



Japanese
Funds-in-Trust

Household Survey-based Literacy Module

Purposes and Methodology



Background

- Literacy is a key determinant for achieving EFA and MDG goals
- Countries need reliable and useful literacy data for monitoring the progress towards EFA and MDG
- Literacy assessment is often costly and cannot be conducted very often

Purpose

- Stocktaking reading and writing materials and facilities in households and communities
- Measure application of literacy ability and facilities to everyday life
- Monitoring literacy programme implementation, evaluation of the progress and assessment of outcomes
- Identifying and locating literate vs illiterate sub-populations and their contexts

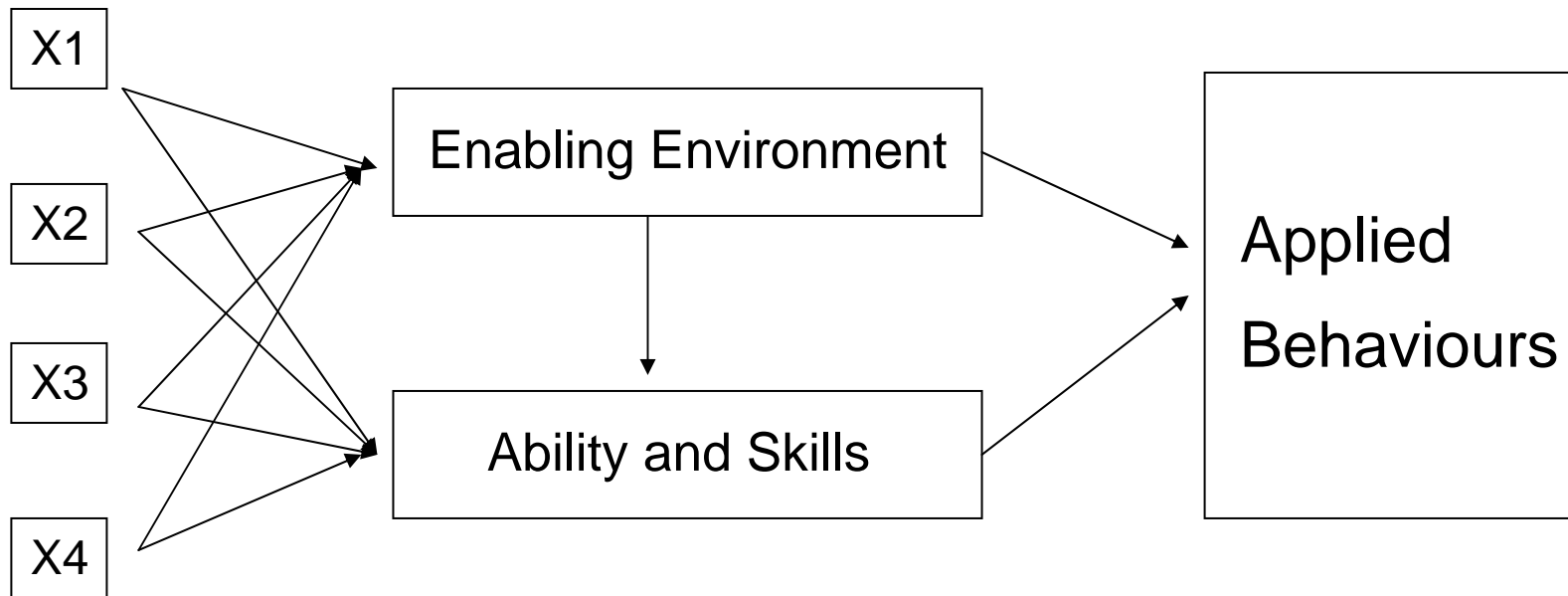
Methodology

- Insert a Literacy Module into Census and household surveys
- Module is composed of 10 questions
- Module includes information on their language background, access to facilities, stock of reading materials, and use of literacy skills

Literacy Behavior Model

Causes

Effects



Module 1 Household information

Rationales

Access to reading materials will indicate how much the person is exposed to reading environment

(e.g. if no access, it is likely that the person do not read very often, could be illiterate, good access likely to read more often)

Module 1 Household information

Questions	Purposes
How many books does your family have at home?	Measure the household stock of reading materials
How does your family obtain reading materials such as newspapers, magazines and books?	Identify how the HH obtain reading materials

Module 1 Household information

Questions	Purposes
<p data-bbox="186 482 843 736">Are there following facilities available in your community?</p> <p data-bbox="186 762 934 825">Reply : Yes/No/Don't Know</p> <ul data-bbox="376 851 843 1129" style="list-style-type: none"><li data-bbox="376 851 696 905">Public Library<li data-bbox="376 925 639 979">Bookstores<li data-bbox="376 999 662 1053">Newsstands<li data-bbox="376 1073 843 1129">Community Centers	<p data-bbox="972 482 1705 815">Identify the availability of facilities to access reading materials for the household</p>

Module 2 Language

Rationales

- In multilingual societies, obtaining the information on reading and writing is not enough unless the language is specified. Language information (mother tongues, instructional languages at school, knowledge on the official language) is crucial. The analysis has to be done to find out which language they can read and write.

