GUIDELINES AND METHODOLOGY FOR THE COLLECTION, PROCESSING AND DISSEMINATION OF INTERNATIONAL LITERACY DATA

Literacy and Adult Education Statistics Programme

Version 3

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1.   Literacy statistics survey

The purpose of this report is to provide the data user with information on how the UNESCO Institute for Statistics (UIS) collects processes and disseminates its international literacy statistics.

1.1   Countries and territories surveyed

In total, 222 countries and territories are surveyed *(see Appendix I)* annually. Since the data are obtained from censuses and surveys that are not administered annually, new data on literacy are not expected to be available on a yearly basis from all respondents. In some cases, countries no longer use the traditional dichotomous variable as a measure for literacy and have moved towards the use of literacy assessment instruments in order to measure functional literacy. In this case, traditional data may no longer be available but information about the nature of the assessment is collected.

1.2   The survey process

The UIS sends the literacy questionnaire to countries and territories typically in May of each year. A response period of two to three months is given. A follow-up formal reminder is dispatched to respondents towards the end of the response period. In the event that no response is received, informal reminders may be sent.

The survey package consists of the literacy questionnaire *(see Appendix II)* and supporting documentation. Respondents can complete the questionnaire in one of several ways, including directly on-line via the UIS website (www.uis.unesco.org) or by sending the completed questionnaire to the UIS via e-mail, facsimile or regular post.

The primary respondent to the literacy questionnaire is typically the National/ Territorial Statistical Office (or equivalent agency). Copies of the questionnaire are sent to both the UNESCO Permanent Delegation and the UNESCO National Commission of each Member State for information purposes. UNESCO regional, cluster and national offices are also sent copies of the questionnaire for their information. Any additional requirement for receiving copies of the questionnaire is determined on an individual country or territorial basis.

1.3   The data collected

The data collected through the UIS literacy questionnaire consist of the following: counts of the population by literacy status (total, literate, illiterate and not specified) for the population aged 10 years and older by geography (national, urban and rural), age group (five-year age groups and age unknown) and sex (total, male and female).

The questionnaire also includes a set of metadata questions that are necessary for the UIS and data users to better understand and interpret the literacy data submitted by countries and territories. Some of the metadata information is also used to help determine the suitability of the literacy data for use by the UIS as outlined in Section 2.2.

1.4 Metadata information

The metadata information provided in the questionnaire is reviewed by the UIS in order to help evaluate the suitability of the literacy data for inclusion in its database. Much of this information is also made available to data users. The following list shows the metadata information that is requested in the questionnaire:

i. The type of data collection instrument used (A1).

ii. The reference year or period of the data (A2).

iii. An indication of any coverage issues that would help to interpret the results. One such example might be the fact that specific geographic regions were excluded due to remoteness, lack of accessibility or high costs of collecting data. Another is the exclusion of a sub-population, such as institutionalized and military populations. In such cases, the data will be footnoted accordingly (A1, A3).

iv. Information about the respondent to the census or survey (A4).

v. A description of any key concepts and definitions used (B1, B2, B3.2.1, and B3.3.1).

vi. Information about the use of provisional or estimated data (B3.1.1).

vii. Information on the availability of published data (C1).

viii. Information about websites where further information can be found (C2).

ix. Information about existing analyses (C3).

x. The source and date for the next anticipated release of literacy data (C4).

xi. In addition, when a country is reporting data from a literacy assessment (Section D), information is also collected about the assessment data, including:

xii. The name of the assessment instrument (D1).

xiii. The reference year or period of the data (D2).

xiv. An indication of the skills that were tested by the assessment (D3).

xv. The number of levels or categories of literacy skills that are used (D4).

xvi. Information about websites where further information can be found (D5).

xvii. Supplementary information about the assessment (D6).

1.5 Supplementary data sources

It is the goal of the UIS to compile and make available to data users a comprehensive database of international literacy data. Since literacy and other education questions are commonly used in many international socio-economic household sample surveys, the UIS has established data exchange programmes with other international agencies in order to supplement its own data collection.

The two most common additional sources of literacy data include the *Multiple Indicator Cluster Survey (MICS)*, which is supported by UNICEF, and *Population Census* data that are collected by the United Nations Statistics Division (UNSD). Other literacy data, such as those obtained from the World Bank-supported *Core Welfare Indicators Questionnaire (CWIQ)*, are used if necessary. These data are provided to the UIS in the same or similar (due to limitations of the data) format as described in Section 1.3. Any supplementary data source used by the UIS must meet the established UIS criteria for literacy data.

