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# HEALTH LITERACY, AUSTRALIA

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For further information about these and related statistics, contact the National Information and Referral Service on 1300 135 070.

## NOTES

### ABOUT THIS REPORT

This report examines health literacy using information from the 2006 Adult Literacy and Life Skills Survey (ALLS). The ALLS provides information on the knowledge and skills of 15 to 74 year olds in the following four domains: prose literacy, document literacy, numeracy and problem solving. A fifth domain measuring health literacy was produced as a by-product of the above domains. Health literacy is the main focus of this report.

The Australian Government Department of Health and Ageing provided funding for the calculation of the health literacy scale.

Data Cubes in spreadsheet format will supplement this publication, and will be available on the ABS web site <<http://www.abs.gov.au>> at a later date.

### ROUNDING

As estimates have been rounded, discrepancies may occur between the sums of the component items and totals.

Brian Pink  
Australian Statistician

## ABBREVIATIONS

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<b>ABS</b>	Australian Bureau of Statistics
<b>ACT</b>	Australian Capital Territory
<b>ALL</b>	International Adult Literacy and Life Skills Survey
<b>ALLS</b>	Adult Literacy and Life Skills Survey
<b>ANZSCO</b>	Australian and New Zealand Standard Classification of Occupations
<b>ANZSIC</b>	Australian and New Zealand Standard Industrial Classification
<b>ARIA</b>	Accessibility/Remoteness Index of Australia
<b>ASCED</b>	Australian Standard Classification of Education
<b>ASCL</b>	Australian Standard Classification of Languages
<b>ASCO</b>	Australian Standard Classification of Occupations
<b>ASGC</b>	Australian Standard Geographical Classification
<b>CAI</b>	computer assisted interviewing
<b>CTB</b>	core task booklet
<b>CURF</b>	confidentialised unit record file
<b>ERP</b>	estimated resident population
<b>ETS</b>	Educational Testing Service
<b>HALS</b>	Health Activities Literacy Scale
<b>IALS</b>	International Adult Literacy Survey
<b>MTB</b>	main task booklet
<b>NAAL</b>	National Assessment of Adult Literacy
<b>NAL</b>	National Adult Literacy Survey
<b>NSW</b>	New South Wales
<b>NT</b>	Northern Territory
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>Qld</b>	Queensland
<b>RSE</b>	relative standard error
<b>SA</b>	South Australia
<b>SACC</b>	Standard Australian Classification of Countries
<b>SAL</b>	Survey of Aspects of Literacy
<b>SE</b>	standard error
<b>Tas.</b>	Tasmania
<b>Vic.</b>	Victoria
<b>WA</b>	Western Australia

## SUMMARY OF FINDINGS

### INTRODUCTION

This publication discusses the distribution of health literacy among the Australian population aged 15-74 years. The publication focuses on the findings of the Adult Literacy and Life Skills Survey (ALLS), which was conducted in Australia in 2006.

The methodology underpinning the ALLS draws on the fact that different situations, including the home, community and work, impose skill demands on individuals at all stages and in all aspects of their lives. This is especially true with health, which every Australian makes decisions about and takes action on, ranging from diet and fitness to seeing a health professional about a health concern. It is noteworthy that research, the bulk of which has been undertaken in Canada and the United States of America (USA), has found that individuals' health related decisions and actions are strongly associated with their level of education and literacy skills.

According to the Canadian Council on Learning (2007), education and health literacy have an integral relationship with the overall health of a society's population as well as disparities within the population. Literacy is important on many levels, but it is increasingly being seen as important for an individual's ability to participate fully in modern society.

The ALLS assessed respondents' prose and document literacy, numeracy and problem solving. From these data, information relating to respondents' health literacy was derived, using specific questions related to health issues.

### THE ADULT LITERACY AND LIFE SKILLS SURVEY

The ALLS was conducted in Australia in 2006 as part of an international literacy study coordinated by Statistics Canada and the Organisation for Economic Co-operation and Development (OECD). The first wave of the survey, conducted in 2003, included the USA, Bermuda, Canada, Italy, Mexico (state of Nuevo Leon), Norway and Switzerland. Australia participated in the second wave along with Hungary, the Netherlands, New Zealand and South Korea. The ALLS is a follow up of the International Adult Literacy Survey (IALS), which was conducted in Australia in 1996 as the Survey of Aspects of Literacy (SAL). The IALS was the first internationally comparable survey of adult literacy, with three rounds of data collection between 1994 and 1998.

The ALLS in Australia was co-funded by the ABS, the former Australian Government Department of Education, Science and Training and the former Australian Government Department of Employment and Workplace Relations. The Australian Government Department of Health and Ageing provided funding for the additional calculation of the health literacy scale. As health literacy is a new addition to the 2006 ALLS, no time series information is available.

The ALLS is designed to identify and measure literacy which can be linked to the social and economic characteristics of people both within and across countries. Currently, the Australian health literacy domain is only directly comparable to that of Canada. Although the United States of America also derived health literacy from their National Assessment of Adult Literacy, comparing the two collections must be done with caution since collection and derivation methods differ. In the future, other internationally comparable data on health literacy may become available, as the ALLS second wave countries complete their data collection activities.

## SUMMARY OF FINDINGS *continued*

### THE ADULT LITERACY AND LIFE SKILLS SURVEY *continued*

For more information on the ALLS, refer to *Adult Literacy and Life Skills Survey, Australia, Summary Results* (cat. no. 4228.0) and the *Adult Literacy and Life Skills Survey, User Guide* (cat. no. 4228.0.55.002).

### DEFINITION OF HEALTH LITERACY

Health literacy is a widely used term that encompasses a range of ideas and definitions. The USA Institute of Medicine (2004) stated that health literacy is a shared function that is dependent on social and individual factors, including an individuals' health and literacy skills and capacities. As levels of education and literacy are now acknowledged by policy researchers and policy makers as being important determinants of health, health literacy is perceived as being increasingly important for social and economic development (Kickbusch, 2001).

When considered in such a broad context, the most commonly cited definition of health literacy is one that emphasises the skills of individuals: 'The degree to which individuals have the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions' (USA Department of Health and Human Services, 2000). This definition acknowledges the fact that health literacy operates within the 'complex group of reading, listening, analytical and decision making skills' and is dependent upon 'the ability to apply these skills to health situations' (National Network of Libraries, 2007). It is this interaction between ability and application that is the focus of the ALLS assessment tasks.

Health literacy in the ALLS is defined as: the knowledge and skills required to understand and use information relating to health issues such as drugs and alcohol, disease prevention and treatment, safety and accident prevention, first aid, emergencies, and staying healthy.

### THE DEVELOPMENT OF THE HEALTH LITERACY SCALE

The USA Educational and Testing Service (ETS) report *Literacy and Health in America*, which was released in 2004, was the first research paper to analyse population-based health literacy skills among adults. The report used 191 health-related assessment tasks that formed part of the 1992 National Adult Literacy Survey to create a Health Activities Literacy Scale. This scale was improved and updated for use in the Canadian Adult Literacy and Skills Survey and the USA National Assessment of Adult Literacy in 2003. The health literacy scale used in the Canadian survey was subsequently used in the Australian 2006 ALLS.

