / school / community centres	Gift	From family / friends	Distributed by Govt / NGOs	Other (<i>specify</i>)
1. Religious (bible, song books, prayer books)						
2. Fiction (comics, magazines etc.)						
3. Non-fiction (educational, fact books/documentary)						
4. Newspaper (Post courier, National etc.)						

M1.4.4 Do you have the following facilities in your community/area?

Place a tick (✓) where appropriate. If code 'No or Don't know' end of question

	Yes	No	Don't know
1. Public Library			
2. Bookshop			
3. Notice board (on trade store, church etc.)			
4. Community centres/Literacy centre			
5. Internet cafe/email			

M1.4.5 If Yes, how often you or any members of this household use this facility(s)?

Place a tick (✓) where appropriate.

	More frequent	Frequent	Less Frequent
1. Public Library			
2. Bookshop			
3. Notice board (on trade store, church etc.)			
4. Community centres/Literacy centre			
5. Internet cafe/email			

Annex 3 Individual Survey Form



National Literacy and Awareness Secretariat Department of Education

Form 2 – Individual Form

Form <input type="text"/> of <input type="text"/> Province _____ <input type="text"/> <input type="text"/> District _____ <input type="text"/> <input type="text"/> LLG _____ <input type="text"/> <input type="text"/> Ward/Urban area _____ <input type="text"/> <input type="text"/> Census unit _____ <input type="text"/> <input type="text"/> <input type="text"/> Household No. _____ <input type="text"/> <input type="text"/> <input type="text"/> Household Sequence No. _____ <input type="text"/> <input type="text"/>	Name of Household Head _____ Address of dwelling _____ _____ Contact details _____
---	--

Date of first visit	Date of last visit	No. of times visited
<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

Name of Respondent _____
Person No. of respondent _____ <input type="text"/> <input type="text"/>
Result * _____ <input type="text"/>

<p>*Result codes</p> <p>1 Completed</p> <p>2 Respondent not at home/Non contact</p> <p>3 Refused</p> <p>4 Incapacitated/sick</p> <p>5 Other - (specify) _____</p>
--

Name of Interviewer _____

M2.1 Personal Information

M2.1.1 Do you have a wage job or do any work for salary or profit?	M2.1.2 Do you work in the agriculture, fishing, making crafts/articles, for own use or sale?	M2.1.3 What is the occupational classification of your economic activity? <i>(Skip to Question 2.15)</i>	M2.1.4 What do you do if you do not have a wage job, do not do anything for salary or profit, and do not do any work in agriculture, fishing, making crafts/articles for own use or sale?	M2.1.5 Do you have any kind of disability?	M2.1.6 What kind of disability do you have?	M2.1.7 What is/was the Literacy status of your mother?	M2.1.8 What Language did you learn to speak during childhood (Age 0-6)
1. Yes <i>(if yes, skip to Question 2.1.3)</i> 2. No	1. Yes 2. No <i>(if No, skip to Question 2.1.4)</i>	1. Government, Public sector 2. Private company/enterprise 3. State owned enterprise 4. NGO/humanitarian/Church/volunteer 5. Agriculture/Fishing/hunting 6. Informal sector 7. Other <i>(specify)</i> _____	1. Student 2. Home duties 3. Looking for work 4. No work available/did not do any work 5. Too old/sick/special needs 7. Other <i>(specify)</i> _____	1. Yes 2. No <i>(if No, skip to Question 2.1.7)</i>	1. Visual Impairment 2. Hearing problem 3. Physical Disability 4. Cognitive (thinking/dressing) 5. Other <i>(specify)</i> _____	1. Illiterate 2. Semi Literate 3. Literate 4. Don't know	1. English 2. Tokpisin 3. Hiri Motu 4. Tokples 5. Other <i>(specify)</i> _____

Annex 3 Individual Survey Form

M2.2 Educational Attainment

Questions 2.2.1 and 2.2.2 are only asked to person's currently in School

M2.2.1 Are you currently attending formal education (Elementary prep -12)? 1. Yes <input style="width: 40px; height: 20px;" type="text"/> 2. No (if code 2, skip to Question M2.2.3) <input style="width: 40px; height: 20px;" type="text"/>
M2.2.2 What grade are you currently in? (Now skip to Question M2.3) _____ <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/>

These set of questions are to understand the respondent's education attainments through formal, non formal education and other channels. These questions also try to seek reasons for not attending schools or dropping out of schools.