2. International literacy data

Literacy data are collected through national population and household censuses, national household surveys or international household surveys. The UIS has identified which data sources provide the necessary literacy data and outlines below the criteria for their selection and inclusion in the UIS database.

2.1 Sources of literacy data

Population and Housing Censuses are the primary source of traditional dichotomous variable literacy data. These data are usually collected together with other household characteristics, such as educational, demographic and socio-economic status. These literacy data are generally based on self-declaration or proxy-declaration (i.e. one person, usually the head of the household, indicates whether each member of the household is literate or not). Although the literacy definition may vary from one country to another, typically it is in the following form: "Can *[Name]* read and write a simple sentence in *[Language(s)]*".

National Sample Surveys, either household or individual, that include a question about literacy are a second source of literacy data. Although these surveys focus on national policy and provide timely data, they do not always include a systematic strategy for future repeats; therefore, they may not be a consistently reliable source of literacy data over time.

International Sample Surveys, either household or individual, that include a question on literacy are a third source of literacy data. These surveys are designed to meet commonly agreed upon international data needs, while at the same time providing data for national policy purposes. These surveys may be implemented on a regular basis in selected countries globally. Modules from international surveys are sometimes added to other on-going national sample surveys.

2.2 Criteria for UIS literacy data

In its efforts to improve the international comparability of literacy data, the UIS has developed criteria for determining the inclusion of literacy data into its database. The following are the criteria to help determine the suitability of national data for reporting at the international level:

    i.   It must incorporate a "direct question" to assess literacy as part of its methodology. In many instances, the question(s) take the form "Can *[Name]* read and write a simple sentence in *[Language(s)]*".

ii.   It must receive a satisfactory evaluation by the UIS that is based on the responses to the questionnaire's metadata section.

iii.   It must be able to provide data in the format required by the UIS. At the minimum, the source must be able to provide literacy counts according to the following characteristics:

a. Geography: National, Urban and Rural if available

b. Age group: five-year age cohorts for the population aged 10 years and over (10-14, 15-19… 80-84, 85+).

c. Sex (Total, Male and Female).

iv.   Educational attainment or other data will not be accepted as a proxy for literacy.

v.   Data based solely on literacy projection and estimation models will not be accepted.

3.   Data processing

The procedures applied by the UIS during the data processing stage are described below.

3.1   Internal consistency checks

Internal consistency checks are conducted in order to ensure the accuracy of the data provided. The following items are checked for each questionnaire:

Within tables:

a) Total = literates + illiterates + not specified
b) Both sexes Total = Male total + Female total
c) Both sexes Literates = Male literates + Female literates
d) Both sexes Illiterates = Male illiterates + Female illiterates
e) Total age 10+ = Sum of all age groups in the table

Across tables:

f) Corresponding total rows = Corresponding urban rows + Corresponding rural rows
g) Corresponding total columns = Corresponding urban columns + Corresponding rural columns

3.2   Age unknown

When reporting data in Tables B3.1, B3.2 and B3.3, it is possible to have counts of the population by literacy status for which the age is unknown. When counts of the population are reported by literacy status as *age unknown*, these data will be removed during the processing of the questionnaire and not included in the calculation of literacy and illiteracy rates. As such, the Total 10+ row, by literacy status, will be adjusted as follows:

i) *New total population aged 10+ for literacy status $_l$* = Total population aged 10+ years for literacy status $_l$ – Age unknown for literacy status $_l$

ii) *New male population aged 10+ for literacy status $_l$* = Male population aged 10+ years for literacy status $_l$ – Age unknown for literacy status $_l$

iii) *New female population aged 10+ for literacy status $_l$* = Female population aged 10+ years for literacy status $_l$ – Age unknown for literacy status $_l$

3.3 Population not specified

When reporting data in Tables B3.1, B3.2 and B3.3, it is possible to have counts of the population by age group for which the literacy status is not specified. When counts of the population by age group are reported by literacy status as *not specified*, these data will be removed during the processing of the questionnaire and not included in the calculation of literacy and illiteracy rates. As such, the relevant age group total will be adjusted as follows:

i) *New total population for age group $_a$* = Total population for age group $_a$ – Not-specified population for age group $_a$

ii) *New male population for age group $_a$* = Total population for age group $_a$ – Not-specified population for age group $_a$

iii) *New female population for age group $_a$* = Total population for age group $_a$ – Not-specified population for age group $_a$

4. Calculating literacy/illiteracy rates and the literate/illiterate population

The international comparability of literacy statistics has been improved in two ways by the UIS. First, the fact that the data being reported are from data sources that have a similar methodology, as outlined in Section 2.2, improves comparability. Second, UN population estimates are used to calculate the number of literates and illiterates. These estimates are used because they are produced by UNPD using the same methodology and assumptions across countries *(see Section 5.3)*. When UN population estimates are not available, national population estimates may be used.