The report compiled by the ETS (2004), together with a report by the USA Institute of Medicine (*Health Literacy: A Prescription to End Confusion, 2004*), encouraged researchers and academics to move beyond a medical perspective of health literacy to adopt a more comprehensive overview of the concept. As such, the concept of health literacy was expanded to include activities that not only occur in the formal health care system, but a range of health activities that take place in the home, the workplace and the community.

This broader perspective of health literacy is integral to the concept underpinning measurement in the ALLS. Before the emergence of large-scale surveys, researchers had not considered the systematic investigation of health tasks in everyday settings, nor had they examined the materials that adults are expected to interpret and understand in order to achieve these tasks. Research has shown that health outcomes are influenced by

## SUMMARY OF FINDINGS *continued*

### THE DEVELOPMENT OF THE HEALTH LITERACY SCALE *continued*

a person's ability to use a wide range of health-related materials which may include package labels on food and over-the-counter medicines (Kickbush, 2001).

#### *United States of America*

The USA was the first country to use a health literacy scale, the Health Activities Literacy Scale (HALS), which was developed by the ETS. The HALS was linked to the 1992 National Adult Literacy Survey (NAL), one of the first large scale population-based surveys on literacy (Educational Testing Service, 2004). The NAL was followed by the 2003 National Assessment of Adult Literacy (NAAL) survey, which with help from the USA Department of Health and Human Services and the USA Department of Education, included a component that analysed health literacy. This component measured 28 items and materials related to health, each of these items following the same format and structure as the other literacy domains (prose, document and quantitative) in the survey. However, the health literacy scale used in NAAL is not comparable to the health literacy scale used in the Canadian International Adult Literacy and Skills Survey (ALL) or the health literacy scale used in the Australian ALLS. This is due to differences in the analytical process, such as the sampling parameters, performance levels used, and the probability level set for doing a task correctly (Canadian Council on Learning, 2007: 17).

#### *Canada*

The Canadian ALL was enumerated in 2003, and incorporated a health literacy domain. The scale used to measure health literacy was an improved and updated version of the 1992 HALS, although it was different in terms of methodology to the NAAL. As such, the Canadian ALL was the first to use this particular health literacy scale, which was developed in conjunction with the ETS. This health literacy scale is the same scale that the Australian ALLS used, and is therefore directly comparable.

#### *Australia*

In the ALLS, health literacy was derived as a by-product of the objectively assessed prose and document literacy, numeracy and problem-solving domains. The following is a brief description of the four domains:

- *Prose literacy*: the ability to understand and use information from various kinds of narrative texts, including texts from newspapers, magazines and brochures.
- *Document literacy*: the knowledge and skills required to locate and use information contained in various formats including job applications, payroll forms, transportation schedules, maps, tables and charts.
- *Numeracy*: the knowledge and skills required to effectively manage and respond to the mathematical demands of diverse situations.
- *Problem solving*: goal-directed thinking and action in situations for which no routine solution is available.

The ALLS contained 191 health-related items across these four domains. Each of the items related to one of the following five health-related activities: health promotion (60 items), health protection (64 items), disease prevention (18 items), health care maintenance (16 items), and systems navigation (32 items). The five health-related activities are defined below:

- *Health promotion*: the ability to enhance and maintain health (e.g. plan an exercise regime or purchase health foods) by locating and using health-related articles in magazines and brochures, or information contained on charts of food or product-safety labels.

## SUMMARY OF FINDINGS *continued*

*Australia continued*

- *Health protection*: the ability to safeguard individual or community health (e.g. the ability to select from a range of options) by reading newspaper articles, information about health and safety, or air and water quality reports, or participating in referenda.
- *Disease prevention*: the ability to take preventive measures and engage in early detection (e.g. determine risks, seek screening or diagnostic tests and follow up on courses of treatment) by understanding health alerts on TV or in newspapers or understanding letters about test results.
- *Health care maintenance*: the ability to seek and form a partnership with health care providers, including providing health history forms or following directions on medicine labels, or being able to understand and discuss the merits of alternative forms of treatment with a health professional.
- *Systems navigation*: the ability to understand and to access needed health services by completing application forms, reading maps to locate appropriate facilities or understanding health benefits packages.

(Canadian Council on Learning, 2007)

These health-related activities were used to code and analyse health tasks such as purchasing food and products, using products at home or at work, interpreting information about air and water quality, using medicine, applying for insurance, and offering informed consent. A list of these categories is provided below with selected examples of materials and tasks.

### CATEGORIES OF HEALTH ACTIVITIES, Selected examples

<i>Health activities</i>	<i>Focus</i>	<i>Examples of materials</i>	<i>Examples of tasks</i>
Health promotion	Enhance and maintain health	Articles in newspapers, magazines, booklets and brochures; charts, graphs, lists; food and product labels	Purchase food; plan exercise regime
Health protection	Safeguard health of individuals and communities	Articles in newspapers and magazines; postings for health and safety warnings; air and water quality reports	Decide among product options; use or avoid products
Disease prevention	Take preventive measures and engage in early detection	News alerts such as TV, radio, newspapers; postings for inoculations and screening; letters related to test results; graphs and charts	Determine risk; engage in screening or diagnostic tests; follow up
Health care maintenance	Seek care and form a partnership with health-care providers	Health history forms; medicine labels; discharge instructions; education booklets and brochures; health information on the Internet	Describe and measure symptoms; follow directions on medicine labels; calculate timing for medicine; collect information on merits of various treatment regimes for discussion with health professionals
Systems navigation	Access needed services; understand rights	Maps; application forms; statements of rights and responsibilities; informed consent; health benefit packages	Locate facilities; apply for benefits; offer informed consent

Source: Canadian Council on Learning (2007)

For each literacy domain, proficiency was measured on a scale ranging from 0 to 500 points. To facilitate analysis, these continuous scores were grouped into 5 skill levels (only 4 levels were defined for the problem solving scale), with Level 1 being the lowest measured level of literacy and 5 the highest. The relatively small proportion of respondents who actually reach Level 5 often results in unreliable estimates of the number of people at this level. For this reason, whenever findings are presented by skill level, Levels 4 and 5 are combined. Skill Level 3 is regarded by the survey developers as

## SUMMARY OF FINDINGS *continued*

### *Australia continued*

the 'minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy' (Statistics Canada, 2005).