M2.2.3 Have you ever been to school or participated any programme that involves learning to read or write? 1. Yes <input style="width: 40px; height: 20px;" type="text"/> 2. No (If code 2, skip to M2.2.7)		
M2.2.4 What school/programme did you attend? 1. Formal Schooling 2. Non Formal 3. Other (specify) _____ (If other than 1 – Move to M2.2.7) <input style="width: 40px; height: 20px;" type="text"/>		
M2.2.5 What is the highest level of schooling attained? 1. Pre-Primary 2. Primary 3. Lower Secondary 4. Upper Secondary 5. Post Secondary, non tertiary 6. Tertiary <input style="width: 40px; height: 20px;" type="text"/>		
M2.2.6 What was the highest grade completed in formal education? Grade completed _____ <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/> (If highest grade is Grade 8 or more, skip to Question M2.3)		
M2.2.7 Why didn't you attend school, participated in any literacy programme or dropped out of school? (Give up to three (3) reasons in order of importance) For those who did not attend or dropped out before reaching Grade 8 <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> 1. Dropped out of school 2. No school available in the area 3. School too far 4. No School Fees 5. No school supplies (desks, books) in the school 6. School not safe 7. Unsafe to travel to and from school 8. School is boring 9. Need to help parents in domestic/agriculture 10. Early marriage/pregnant 11. Family did not allow 12. Migration </td> <td style="width: 50%; vertical-align: top;"> 13. Due to illness/sick 14. Physical disability 15. No teacher 16. Other (Specify) _____ </td> </tr> </table> <div style="text-align: right; margin-top: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/> 1 2 3 </div>	1. Dropped out of school 2. No school available in the area 3. School too far 4. No School Fees 5. No school supplies (desks, books) in the school 6. School not safe 7. Unsafe to travel to and from school 8. School is boring 9. Need to help parents in domestic/agriculture 10. Early marriage/pregnant 11. Family did not allow 12. Migration	13. Due to illness/sick 14. Physical disability 15. No teacher 16. Other (Specify) _____
1. Dropped out of school 2. No school available in the area 3. School too far 4. No School Fees 5. No school supplies (desks, books) in the school 6. School not safe 7. Unsafe to travel to and from school 8. School is boring 9. Need to help parents in domestic/agriculture 10. Early marriage/pregnant 11. Family did not allow 12. Migration	13. Due to illness/sick 14. Physical disability 15. No teacher 16. Other (Specify) _____	

M2.3 Literacy Acquisition

(This section tries to see the literacy status of the respondents and channels to become literate. The section also has questionnaires to see if respondents ever participated in learning programs to read and write, their awareness on literacy and NFE programmes and opinion on contents of such learning activities)

M2.3.1 Are you able to read and write with understanding?

1. Can read and write
2. Can read only
3. Cannot read and write

If codes 2 or 3 skip to Question M2.3.3

M2.3.2 How did you learn to read and write?

1. Formal schooling
2. Literacy / NFE Programme
3. Parents
4. Community and religious institution
5. Self learning
6. Other (specify) _____

If code '2' Skip to Question M2.3.6

M2.3.3 Have you ever heard or seen literacy / NFE programmes being operated in your community?

1. Yes
2. No
3. Don't know

M2.3.4 Have you ever participated as a learner in any programme that involves learning to read or write (excluding formal education)

1. Yes
2. No (if code 2, skip to M2.3.7)

M2.3.5 Did you complete the programme?

- a) Yes
- b) No (if no, skip to M2.3.7)

M2.3.6 Reasons for participating in the programme which involves learning to read or write (exclude formal education) (Give up to three (3) reasons in order of importance).

1. To learn to read and write
2. To improve my reading and writing
3. To be more comfortable in daily activities (such as taking bus, going shopping etc.)
4. Helping with children's education
5. Finding job or involve in economic activities
6. Other (specify) _____

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1 2 3

Go to Question 2.3.8

Annex 3 Individual Survey Form

M2.3.7 Why didn't you participate or complete the literacy programme? (Only asked to persons who have not participated or dropped out without completing)

1. Class time was not appropriate
2. Centre was too far or programme not available in the area
3. Not interesting
4. Teacher not qualified
5. Family members do not allow
6. Need to do household/agriculture chores
7. Moved to another village/town/community
8. Too costly
9. Other (specify) _____

M2.3.8 In which language (s) do you want to learn in any programme? (other than formal education) (Give up to three (3) languages)

1. English
2. Tokpisin
3. Hiri Motu
4. Tokples
5. Other (specify) _____

1	2	3

M2.4 Language

This section tries to see respondent's language acquisition and use of language in Household and in community

M2.4.1 In what language(s) did you first learnt to read and write? (Give up to three (3) languages in order of learning)

1. English
2. Tokpisin
3. Hiri Motu
4. Tokples
5. Other (specify) _____
If code 1, skip to Question 2.5.
6. Never learnt to read and write

1	2	3

M2.4.2 What are the language(s) you currently speak well enough to conduct a conversation? (Give up to three (3) languages spoken)

1. English
2. Tokpisin
3. Hiri Motu
4. Tokples
5. Other (specify) _____

1	2	3

M2.5 Use of Literacy

This section asks to find out if literacy skills attained is being used. Place a tick (✓) in the appropriate columns.