The section below describes the methodology used by the UIS to calculate both literacy/illiteracy rates and the counts of the literate/illiterate population for any given age group and sex.

4.1 Determining literacy and illiteracy rates

Step 1: For each respective age group$_a$, the literacy and illiteracy rates by sex$_s$ are calculated directly from the national data submitted to the UIS as follows:

i) Literacy rate for sex$_s$ =
    (Number of literates for sex$_s$ / Total population for sex$_s$) * 100

ii) Illiteracy rate for sex_s =
(Number of illiterates for sex_s / Total population for sex_s) * 100

4.2   Determining the literate and illiterate population

Step 2: The literacy and illiteracy rates calculated in Step 1 above are then applied to the United Nations Population Division (UNPD) population estimates for each age group in order to obtain the count of the literate and illiterate populations as follows:

i.   Literate population for sex_s and age $group_a$ =   Literacy rate for sex_s and age $group_a$ * UN population for age $group_a$

ii.   Illiterate population for sex_s and age $group_a$ =   Illiteracy rate for sex_s and age $group_a$ * UN population for age $group_a$

Step 3: Adjusting the Total Literate and Illiterate Populations

When applying the literacy and illiteracy rates individually to the new total, male and female counts of literates and illiterates for each of the respective age cohorts, the resulting male and female count of literates and illiterates will not be equal to the new total count of literates and illiterates that was calculated in the manner described above. Table 1 below illustrates this problem.

Table 1. Adjusting the literate/illiterate total count

	National			UIS			UIS Adjusted
	Literate Population	Total Population	Literacy Rate	Literate Population	Total UN Population	Literacy Rate	Literate Population
Male	772,142	1,613,134	47.87	1,001,226	2,091,728	47.87	1,001,226
Female	437,098	1,875,946	23.30	494,381	2,121,795	23.30	494,381
Total	1,209,240	3,489,080	34.66	1,460,316	4,213,523	34.66	1,495,607
Male + Female	1,209,240	3,489,080		1,495,607	4,213,523		1,495,607
	National			UIS			UIS Adjusted
	Illiterate Population	Total Population	Illiteracy Rate	Illiterate Population	Total UN Population	Illiteracy Rate	Illiterate Population
Male	840,992	1,613,134	52.13	1,090,502	2,091,728	52.13	1,090,502
Female	1,438,848	1,875,946	76.70	1,627,414	2,121,795	76.70	1,627,414
Total	2,279,840	3,489,080	65.34	2,753,207	4,213,523	65.34	2,717,916
Male + Female	2,279,840	3,489,080		2,717,916	4,213,523		2,717,916

To correct for this problem, the original total count of literates and illiterates needs to be adjusted by calculating a new total by summing the new male and new female count of literates and illiterates as follows:

i)   Total literate population for age group $_a$ = New male literate population for age group $_a$ + New female literate population for age group $_a$

ii)   Total illiterate population for age group a = New male illiterate population for age group $_a$ + New female illiterate population for age group $_a$

5. Calculating regional averages

Regional and global literacy indicators are produced in order to meet the needs of data users and, in particular, for the purposes of global monitoring for the Education for All (EFA) and Millennium Development Goals (MDG) initiatives. Groupings based on three monitoring initiatives are produced: EFA, MDG and UNESCO regions, as well as other regions such as World Bank income regions. Custom regional groupings are also possible.

The UIS shows historical data using the time periods: 1975 to 1984, 1985 to 1994, 1995 to 2004 and 2005-2014 that correspond to the United Nations Statistics Division (UNSD) census cycles. When calculating a regional average for these time periods, the latest available observed data or GALP estimates for each respective time period are used in the calculation.

Due to improvements in estimation methodology, an annual average figure can also be calculated for year 2005 and onward.