The score ranges for each level of proficiency for health literacy were:

- Level 1: 0-225
- Level 2: 226-275
- Level 3: 276-325
- Level 4: 326-375
- Level 5: 376-500

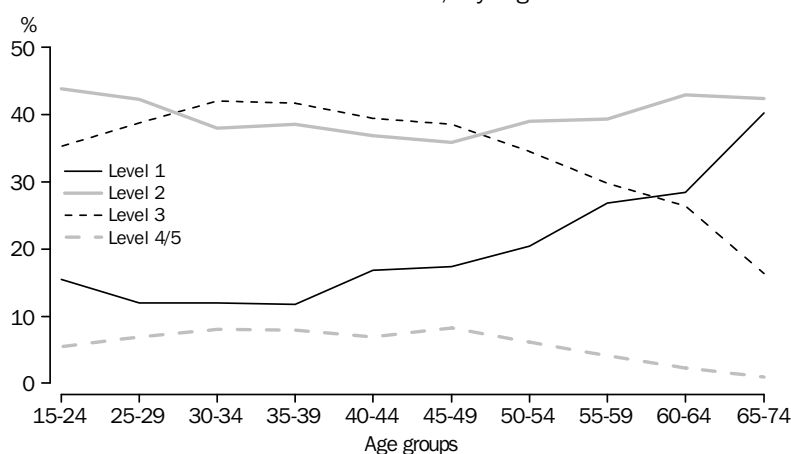
For a full description of the levels please refer to Appendix 1. A summarised version of the framework used in the ALLS can be found in an ETS monograph, *The International Adult Literacy Survey: Understanding What Was Measured* (2001).

### AUSTRALIA'S HEALTH LITERACY

#### *Age and sex*

Consistent with other literacy domains (prose and document literacy, numeracy and problem solving), health literacy generally increased from the 15 to 19 years age group up to the 35 to 39 years age group, and then generally decreased for those aged 40 years and over. Ageing causes physical, psychological and social change, and dependence on health care services and personal health care often increases. In such circumstances, the ability to effectively care for oneself, interact and communicate with health services, requires a reasonable level of health literacy. The graph below indicates that 83% of those aged 65 to 74 years did not achieve Level 3 or above on the health literacy scale. It is important to note that the steep decline in the older age groups may also be associated with the lower education levels of these older cohorts (American Council of Education, 2007), and may not necessarily be associated with a decline in health literacy over time for any individuals.

HEALTH LITERACY BY SKILL LEVEL, by Age



Both males and females achieved similar levels of health literacy overall, with 40% and 41% respectively achieving skill Level 3 or above. When examined by age, 48% of females aged 15 to 44 years achieved a health literacy of Level 3 or above, compared to 43% of males in the same age group. In contrast, 35% of males aged 45 and over achieved a health literacy Level 3 or above, compared to 32% of females of the same age.

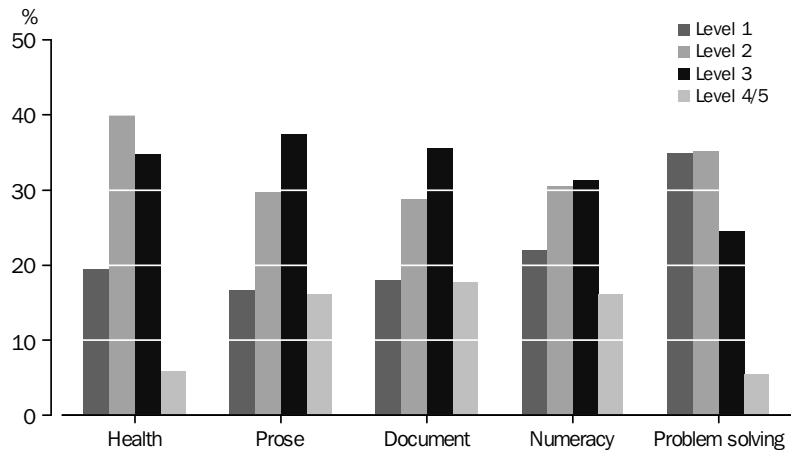


## SUMMARY OF FINDINGS *continued*

### Comparison between literacy domains

It is interesting to look at how health literacy compares to the other literacy domains. Approximately 59% of Australians aged 15 to 74 years achieved scores below Level 3 for the health domain. In comparison, 46% scored below Level 3 for the prose domain, 47% for the document domain, 53% for the numeracy domain, and 70% for the problem solving domain.

PROPORTION AT EACH SKILL LEVEL

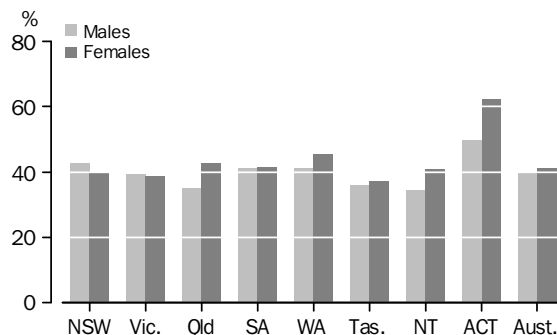


All literacy domains, including health literacy, were found to have similar relationships with characteristics such as educational participation and attainment. For example, those respondents who had completed a greater number of years of formal education achieved higher literacy scores across all literacy domains.

### Health literacy by states and territories

There were no outstanding differences in skill levels for health literacy between the states and territories of Australia. The exception to this was the Australian Capital Territory, where there were significantly more people at skill Level 3 or above (56%) than other states and territories. The proportions at skill Level 3 or above in the other states and territories ranged from 43% in Western Australia to 37% in the Northern Territory and Tasmania. This is consistent with the findings for the other literacy domains.

HEALTH LITERACY SKILL LEVEL 3 OR ABOVE, by states and territories, by sex

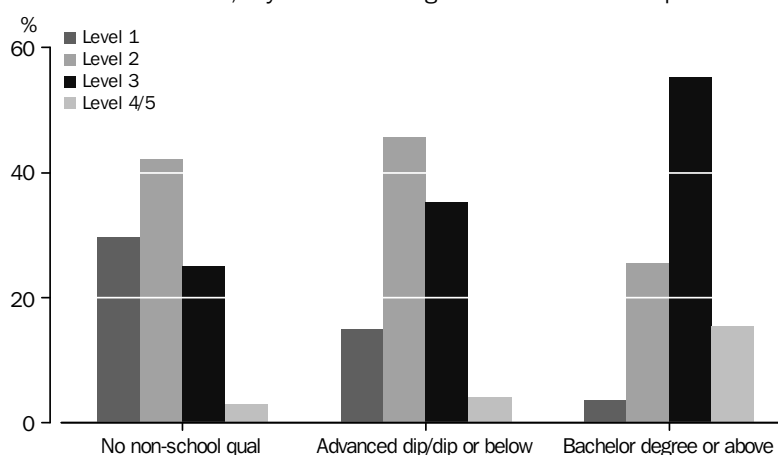


## SUMMARY OF FINDINGS *continued*

### *Educational attainment*

Research has shown that people in lower socioeconomic groups are on average less healthy than those in higher socioeconomic groups (Australian Institute of Health and Welfare, 2004). Links have been established in American, Canadian and European research between health and markers of socioeconomic status such as educational attainment. In common with other literacy domains, people with higher formal educational attainment achieved higher levels of health literacy. Among those with 16 years or more of formal education, 69% achieved Level 3 or above. Of people with a Bachelor degree or above, 55% achieved Level 3, and 15% achieved Level 4/5, while 30% of those with an Advanced diploma/diploma or below achieved Level 3 and 3% achieved Level 4/5.