M2.5.1 Can you read personal letters or meeting minutes (fluently, with some difficulty or not at all) in the following languages?	Fluently	With Some difficulty	Not at all
English Tokpisin Hiri Motu Tokples Other (<i>specify</i>) _____			
M2.5.2 Can you read newspapers (fluently, with some difficulty or not at all) in the following languages?	Fluently	With Some difficulty	Not at all
English Tokpisin Hiri Motu Tokples Other (<i>specify</i>) _____			
M2.5.3 Can you write a personal letter, short messages (fluently, with some difficulty or not at all) in the following languages?	Fluently	With Some difficulty	Not at all
English Tokpisin Hiri Motu Tokples Other (<i>specify</i>) _____			

Annex 3 Individual Survey Form

M2.5.4 In the previous 12 months how often have you read the following?							
	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Documents							
Road Signs or name of stores							
Posters, pamphlets, notice boards, Fax etc.							
Community /Group meetings minutes							
Personal messages, letters, e-mail							
Newspaper / Magazines							
Books (Textbooks, novels, religious books)							
Reference Materials							
Bills, Vouchers							
Mobile Messages							

M2.5.5 In the previous 12 months how often have you done the following?							
Activities	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Wrote personnel letters, messages, notes							
Wrote official letters to an authority or organization							
Filled in any forms							
Wrote reports / articles							
Produce bills, invoices							
Produce charts, graphs							
Wrote community or group minutes							
Send mobile messages							

M2.5.6 In the previous 12 months how often have you visited the following places?							
Places and Locations	Not Available	Cannot	Never	A few times in a year	A few times in a month	A few times in a week	Daily
Public library							
Bookshop							
Notice board							
Community centre							

M2.6 Literacy for information*(These questions are intended to know the practices of watching or listening to TV and Radio)***M2.6.1 How many hours do you watch TV in a week?**

1. None
2. Less than 1 hour
3. 1 – 5 hours
4. 6 – 10 hours
5. 11 – 15 hours
6. More than 15 hours

*If Code 1, none skip to Question 2.6.4***M2.6.2 Where do you generally watch the TV?***(Give up to three (3) main locations)*

1. At home
2. Community Centre/church
3. Relatives/ friends' house
4. At a club/hotel
5. At the tucker shop
6. Other (specify) _____

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1 2 3

M2.6.3 Which programme(s) do you generally like to watch?*(Give up to three (3) programs in order of programs watched most)*

1. Entertainment / movie
2. Educational/school programmes
3. Specified information related to work / life
4. Religious
5. News
6. Sports
7. Other (specify) _____

--	--	--

1 2 3

M2.6.4 How many hours do you listen to radio in a week?

1. None
2. Less than 1 hour
3. 1 – 5 hours
4. 6 – 10 hours
5. 11 – 15 hours
6. More than 15 hours

*If Code 1 None, skip to 2.6.6***M2.6.5 Which programme on the radio do you like listening to?***(Give up to three (3) programs)*

1. Entertainment (music/jokes etc.)
2. Educational/school programmes
3. Specified information related to work / life - documentary
4. Religious
5. News
6. Sports
7. Other (specify) _____

--	--	--

1 2 3

Annex 4 Household Literacy Environment Quintile

The household literacy environment index measures the environment within each household in terms of the extent to which it could help household members to acquire or improve literacy skills.

The index was calculated considering three variables:

1. Number of books available in the household
2. Availability of ICT facilities in the household
3. Literacy status of the respondent (household head)

For the first variable, the highest number of books available at household level gets the maximum score and the lowest number of books available at household level gets the minimum score. The range of scores for the variable was between 1 and 5. It was also assumed that there was at least one book available in the household.

For the second variable, availability of television, video cassette recorder, cassette player CD/DVD, cameras, computer (desktop/laptop), telephone (landline/mobile) and radio AM/FM were given a score of one and unavailability of these materials were given a score of zero. The maximum score was 7 with all the above mentioned ICT items available in the household and minimum score was 0 for unavailability of the above-mentioned items.

The third variable was the literacy status of the respondent, which was derived by giving weight to the three options. Those who could read and write were given a maximum score of 3, those who could read got a score of 2 and those who could not read and write got a score of 1. The variable was recorded accordingly and the index was generated by using mentioned specified formula.

After getting individual indices of all the three variables, a composite index was generated, the "literacy environment index", the sum of all the three indices divided by three. The cases were then ranked on the composite index and divided in the quintiles.

Annex 5 Categorisation of Household Assets

Basic	Stove, sewing/knitting machine, cupboard, fans, telephone, radio, fishing net, electrical appliances (jug, toaster), others
Intermediate	Refrigerator, television, video cassette recorder, cassette player/CD/DVD, cameras/ video/digital camera, bicycle/scooter, computer (desktop/laptop), water tank
Luxury	Washing machine, microwave oven, generator, air conditioner, lawn mower/ string mower
Very luxury	Motor vehicle(car/bus/truck), boat/dinghy, motor boat, solar panel, land/block of land, house, flats

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