5.1 Weighted average formula

An average, weighted by the population of the country or territory within the region, is used to calculate a regional or global figure. All countries and territories with UN population or national population estimates are included in the regional figure. All countries and territories with UNPD population or national population estimates have a literacy rate and count of illiterates that is either observed or imputed. The formulas described below are applicable to Total (T), Male (M) and Female (F) populations.

i. <u>Literacy rate</u>

Regional average literacy rate $T_t = \sum_{i=1}^{n} LTR_{i,t} * \dfrac{Pop_{i,t}^{p}}{\sum_{i=1}^{n} Pop_{i,t}^{p}}$

Where:

$LTR_{i,t}$ = Literacy rate for country "i" for year "t"

$Pop_{i,t}^{p}$ = Total population aged "p" for country i for year "t"

p = population of age cohort
n = number of countries in the region
t = year of data

ii. <u>Count of illiterates</u>

Regional total count of illiterates $T_t = \sum_{i=1}^{n} Illiterate_{i,t}$

n = number of countries in the region
t = year of data

5.2   Estimating values for missing data

When observed data are not available for a given country, it is necessary to impute values that are based on other data or on an "imputation" methodology. The UIS produces estimates, both publishable and non-publishable, in order to improve its regional and global estimates. In many cases, data for an individual country or territory have not been available for many years, yet to simply ignore representation of the country in the calculation of the regional or global average may produce a figure that is not representative. Described below are some of the sources of data and techniques used to derive literacy estimates for countries with missing data.

5.2.1   Literacy estimates derived from the UIS Global Age-Specific Literacy Projections Model (GALP)

The UIS literacy projection model can provide some estimates of literacy/illiteracy rates and counts of literates/illiterates for selected years for which data are not available. Estimates produced from this model are based on observed data that has been projected from a reference year in the past. For more information about GALP, please refer to the UIS document "*Global Age-Specific Literacy Projection Model: Rationale, Method and Software*" UIS: Montreal, 2006.

In order to improve the quality of the GALP estimates used, only source data from the previous two decennial census cycles from the present are used. As such, only estimates obtained from projected baseline data from the periods 1985-1994, 1995-2004 and 2005-2008 are currently used.

5.2.2   Literacy estimates based on proxy literacy data

Educational attainment data can be used as a proxy for determining the illiterate population of a given country. These data are typically available from censuses and most socio-economic household surveys. In many countries, the Labour Force Survey (LFS) is the most frequently used source for educational attainment data.

Although research indicates that primary education is not always a reliable predictor of literacy skills, educational attainment data is used as a proxy to impute literacy rates for countries for which the regular "dichotomous" literacy data are not available. The UIS defines "illiterates" as those persons who reported their highest educational attainment level as having "no schooling", "some primary school" or having "not completed primary school". Data that are based on a proxy of educational attainment are used only for estimating purposes and are not disseminated at the individual country or territory level.

5.2.3 Other estimates

The UIS continually seeks to improve the quality of its literacy data and estimates. As such, estimation techniques and methodologies are continually reviewed and improved upon as necessary.

5.3 Population data

In order to improve the international comparability of literacy data, the UIS applies UN Population Division population estimates when determining the number of literates and illiterates for a country or territory. These estimates are typically updated every second year.

UNPD provides population estimates by single years of age for countries and territories with populations of 80,000 persons and greater. For countries or territories having a population of less than 80,000 persons, national country population data, when available, are used.

6. Literacy indicators

For the purpose of monitoring progress towards the EFA and MDG global literacy goals, the UIS produces adult (aged 15 years and over) and youth (aged 15 to 24 years) literacy rates, in addition to calculating the number of adult and youth illiterates. To complement this information, illiteracy rates and number of literates are also produced. Furthermore, the literacy gender parity index (GPI) and the percentage of females that are illiterate are also produced as standard indicators.

The following sections describe the policy relevance and the methodologies used to calculate literacy/illiteracy rates and the counts of literates/illiterates. These data are available for the population aged 15 years and over and tabulated by sex (total, male and female), age group (five-year cohorts or combinations) and geography (total, urban and rural). The availability of all or part of these data differs amongst countries.

6.1 Calculating the literacy and illiteracy rates

Definition: The literacy rate is defined as the percentage of the population for a given age group that can both read and write with understanding a short simple statement on his/her everyday life. The complement of this measure, the illiteracy rate, is defined as the percentage of the population for a given age group that cannot both read and write with understanding a short simple statement on his/her everyday life.

Purpose: The literacy rate shows the accumulated achievement of primary education and literacy programmes in imparting basic literacy skills to the population, thereby enabling them to apply such skills in daily life and to continue learning and communicating using the written word. Literacy represents a potential for further intellectual growth and contribution to the economic-socio-cultural development of a society.