HEALTH LITERACY, by Level of highest non-school qualification



Completing Year 12 is also associated with achieving higher health literacy levels. Among people who had completed Year 12 or equivalent, 58% achieved Level 3 or above, and if a non-school qualification was also completed, 61% achieved Level 3 or above. In comparison, if Year 12 was completed but a non-school qualification was not completed, 50% achieved a health literacy Level 3 or above.

### *Educational participation*

There were approximately 13.4 million people who reported participating in learning in the 12 months prior to the survey. Learning includes formal learning which is participating in an educational program to obtain a formal qualification. In addition, learning includes informal learning (but not as part of a course) which involves activities such as visiting trade fairs, professional conferences or expos, attending lectures, seminars or workshops, reading manuals or reference books or using computers or the Internet.

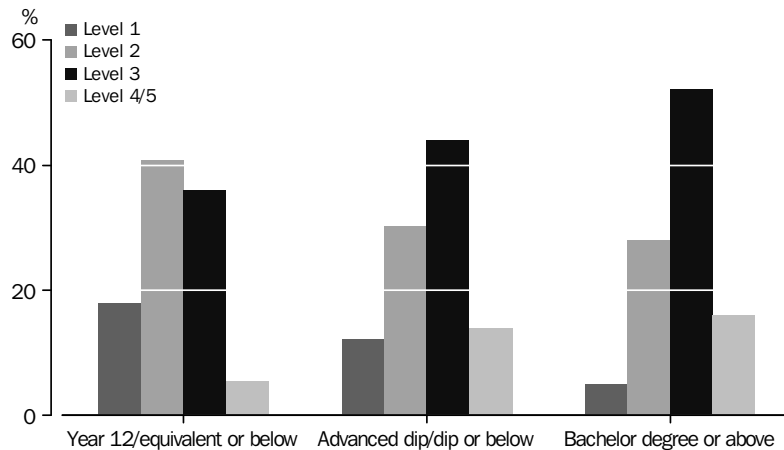
For health literacy, people who participated in informal learning (45%) in the 12 months prior to the survey were more likely to achieve scores at Level 3 or above than those who did not participate (13%). When considering formal learning in relation to health literacy, of the 6.7 million people who undertook an educational qualification and/or course in the previous 12 months, 54% achieved scores at Level 3 or above. In contrast, of the people who did not undertake an educational qualification and/or course in the previous 12 months, 30% achieved scores at Level 3 or above.

## SUMMARY OF FINDINGS *continued*

### Parental education

There are many studies on intergenerational relationships and the effects on development, health and various adult behavioural outcomes (Chevalier, 2004), which support a positive relationship between parental educational attainment, especially the mother's highest educational qualification, and the child/ren's educational outcomes (Behrman, 1997; Behrman and Rosenzweig, 2002). In Australia, of adults whose parents' or guardians' highest educational attainment was a Bachelor degree or above, 68% achieved a health literacy Level 3 or above. This is compared to 58% of adults whose parents or guardians completed an Advanced diploma/diploma or below.

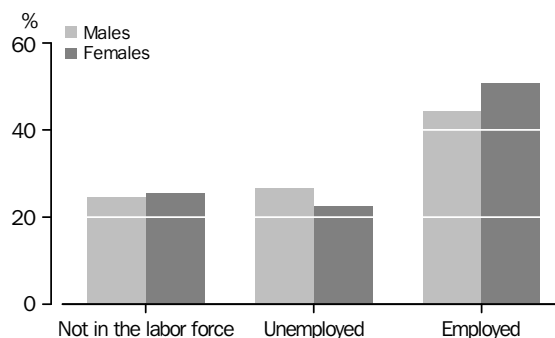
HEALTH LITERACY, by Parental educational attainment



### Labour force status and income

In Australia a significantly greater proportion of employed people achieved a health literacy skill Level 3 or above (47%), compared to those who were unemployed (25%) or not in the labour force (25%). It is also interesting to note the differences between the sexes based on labour force status. A higher proportion of employed females (50%) achieved Level 3 or above than males (44%). Among the unemployed, 27% of males achieved a health literacy Level 3 or above, while 23% of females achieved a health literacy Level 3 or above. For those not in the labour force, there was little difference between the proportion of females and males (both 25%) who achieved a health literacy Level 3 or above.

HEALTH LITERACY, SKILL LEVEL 3 OR ABOVE, by Labour force status and sex



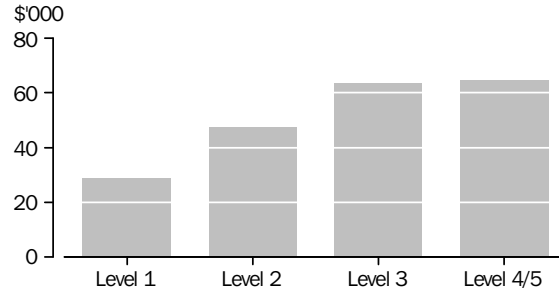
People who achieved higher health literacy levels were more likely to live in households with higher mean equivalised gross household incomes. When comparing people who

## SUMMARY OF FINDINGS *continued*

### *Labour force status and income continued*

achieved a health literacy skill Level 1 and those who achieved skill Level 3, there was approximately a \$34,400 difference in their equivalised household incomes.

#### HEALTH LITERACY BY SKILL LEVEL, by Income (a)



(a) Mean equivalised gross household income in the last 12 months.

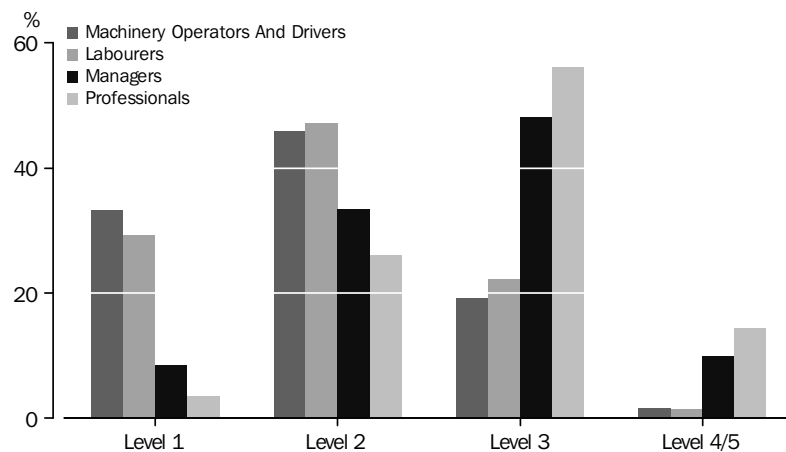
### *Health literacy by industry/occupation*

Health literacy skills varied across the different industries and occupations in which people were employed. While these results are of interest, it is important to be aware of the differing roles and skills required across the range of industries and occupations. Each requires different qualifications and skill sets, such as particular academic or technical qualifications, or specialised skills.

In Australia, 72% of those employed in the Education and Training industry achieved a skill Level 3 or above in health literacy, and 68% in the Professional, Scientific and Technical Services industry. In comparison, 29% of those employed in the Transport, Postal and Warehousing industry achieved Level 3 or above for health literacy.