Module 2 Language

Questions	Purposes
What is the language (<i>name</i>) first learned in childhood and still understand ?	Identify their mother tongue/the most familiar language
In what language did (<i>name</i>) first learn to read?	Identify the language of instruction they study at school (Learning in other than the native language becomes a barrier for acquiring the basic literacy and other skills)

Module 2 Language

Questions	Purposes
<p>What is the language (<i>name</i>) can speak well enough to conduct a conversation? (ask in each language)</p>	<p>Identify languages they are familiar with to conduct conversations</p>

Module 3 Education Background

Rationales

- Literacy skills and educational attainment are highly correlated. Thus, information on education background is important to assess the literacy skills.

Module 3 Education Background

Questions	Purposes
What is the highest level of formal schooling (<i>name</i>) has ever attended?	Measure the level of the educational attainment
What is the highest grade (<i>name</i>) completed in that of formal schooling she/he has ever attended?	Measure the level of the educational attainment more precisely

Module 3 Education Background

Questions	Purposes
<p>Has (<i>name</i>) ever participated in a literacy programme or any programme that involves learning to read or write (excluding formal school)? <i>If Yes: Has (<i>name</i>) ever completed such a programme?</i></p>	<p>Identify other/informal schooling which they have had a chance of acquiring the literacy skills besides formal schooling</p>

Module 4 Use of Skills

Rationales

- Set of information on how often and what kind of daily activities the person is doing using literacy skills will assist in assuming the level of literacy

Module 4 Use of Skills

Questions	Purposes
Can (<i>name</i>) read personal letters, fluently, with some difficulty or not at all in the following languages? (ask in all languages they know)	Measure their capability in reading simple messages
Can (<i>name</i>) read newspapers, fluently, with some difficulty or not at all in the following languages? (ask in all languages they know)	Measure their capability in reading more complicated reading materials

Module 4 Use of Skills

Questions	Purposes
<p>Can (<i>name</i>) write a personal letter or short note such as a message for the family, fluently, with some difficulty or not at all in the following languages? (ask in all languages they know)</p>	<p>Measure their writing / sentence composing capability to deliver simple messages</p>

Module 4 Use of Skills

Not Available / Never / A few times in a year / A few times in a month / A few times in a week or Daily

Questions	Purposes
<p data-bbox="125 496 1201 743">In the past 12 months, how often has (<i>name</i>) done the following things?</p> <ul data-bbox="220 772 1258 1315" style="list-style-type: none"><li data-bbox="220 772 1163 886">Written personal letters or messages (e-mails)<li data-bbox="220 915 1258 1029">Written an official letter to an authority or an organization<li data-bbox="220 1058 830 1100">Filled in forms him/herself<li data-bbox="220 1129 1210 1243">Written Reports or Articles Produced Bills, invoices or Budget Tables<li data-bbox="220 1272 1096 1315">Produced Charts, Diagrams, or Maps	<p data-bbox="1302 496 1725 1158">Measure the frequency of using literacy skills in writing the listed materials (this will show how practically they use the skills)</p>

Module 4 Use of Skills

Not Available / Never / A few times in a year / A few times in a month / A few times in a week or Daily

Questions	Purposes
<p data-bbox="129 511 1170 648">In the past 12 months, how often has (<i>name</i>) read the following items?</p> <ul data-bbox="224 675 1161 1320" style="list-style-type: none">Road signs or Names of storePosters, Pamphlets, Announcements or Notice boardsPersonal messages, Letters or E-mailsNewspapers or MagazinesFiction or Non-Fiction BooksManuals or Reference BooksBills, invoices or Budget TablesCharts, Diagrams, or Maps	<p data-bbox="1302 511 1742 1178">Measure the frequency of using literacy skills in reading the listed materials (this will show how practically they use the skills)</p>

Module 4 Use of Skills

Not Available / Never / A few times in a year / A few times in a month / A few times in a week or Daily

Questions	Purposes
<p data-bbox="129 535 1170 671">In the past 12 months, how often has (<i>name</i>) visited the following places?</p> <ul data-bbox="218 699 771 1035" style="list-style-type: none"><li data-bbox="218 699 666 763">A Public Library<li data-bbox="218 792 542 849">Bookstores<li data-bbox="218 885 571 942">Newsstands<li data-bbox="218 978 771 1035">Community centres	<p data-bbox="1304 535 1675 1049">Measure the frequency of access to reading materials by visiting these places</p>