Illiteracy rates indicate the extent of need for policies and efforts in organizing literacy programmes and quality primary education.

Data required: The number of literates and illiterates aged 15 years and over.

Data sources: Primarily population and household censuses; sample surveys.
Types of disaggregation: This indicator can be calculated by sex (total, male and female), geography (national, urban and rural) and age group (aged 15 years and over by five-year age groups or combinations of five-year age groups).

Formula:

$$LR_a^t = \frac{L_a^t}{P_a^t} * 100 \qquad \text{or} \qquad IR_a^t = \frac{IL_a^t}{P_a^t} * 100$$

Where:

LR_a^t = Literacy rate of age group a in year t $\qquad$ IR_{15+}^t = Illiteracy rate of age group a in year t

L_a^t = Literate population of age group a in year t $\qquad$ IL_{15+}^t = Illiterate population of age group a in year t

P_a^t = Population of age group a in year t

and:

$$LR_a^t + ILR_a^t = 100\%$$

Interpretation: A high literacy rate (or low illiteracy rate) indicates a wide coverage of the primary education system and/or literacy programmes in that a large proportion of the population has acquired the ability of using the written word in daily life and to continue learning. It is common practice to present and analyze literacy rates together with the absolute **number of adult illiterates** as improvements in literacy rates may sometimes be accompanied by increases in the illiterate population due to the changing demographic structure.

6.2 Calculating the number of literates and illiterates

Definition: The number of illiterates is defined as the number of persons who cannot both read and write with understanding a short simple statement on their every day life. The number of literates is defined as the number of persons who can both read and write with understanding a short simple statement on their every day life.

Purpose: This indicator identifies the size and, if possible, characteristics of the illiterate and literate populations within a given country or territory. The illiterate population should be targeted for policies and efforts in expanding literacy programmes.

Data required: UN population estimates for persons aged 15 years and over; literacy and illiteracy rates by age group.

Data sources: Primarily population and household censuses; sample surveys.

Types of disaggregation: This indicator can be calculated by sex (total, male and female), geography (national, urban and rural) and age group (aged 15 years and over by five-year age groups or combinations of five-year age groups).

Formula:

$$LP_a^t = LR_a^t * UNP_a^t \qquad \text{or} \qquad IP_a^t = IR_a^t * UNP_a^t$$

Where:

LP_a^t = Literate population of age group $_a$ in year $_t$ IP_a^t = Illiterate population of age group $_a$ in year $_t$

LR_a^t = Literacy rate of age group $_a$ in year $_t$ IR_a^t = Illiteracy rate of age group $_a$ in year $_t$

UNP_a^t = UN population estimate of age group $_a$ in year $_t$

and:

$$LR_a^t + IR_a^t = 100\%$$

Interpretation: The higher the illiterate population of a country, the more need there is to expand primary education and adult literacy programmes. Data by age group and geography help to reveal sections of the population most in need of education and literacy programmes. Policies should target priority population groups of a particular gender and age group.

6.3   Calculating the literacy Gender Parity Index (GPI)

Definition: Ratio of the female-to-male literacy/illiteracy rates.

Purpose: This indicator measures the parity in literacy/illiteracy between males and females for a given country or territory. The imparity of a gender should be targeted for policies and efforts in expanding literacy programmes.

Data required: Literacy and illiteracy rates disaggregated by sex.

Data sources: UIS literacy data.

Types of disaggregation: This indicator can be calculated by geography (national, urban and rural) and age group (aged 15 years and over by five-year age groups or combinations of five-year age groups).

Formula:

$$GPI_a^t = \frac{LR_{a,f}^t}{LR_{a,m}^t} \qquad \text{or} \qquad GPI_a^t = \frac{LIR_{a,f}^t}{LIR_{a,m}^t}$$

Where:

$LR_{a,f}^t$ = Female literacy rate of age group $_a$ in year $_t$ $LR_{a,m}^t$ = Male literacy rate of age group $_a$ in year $_t$

$LIR_{a,f}^{t}$ = Female Illiteracy rate of age group a in year t

$LIR_{a,m}^{t}$ = Male Illiteracy rate of age group a in year t

Interpretation: A GPI of 1 indicates parity between sexes. A GPI under 1 indicates parity in favour of males, and a GPI over 1 indicates parity in favour of females.

6.4 Calculating the percentage of literates or illiterates that are female (% female)

Definition: The number of female literates or illiterates as a percentage of total literates or illiterates.