Differences are also apparent when examining occupations, where a high proportion of Professionals achieved Level 3 or above (71%). In contrast, 21% of Machinery Operators and Drivers achieved a health literacy Level of 3 or above.

#### HEALTH LITERACY BY SKILL LEVEL, by Occupation of main job



## SUMMARY OF FINDINGS *continued*

### *Health literacy by self-assessed health status*

Self-assessed health is commonly used to provide insight into health status in the absence of other measurement tools. While it is not equivalent to health status as assessed by a medical professional, self-assessed health does provide a measure of an individual's health at a given point in time. When analysing self-assessed health with other characteristics, insights can be provided into how people perceive their own health in relation to being overweight or obese, high risk drinking, smoking or having a sedentary lifestyle (ABS, 2007). The 2006 ALLS used the SF-12, a multipurpose short-form (SF) question module to measure self-assessed health. The 12 self-assessment questions related to mental, physical and social well being (please see the Glossary for more information).

Half (50%) of those who reported that they had *a lot of energy a good bit of the time* in the 4 weeks prior to the survey achieved a health literacy Level 3 or above. About half (48%) of those who reported that they *felt calm and peaceful for a good bit of the time* in the last 4 weeks achieved a Level 3 or above. This was in contrast to people who reported that they *felt calm and peaceful for none of the time*, only 19% of whom scored Level 3 or above. For people who felt that *physical health or emotional problems interfered with social activities only some of the time* in the last 4 weeks, 31% achieved health literacy skill Level 3 or above.

### *Health literacy by social participation*

Social participation is another dimension associated with health literacy. Social participation incorporates many characteristics, with two being included in the ALLS: participation in a group or organisation and participation as an unpaid volunteer.

For people participating in different types of groups or organisations, over half (55%) of those who participated in a political organisation achieved Level 3 or above for health literacy. Of those people who volunteered in coaching, teaching or counselling, 56% achieved a health literacy Level 3 or above.

Of those who participated in any type of group or organisation, 48% achieved health literacy Level 3 or above. In contrast, of people who did not participate in any type of group or organisation, 30% achieved a health literacy Level 3 or above. Similarly, of those who did not participate as an unpaid volunteer, 33% achieved a health literacy Level 3 or above. However, of people who did participate as an unpaid volunteer, 51% achieved a health literacy Level of 3 or above. Those with high health literacy levels also had high levels of satisfaction with life. For those who were extremely satisfied with life, 50% achieved a health literacy of Level 3 or above, while 21% of those who were extremely dissatisfied with life achieved at this level.

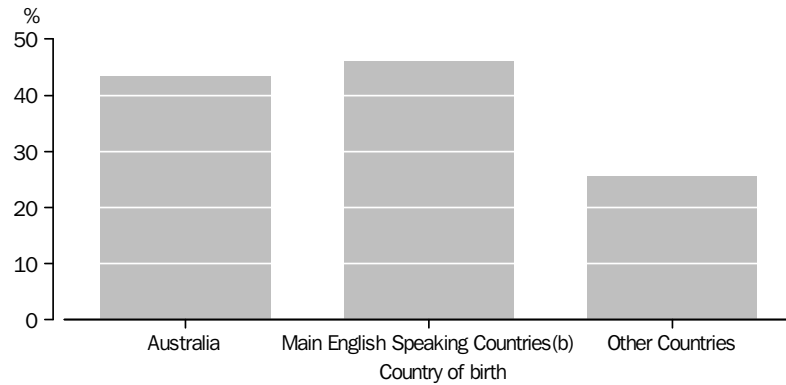
### *Health literacy by migrant characteristics*

A key social characteristic within migrant studies is country of birth, and more specifically, whether a person was born in an English speaking country. A similar proportion of people born outside of Australia in mainly English speaking countries (46%) scored at Level 3 or above on the ALLS health literacy scale as those born in Australia (44%). In comparison, of those born overseas in a mainly non-English speaking country, only 26% achieved Level 3 or above.

## SUMMARY OF FINDINGS *continued*

### Health literacy by migrant characteristics *continued*

HEALTH LITERACY SKILL LEVEL 3 OR ABOVE, by Country of birth(a)

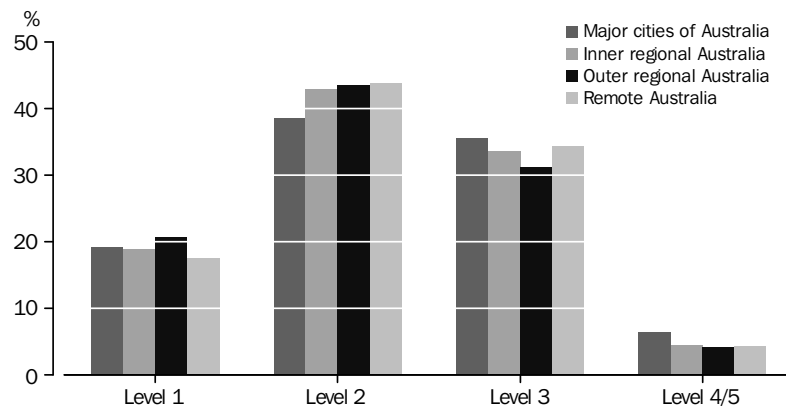


(a) See Glossary for more information on Main English Speaking Countries.  
 (b) Excluding Australia.

### Health literacy by Remoteness

For people living in major cities in Australia, 42% achieved a health literacy skill Level 3 or above, with similar proportions of people living in remote regions and inner regions achieving at this level (39% and 38% respectively). For those people living in outer regions of Australia, 36% achieved a health literacy skill Level 3 or above. Note that the survey was not conducted in very remote parts of Australia. See paragraph 8 of the Explanatory notes for more information.

HEALTH LITERACY BY SKILL LEVEL, by Remoteness(a)



(a) See paragraph 8 of the Explanatory notes and the Glossary for more details on Remoteness.

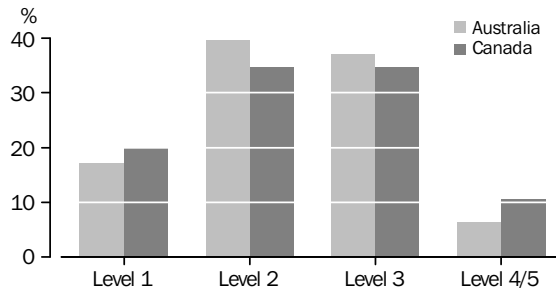
### Comparison to Canada

It is possible to compare health literacy results between Australia and Canada. For each of the literacy domains in the ALLS, Australia and Canada were found to have very similar results, including health literacy. In the health literacy domain, 45% of Canadians achieved a health literacy Level 3 or above, compared to 43% in Australia.

## SUMMARY OF FINDINGS *continued*

*Comparison to Canada  
continued*

HEALTH LITERACY BY SKILL LEVEL, Australia and Canada(a)



(a) People aged 16-65 years.