Purpose: This indicator shows the gender composition of the total population in a given country or territory in a given year. It allows for expansion to literacy programmes to be more targeted.

Data required: The number of literates and illiterates by sex.

Data sources: UIS literacy data.

Types of disaggregation: This indicator can be calculated by geography (national, urban and rural) and age group (15 years and older by five-year age groups or combinations of five-year age groups).

Formula:

$$\% F_{a}^{t} = \frac{LP_{a,f}^{t}}{TLP_{a}^{t}} \qquad \text{or} \qquad \% F_{a}^{t} = \frac{IP_{a,f}^{t}}{TIP_{a}^{t}}$$

Where:

$LP_{a,f}^{t}$ = Female literate population of age group a in year t

$IP_{a,f}^{t}$ = Female illiterate population of age group a in year t

and:

TLP_{a}^{t} = Total literate population of age group a in year t = $LP_{a,f}^{t} + LP_{a,m}^{t}$

TIP_{a}^{t} = Total illiterate population of age group a in year t = $IP_{a,f}^{t} + IP_{a,m}^{t}$

$LP_{a,m}^{t}$ = Male literate population of age group a in year t

$IP_{a,m}^{t}$ = Male illiterate population of age group a in year t

Interpretation: Percentage of female literates or illiterates approaching 50% indicates gender parity in the composition of the total population. A value of greater than 50% reveals that more women than men are literate or illiterate in a given population.

APPENDIX I

List of countries and territories surveyed

1	Afghanistan	47	Costa Rica
2	Albania	48	Côte d'Ivoire
3	Algeria	49	Croatia
4	American Samoa	50	Cuba
5	Andorra	51	Cyprus
6	Angola	52	Czech Republic
7	Anguilla	53	Democratic People's Republic of Korea
8	Antigua and Barbuda	54	Democratic Republic of the Congo
9	Argentina	55	Denmark
10	Armenia	56	Djibouti
11	Aruba	57	Dominica
12	Australia	58	Dominican Republic
13	Austria	59	Ecuador
14	Azerbaijan	60	Egypt
15	Bahamas	61	El Salvador
16	Bahrain	62	Equatorial Guinea
17	Bangladesh	63	Eritrea
18	Barbados	64	Estonia
19	Belarus	65	Ethiopia
20	Belgium	66	Falkland Islands (Malvinas)
21	Belize	67	Fiji
22	Benin	68	Finland
23	Bermuda	69	France
24	Bhutan	70	French Guiana
25	Bolivia	71	French Polynesia
26	Bosnia and Herzegovina	72	Gabon
27	Botswana	73	Gambia
28	Brazil	74	Georgia
29	British Virgin Islands	75	Germany
30	Brunei Darussalam	76	Ghana
31	Bulgaria	77	Gibraltar
32	Burkina Faso	78	Greece
33	Burundi	79	Grenada
34	Cambodia	80	Guadeloupe
35	Cameroon	81	Guam
36	Canada	82	Guatemala
37	Cape Verde	83	Guinea
38	Cayman Islands	84	Guinea-Bissau
39	Central African Republic	85	Guyana
40	Chad	86	Haiti
41	Chile	87	Honduras
42	China	88	Hong Kong (SAR of China)
43	Colombia	89	Hungary
44	Comoros	90	Iceland
45	Congo	91	India
46	Cook Islands	92	Indonesia

93	Iran (Islamic Republic of)	140	New Zealand
94	Iraq	141	Nicaragua
95	Ireland	142	Niger
96	Israel	143	Nigeria
97	Italy	144	Niue
98	Jamaica	145	Northern Mariana Islands
99	Japan	146	Norway
100	Jordan	147	Occupied Palestinian Territory
101	Kazakhstan	148	Oman
102	Kenya	149	Pakistan
103	Kiribati	150	Palau
104	Kuwait	151	Panama
105	Kyrgyzstan	152	Papua New Guinea
106	Lao People's Democratic Republic	153	Paraguay
107	Latvia	154	Peru
108	Lebanon	155	Philippines
109	Lesotho	156	Pitcairn
110	Liberia	157	Poland
111	Libyan Arab Jamahiriya	158	Portugal
112	Lithuania	159	Puerto Rico
113	Luxembourg	160	Qatar
114	Macao (SAR of China)	161	Republic of Korea
115	Madagascar	162	Republic of Moldova
116	Malawi	163	Reunion
117	Malaysia	164	Romania
118	Maldives	165	Russian Federation
119	Mali	166	Rwanda
120	Malta	167	Saint Helena
121	Marshall Islands	168	Saint Kitts and Nevis
122	Martinique	169	Saint Lucia
123	Mauritania	170	Saint Pierre and Miquelon
124	Mauritius	171	Saint Vincent and the Grenadines
125	Mayotte	172	Samoa
126	Mexico	173	San Marino
127	Micronesia (Federated States of)	174	Sao Tome and Principe
128	Mongolia	175	Saudi Arabia
129	Montserrat	176	Senegal
130	Montenegro	177	Serbia
131	Morocco	178	Seychelles
132	Mozambique	179	Sierra Leone
133	Myanmar	180	Singapore
134	Namibia	181	Slovakia
135	Nauru	182	Slovenia
136	Nepal	183	Solomon Islands
137	Netherlands	184	Somalia
138	Netherlands Antilles	185	South Africa
139	New Caledonia	186	Spain

187	Sri Lanka		
188	Sudan		
189	Suriname		
190	Swaziland		
191	Sweden		
192	Switzerland		
193	Syrian Arab Republic		
194	Tajikistan		
195	Thailand		
196	The FYR of Macedonia		
197	Timor-Leste		
198	Togo		
199	Tokelau		
200	Tonga		
201	Trinidad and Tobago		
202	Tunisia		
203	Turkey		
204	Turkmenistan		
205	Turks and Caicos Islands		
206	Tuvalu		
207	Uganda		
208	Ukraine		
209	United Arab Emirates		
210	United Kingdom		
211	United Republic of Tanzania		
212	United States of America		
213	United States Virgin Islands		
214	Uruguay		
215	Uzbekistan		
216	Vanuatu		
217	Venezuela		
218	Viet Nam		
219	Wallis and Futuna Islands		
220	Yemen		
221	Zambia		
222	Zimbabwe		

APPENDIX II

UIS Literacy Questionnaire

Country: ....

Literacy Statistics Questionnaire 2008

1. Please return **one** completed copy of the questionnaire before **Day/Month/Year** by:

    - UIS website: **www.uis.unesco.org;**
    - E-mail: **survey@uis.unesco.org;**
    - Fax: **(1-514) xxx-xxxx** or
    - Mail: UNESCO Institute for Statistics
       C.P. 6128
       Succursale Centre-ville
       Montréal, QC H3C 3J7
       CANADA

2. If you have any queries concerning the questionnaire, please do not hesitate to contact **xxxxxx** by e-mail: **survey@uis.unesco.org**; Tel: **(1-514) xxx-xxxx** or Fax: **(1-514) xxx-xxxx**

3. Please use the following symbols when completing the questionnaire:

    a   = category is not applicable
    m   = data missing (or not available)
    n   = quantity nil
    x   = data included in another category (to be indicated in a footnote)
    *   = provisional or estimated figure

Please provide the details below of the person completing the questionnaire.

Family name: …………………………………….. Personal (or first) name: ……………………………

Job title (or position): ……………………………….………………………………………………..

Service, division or sector (if any): ……………………………………………………………………..

Organization: …………………………………….. Nature: …………………………………………

Address: …………………………………………. City: …………………………………………….

Country: ………………………………………… Postal Code: ……………………………………..

Telephone: country code: ………….. area code: …………..number: ……………… ext: ………………..

Fax: country code: ………….. area code: …………..number: …………………

Mobile: country code: ………….. area code: …………..number: …………………

E-mail: ……………………………………………. Website: ……………………………………………

It is important that all parts of the questionnaire are completed in full.

1. **Is a Direct Assessment Survey used to measure literacy skills:** 1 ☐ Yes   2 ☐ No
   If yes, then go to **Section D**.

2. **UIS criteria for selecting literacy data (dichotomous variable):**
   1. A "direct question" to assess literacy must comprise part of the methodology.
   2. Data must be provided in the format required by UIS.
   3. Educational attainment data <u>will not be</u> accepted by UIS as a proxy measure for literacy.

Please refer to the UIS website www.uis.unesco.org for more complete information about the UIS data selection criteria.

Section A: Source of Literacy Statistics

A1 Please indicate the source of the literacy data:

    A1.1 ☐ Census of Population (please specify):

        1 ☐ 'De jure' population (based on citizenship or permanent residents)
        2 ☐ 'De facto' population (including foreigners, tourists and other temporary visitors)

    A1.2 ☐ Sample survey (please specify):

        1 ☐ Multiple Indicator Cluster Survey (MICS)
        2 ☐ Labour Force Survey (LFS)
        3 ☐ Other (please specify):   _____

    A1.3 ☐ Other (please specify):   _____

A2 What is the reference year of the data source indicated in A1?   _____

A3 Are there any specific population groups or geographic regions excluded from the coverage of the data source indicated in A1 (i.e. populations in remote areas or the non-national population)?