It should be noted that the Canadian survey scope was for those aged between 16 and 65 years. For the purpose of the above comparison, Australian data was restricted to those aged 16 to 65 years. International results should also be interpreted with caution as different levels of non-response could impact on the comparisons. For Canada, the response rate of eligible dwellings was 66%, compared to Australia's 81%. Refer to paragraphs 12 and 13 in the Explanatory notes for further information on response rates.

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### PERSONS WHOSE FIRST LANGUAGE WAS NOT ENGLISH

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## SKILL LEVEL, Health literacy scale by selected characteristics

	HEALTH LITERACY SCALE				
	Level 1	Level 2	Level 3	Level 4/5	Total
'000					
Age group (years)					
15-24	429.4	1 218.4	981.1	150.5	2 779.4
25-29	165.5	581.9	534.2	*95.6	1 377.3
30-34	172.6	546.5	604.6	114.9	1 438.4
35-39	178.2	580.1	629.1	119.6	1 506.9
40-44	250.6	548.4	589.2	103.2	1 491.5
45-49	257.9	530.3	572.2	122.6	1 482.9
50-54	273.7	522.2	462.1	82.2	1 340.2
55-59	339.2	497.3	377.4	*51.4	1 265.3
60-64	287.1	433.0	266.9	*22.9	1 009.9
65-74	568.8	599.1	232.2	*13.5	1 413.6
Sex					
Males	1 486.2	3 043.7	2 565.4	445.1	7 540.4
Females	1 436.9	3 013.5	2 683.6	431.0	7 565.0
Remoteness(a)					
Major cities of Australia	1 973.1	3 938.9	3 628.4	657.0	10 197.3
Inner regional Australia	613.7	1 390.3	1 089.7	*146.7	3 240.4
Outer regional Australia	288.3	607.9	436.6	*60.4	1 393.2
Remote Australia	*48.0	120.1	94.3	*12.1	274.5
Country of Birth					
Born in Australia	1 718.8	4 429.9	4 016.9	717.0	10 882.6
Born outside Australia	1 203.2	1 625.2	1 230.5	158.8	4 217.7
Year of arrival in Australia					
Born in Australia	1 718.8	4 429.9	4 016.9	717.0	10 882.6
Born outside Australia					
Arrived under 5 years before the survey(b)	119.2	255.5	195.1	*24.0	593.7
Arrived 5 to 9 years before the survey(b)	98.0	166.7	151.1	*18.1	433.9
Arrived 10 years or more before the survey(b)	987.1	1 205.2	885.9	117.0	3 195.2
First language spoken					
English	1 865.9	4 938.4	4 582.9	788.3	12 175.4
Other language	1 046.0	1 108.8	663.2	87.8	2 905.9
Index of relative socio-economic disadvantage for household(c)					
Lowest quintile	973.0	1 259.4	697.2	80.4	3 009.9
Second quintile	667.2	1 300.6	917.1	125.5	3 010.4
Third quintile	504.7	1 278.8	1 064.5	164.0	3 012.0
Fourth quintile	462.7	1 158.0	1 175.3	215.6	3 011.7
Highest quintile	309.4	1 035.5	1 378.1	288.7	3 011.7
Equivalentised gross household income in the last 12 months					
Lowest quintile	849.8	976.2	450.3	*34.3	2 310.6
Second quintile	529.7	1 025.8	688.5	72.8	2 316.8
Third quintile	350.2	969.8	858.7	133.4	2 312.1
Fourth quintile	289.1	880.1	981.3	163.0	2 313.5
Highest quintile	132.6	731.5	1 173.8	277.9	2 315.8
<b>Total</b>	<b>2 923.1</b>	<b>6 057.2</b>	<b>5 249.0</b>	<b>876.1</b>	<b>15 105.4</b>
\$ ('000)					
Mean equivalentised gross household income in the last 12 months	28.9	47.2	63.2	64.5	50.6

\* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) See Glossary for more details on Remoteness.

(b) Categories are 2002 to 2006, 1997 to 2001 and before 1997.

(c) CD within Australia. For more information see *Information Paper: An Introduction to Socio-Economic Indexes for Areas (SEIFA), 2006* (cat. no. 2039.0).

## SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000
<b>HEALTH LITERACY SCALE</b>									
<b>Males</b>									
15-19	125.4	17.8	357.0	50.7	210.5	29.9	**10.8	**1.5	703.7
20-24	93.7	13.1	296.1	41.4	266.2	37.2	*59.4	*8.3	715.5
25-29	*99.3	*14.3	308.7	44.4	242.6	34.9	**44.2	**6.4	694.7
30-34	104.3	14.6	267.6	37.4	284.8	39.8	*58.5	*8.2	715.3
35-39	101.6	13.6	285.9	38.3	297.6	39.9	61.5	8.2	746.5
40-44	116.2	15.7	288.8	39.0	277.4	37.5	57.8	7.8	740.2
45-49	121.5	16.5	282.6	38.5	275.0	37.4	*55.7	*7.6	734.9
50-54	149.2	22.5	236.7	35.7	236.0	35.6	*41.1	*6.2	663.0
55-59	168.0	26.7	228.1	36.3	199.9	31.8	*33.0	*5.2	629.0
60-64	130.0	25.7	209.7	41.4	151.1	29.8	**15.8	**3.1	506.6
65-74	277.0	40.1	282.3	40.9	124.3	18.0	*7.3	*1.1	691.0
Total	1 486.2	19.7	3 043.7	40.4	2 565.4	34.0	445.1	5.9	7 540.4
<b>Females</b>									
15-19	*140.4	*20.9	307.5	45.8	201.7	30.1	**21.3	**3.2	671.0
20-24	*69.9	*10.1	257.8	37.4	302.7	43.9	59.0	8.6	689.3
25-29	66.3	9.7	273.2	40.0	291.6	42.7	51.5	7.5	682.5
30-34	68.2	9.4	278.8	38.6	319.8	44.2	*56.3	*7.8	723.2
35-39	76.6	10.1	294.2	38.7	331.5	43.6	58.1	7.6	760.4
40-44	134.5	17.9	259.6	34.6	311.9	41.5	*45.4	*6.0	751.3
45-49	136.3	18.2	247.6	33.1	297.1	39.7	66.8	8.9	747.9
50-54	124.5	18.4	285.5	42.2	226.1	33.4	*41.1	*6.1	677.2
55-59	171.2	26.9	269.1	42.3	177.5	27.9	*18.4	*2.9	636.3
60-64	157.1	31.2	223.3	44.4	115.8	23.0	**7.0	**1.4	503.3
65-74	291.8	40.4	316.8	43.8	107.9	14.9	**6.1	**0.8	722.6
Total	1 436.9	19.0	3 013.5	39.8	2 683.6	35.5	431.0	5.7	7 565.0
<b>Persons</b>									
15-19	265.8	19.3	664.5	48.3	412.2	30.0	*32.1	*2.3	1 374.6
20-24	163.6	11.6	553.9	39.4	568.9	40.5	118.4	8.4	1 404.8
25-29	165.5	12.0	581.9	42.3	534.2	38.8	*95.6	*6.9	1 377.3
30-34	172.6	12.0	546.5	38.0	604.6	42.0	114.9	8.0	1 438.4
35-39	178.2	11.8	580.1	38.5	629.1	41.7	119.6	7.9	1 506.9
40-44	250.6	16.8	548.4	36.8	589.2	39.5	103.2	6.9	1 491.5
45-49	257.9	17.4	530.3	35.8	572.2	38.6	122.6	8.3	1 482.9
50-54	273.7	20.4	522.2	39.0	462.1	34.5	82.2	6.1	1 340.2
55-59	339.2	26.8	497.3	39.3	377.4	29.8	*51.4	*4.1	1 265.3
60-64	287.1	28.4	433.0	42.9	266.9	26.4	*22.9	*2.3	1 009.9
65-74	568.8	40.2	599.1	42.4	232.2	16.4	*13.5	*1.0	1 413.6
Total	2 923.1	19.4	6 057.2	40.1	5 249.0	34.7	876.1	5.8	15 105.4

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

## SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total	
	'000	%	'000	%	'000	%	'000	%	'000	
PROSE LITERACY SCALE										
<b>Males</b>										
15-19	100.6	14.3	273.2	38.8	271.8	38.6	*58.0	*8.2	703.7	
20-24	78.9	11.0	219.9	30.7	291.1	40.7	125.6	17.6	715.5	
25-29	89.2	12.8	247.6	35.6	248.9	35.8	109.0	15.7	694.7	
30-34	95.8	13.4	187.7	26.2	297.6	41.6	134.3	18.8	715.3	
35-39	85.8	11.5	221.4	29.7	292.9	39.2	146.4	19.6	746.5	
40-44	94.0	12.7	235.6	31.8	281.4	38.0	129.2	17.4	740.2	
45-49	118.5	16.1	209.8	28.5	264.1	35.9	142.6	19.4	734.9	
50-54	130.1	19.6	176.8	26.7	242.1	36.5	114.1	17.2	663.0	
55-59	137.9	21.9	173.6	27.6	230.8	36.7	86.8	13.8	629.0	
60-64	116.6	23.0	164.2	32.4	164.7	32.5	61.2	12.1	506.6	
65-74	269.4	39.0	224.4	32.5	160.8	23.3	*36.4	*5.3	691.0	
<b>Total</b>	<b>1 316.6</b>	<b>17.5</b>	<b>2 334.1</b>	<b>31.0</b>	<b>2 746.2</b>	<b>36.4</b>	<b>1 143.4</b>	<b>15.2</b>	<b>7 540.4</b>	
<b>Females</b>										
15-19	109.2	16.3	230.7	34.4	260.9	38.9	70.1	10.4	671.0	
20-24	*52.2	*7.6	174.1	25.3	301.9	43.8	161.1	23.4	689.3	
25-29	*42.9	*6.3	195.1	28.6	300.1	44.0	144.3	21.1	682.5	
30-34	55.2	7.6	170.0	23.5	314.8	43.5	183.2	25.3	723.2	
35-39	65.4	8.6	190.9	25.1	329.4	43.3	174.8	23.0	760.4	
40-44	113.3	15.1	172.5	23.0	290.1	38.6	175.4	23.3	751.3	
45-49	120.0	16.0	169.0	22.6	305.7	40.9	153.1	20.5	747.9	
50-54	102.4	15.1	194.9	28.8	252.7	37.3	127.3	18.8	677.2	
55-59	133.7	21.0	213.6	33.6	227.4	35.7	61.5	9.7	636.3	
60-64	139.0	27.6	174.0	34.6	152.8	30.4	37.4	7.4	503.3	
65-74	265.3	36.7	268.5	37.2	167.0	23.1	*21.9	*3.0	722.6	
<b>Total</b>	<b>1 198.6</b>	<b>15.8</b>	<b>2 153.4</b>	<b>28.5</b>	<b>2 903.0</b>	<b>38.4</b>	<b>1 310.0</b>	<b>17.3</b>	<b>7 565.0</b>	
<b>Persons</b>										
15-19	209.9	15.3	504.0	36.7	532.6	38.7	128.1	9.3	1 374.6	
20-24	131.1	9.3	394.0	28.0	593.1	42.2	286.7	20.4	1 404.8	
25-29	132.2	9.6	442.7	32.1	549.0	39.9	253.3	18.4	1 377.3	
30-34	151.0	10.5	357.7	24.9	612.3	42.6	317.4	22.1	1 438.4	
35-39	151.1	10.0	412.3	27.4	622.4	41.3	321.2	21.3	1 506.9	
40-44	207.3	13.9	408.1	27.4	571.6	38.3	304.6	20.4	1 491.5	
45-49	238.5	16.1	378.8	25.5	569.8	38.4	295.7	19.9	1 482.9	
50-54	232.5	17.3	371.6	27.7	494.8	36.9	241.4	18.0	1 340.2	
55-59	271.6	21.5	387.2	30.6	458.3	36.2	148.2	11.7	1 265.3	
60-64	255.6	25.3	338.2	33.5	317.5	31.4	98.5	9.8	1 009.9	
65-74	534.7	37.8	492.9	34.9	327.8	23.2	58.3	4.1	1 413.6	
<b>Total</b>	<b>2 515.3</b>	<b>16.7</b>	<b>4 487.6</b>	<b>29.7</b>	<b>5 649.2</b>	<b>37.4</b>	<b>2 453.4</b>	<b>16.2</b>	<b>15 105.4</b>	

\* estimate has a relative standard error of 25% to 50% and should be used with caution