    1 ☐ Yes   2 ☐ No

    If yes, what is the approximate proportion (%) of the population that is excluded:

        1 ☐ Less than 1% of the national total population
        2 ☐ Between 1% and 5% of the national total population
        3 ☐ More than 5% of the national total population

A4 Who was the respondent to the census/survey indicated in A1?

        1 ☐ The head of the household only
        2 ☐ All individuals within a household
        3 ☐ Other (please specify):   _____

Section B: Literacy Data

B1 What is the definition of literacy that is used?
_____
_____
_____
_____

B2 Please specify the literacy question(s) used in the census/survey.
_____
_____
_____
_____
_____

B3 Please complete Tables B3.1, B3.2 and B3.3 as indicated

Table B3.1	Total (Urban + Rural) Number of Literate and Illiterate Persons by Sex and Age Group											
Age group	Total				Male				Female			
	Total	Literate	Illiterate	Not specified	Total	Literate	Illiterate	Not specified	Total	Literate	Illiterate	Not specified
10-14												
15-19												
20-24												
25-29												
30-34												
35-39												
40-44												
45-49												
50-54												
55-59												
60-64												
65-69												
70-74												
75-79												
80-84												
85+												
Age unknown												
Total population aged 10+												

B3.1.1   For any provisional or estimated figures (*) please explain how the estimate was produced. Attach a separate descriptive page if necessary.

_____

_____

Table B3.2   Number of Literate and Illiterate Persons in Urban Areas by Sex and Age Group

Age group	Total				Male				Female			
	Total	Literate	Illiterate	Not specified	Total	Literate	Illiterate	Not specified	Total	Literate	Illiterate	Not specified
10-14												
15-19												
20-24												
25-29												
30-34												
35-39												
40-44												
45-49												
50-54												
55-59												
60-64												
65-69												
70-74												
75-79												
80-84												
85+												
Age unknown												
Total population aged 10+												

B3.2.1   Please provide the definition of "urban area". If you are unable to provide data by urban area, please indicate the reasons for not being able to do so?

_____

_____

Table B3.3   Number of Literate and Illiterate Persons in Rural Areas by Sex and Age Group

Age group	Total				Male				Female			
	Total	Literate	Illiterate	Not specified	Total	Literate	Illiterate	Not specified	Total	Literate	Illiterate	Not specified
10-14												
15-19												
20-24												
25-29												
30-34												
35-39												
40-44												
45-49												
50-54												
55-59												
60-64												
65-69												
70-74												
75-79												
80-84												
85+												
Age unknown												
Total population aged 10+												

B3.3.1   Please provide the definition of "rural area". If you are unable to provide data by rural area, please indicate the reasons for not being able to do so?

_____

_____

Section C: Dissemination of Literacy Statistics

C1 Have these Literacy data results been published?

    1 ☐ Yes
    2 ☐ No

If yes, please give references:
_____
_____
_____
_____

C2 Are the literacy data available on a website? If yes, please indicate the link below:
_____
_____

C3 Are the literacy data available for analysis?

    1 ☐ Yes
    2 ☐ No

C4 If known, please indicate the source and date of your next census/survey from which your next Literacy Statistics will be produced:

Name: _____
Date: _____

Section D: Direct Assessment Survey of Literacy Skills

The UIS is undertaking an inventory of existing literacy assessments worldwide in order to better understand the extent to which they are being used. The UIS is also interested in presenting these data on a global basis for the data user community. The purpose of this section is to collect information and data about your countries most recent literacy assessment.

D1 Name of the Literacy Assessment Survey: _____

D2 Reference year (YYYY) of the literacy assessment: _____

D3 Please indicate <u>all</u> the skills that were tested:

1 ☐ Numeracy   2 ☐ Reading   3 ☐ Writing   4 ☐ Information and Communication Technology Literacy
5 ☐ Other (please specify): _____

D4 How many levels of literacy skills are included in the assessment analysis? _____

D5 Website where information and data may be obtained: _____

D6 Please send an electronic version of your summary report (including description, methodology and summary data tables) to: survey@uis.unesco.org. If an electronic version is not available, please send a paper copy to the address indicated on page 1 of this questionnaire.