SKILL LEVEL, Age and Sex *continued*

SKILL LEVEL									
	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000
DOCUMENT LITERACY SCALE									
<b>Males</b>									
15-19	*74.4	*10.6	232.0	33.0	310.6	44.1	86.7	12.3	703.7
20-24	59.8	8.4	211.0	29.5	266.3	37.2	178.4	24.9	715.5
25-29	83.8	12.1	175.7	25.3	282.9	40.7	152.3	21.9	694.7
30-34	86.8	12.1	161.0	22.5	289.4	40.5	178.1	24.9	715.3
35-39	88.4	11.8	193.4	25.9	278.0	37.2	186.7	25.0	746.5
40-44	94.1	12.7	205.9	27.8	272.4	36.8	167.7	22.7	740.2
45-49	118.5	16.1	183.6	25.0	251.1	34.2	181.7	24.7	734.9
50-54	138.2	20.8	168.5	25.4	234.9	35.4	121.4	18.3	663.0
55-59	132.8	21.1	180.4	28.7	212.7	33.8	103.2	16.4	629.0
60-64	122.5	24.2	160.6	31.7	157.5	31.1	*66.0	*13.0	506.6
65-74	290.9	42.1	227.6	32.9	140.5	20.3	*32.0	*4.6	691.0
Total	1 290.1	17.1	2 099.8	27.8	2 696.4	35.8	1 454.2	19.3	7 540.4
<b>Females</b>									
15-19	91.5	13.6	241.0	35.9	247.1	36.8	*91.4	*13.6	671.0
20-24	*56.1	*8.1	192.3	27.9	272.2	39.5	168.8	24.5	689.3
25-29	50.6	7.4	175.6	25.7	325.4	47.7	130.9	19.2	682.5
30-34	65.3	9.0	182.6	25.2	305.7	42.3	169.6	23.4	723.2
35-39	81.7	10.7	209.3	27.5	308.4	40.6	161.0	21.2	760.4
40-44	132.5	17.6	186.1	24.8	273.1	36.4	159.5	21.2	751.3
45-49	141.0	18.9	183.2	24.5	269.3	36.0	154.4	20.6	747.9
50-54	131.7	19.4	205.8	30.4	241.4	35.7	98.3	14.5	677.2
55-59	163.8	25.7	229.2	36.0	192.4	30.2	50.8	8.0	636.3
60-64	173.9	34.6	189.1	37.6	114.2	22.7	*26.1	*5.2	503.3
65-74	339.5	47.0	255.3	35.3	116.1	16.1	*11.7	*1.6	722.6
Total	1 427.7	18.9	2 249.3	29.7	2 665.5	35.2	1 222.5	16.2	7 565.0
<b>Persons</b>									
15-19	165.9	12.1	473.0	34.4	557.7	40.6	178.1	13.0	1 374.6
20-24	115.8	8.2	403.2	28.7	538.6	38.3	347.2	24.7	1 404.8
25-29	134.4	9.8	351.2	25.5	608.3	44.2	283.3	20.6	1 377.3
30-34	152.1	10.6	343.6	23.9	595.1	41.4	347.7	24.2	1 438.4
35-39	170.1	11.3	402.8	26.7	586.4	38.9	347.7	23.1	1 506.9
40-44	226.6	15.2	392.1	26.3	545.6	36.6	327.2	21.9	1 491.5
45-49	259.5	17.5	366.8	24.7	520.5	35.1	336.1	22.7	1 482.9
50-54	269.9	20.1	374.3	27.9	476.4	35.5	219.7	16.4	1 340.2
55-59	296.6	23.4	409.6	32.4	405.1	32.0	154.0	12.2	1 265.3
60-64	296.4	29.3	349.7	34.6	271.7	26.9	92.1	9.1	1 009.9
65-74	630.4	44.6	482.9	34.2	256.7	18.2	43.7	3.1	1 413.6
Total	2 717.8	18.0	4 349.1	28.8	5 361.9	35.5	2 676.7	17.7	15 105.4

\* estimate has a relative standard error of 25% to 50% and should be used with caution

	SKILL LEVEL									
	Level 1		Level 2		Level 3		Level 4/5		Total	
	'000	%	'000	%	'000	%	'000	%	'000	
NUMERACY SCALE										
<b>Males</b>										
15-19	96.5	13.7	263.5	37.4	257.7	36.6	*86.0	*12.2	703.7	
20-24	*90.5	*12.7	209.4	29.3	251.2	35.1	164.4	23.0	715.5	
25-29	90.7	13.1	206.0	29.6	233.8	33.6	164.3	23.6	694.7	
30-34	97.0	13.6	180.6	25.3	260.5	36.4	177.1	24.8	715.3	
35-39	88.3	11.8	198.4	26.6	258.3	34.6	201.6	27.0	746.5	
40-44	119.0	16.1	193.5	26.1	259.9	35.1	167.8	22.7	740.2	
45-49	135.0	18.4	195.6	26.6	224.9	30.6	179.4	24.4	734.9	
50-54	147.8	22.3	181.2	27.3	201.6	30.4	132.4	20.0	663.0	
55-59	133.4	21.2	168.9	26.9	207.6	33.0	119.1	18.9	629.0	
60-64	122.1	24.1	160.4	31.7	150.5	29.7	73.5	14.5	506.6	
65-74	294.9	42.7	208.5	30.2	137.0	19.8	50.5	7.3	691.0	
<b>Total</b>	<b>1 415.2</b>	<b>18.8</b>	<b>2 166.1</b>	<b>28.7</b>	<b>2 443.0</b>	<b>32.4</b>	<b>1 516.1</b>	<b>20.1</b>	<b>7 540.4</b>	
<b>Females</b>										
15-19	174.4	26.0	244.8	36.5	190.7	28.4	*61.2	*9.1	671.0	
20-24	118.4	17.2	215.3	31.2	248.9	36.1	106.7	15.5	689.3	
25-29	86.5	12.7	210.5	30.8	265.4	38.9	120.1	17.6	682.5	
30-34	113.0	15.6	203.8	28.2	269.0	37.2	137.3	19.0	723.2	
35-39	114.0	15.0	226.8	29.8	284.8	37.5	134.8	17.7	760.4	
40-44	166.8	22.2	221.1	29.4	243.8	32.5	119.5	15.9	751.3	
45-49	184.5	24.7	230.8	30.9	227.1	30.4	105.4	14.1	747.9	
50-54	171.3	25.3	233.9	34.5	204.3	30.2	67.8	10.0	677.2	
55-59	213.0	33.5	231.6	36.4	154.4	24.3	*37.2	*5.9	636.3	
60-64	201.5	40.0	179.0	35.6	104.5	20.8	*18.2	*3.6	503.3	
65-74	362.4	50.1	250.8	34.7	96.1	13.3	**13.3	**1.8	722.6	
<b>Total</b>	<b>1 905.7</b>	<b>25.2</b>	<b>2 448.5</b>	<b>32.4</b>	<b>2 289.1</b>	<b>30.3</b>	<b>921.7</b>	<b>12.2</b>	<b>7 565.0</b>	
<b>Persons</b>										
15-19	270.8	19.7	508.2	37.0	448.4	32.6	147.2	10.7	1 374.6	
20-24	208.9	14.9	424.7	30.2	500.1	35.6	271.1	19.3	1 404.8	
25-29	177.2	12.9	416.5	30.2	499.1	36.2	284.4	20.6	1 377.3	
30-34	210.0	14.6	384.5	26.7	529.5	36.8	314.5	21.9	1 438.4	
35-39	202.2	13.4	425.2	28.2	543.1	36.0	336.4	22.3	1 506.9	
40-44	285.9	19.2	414.6	27.8	503.7	33.8	287.3	19.3	1 491.5	
45-49	319.6	21.6	426.4	28.8	452.0	30.5	284.8	19.2	1 482.9	
50-54	319.0	23.8	415.1	31.0	405.9	30.3	200.2	14.9	1 340.2	
55-59	346.4	27.4	400.6	31.7	362.0	28.6	156.4	12.4	1 265.3	
60-64	323.6	32.0	339.4	33.6	255.1	25.3	91.8	9.1	1 009.9	
65-74	657.3	46.5	459.4	32.5	233.1	16.5	63.9	4.5	1 413.6	
<b>Total</b>	<b>3 321.0</b>	<b>22.0</b>	<b>4 614.6</b>	<b>30.5</b>	<b>4 732.1</b>	<b>31.3</b>	<b>2 437.8</b>	<b>16.1</b>	<b>15 105.4</b>	

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000
<b>PROBLEM SOLVING SCALE</b>									
<b>Males</b>									
15-19	215.1	30.6	308.3	43.8	162.3	23.1	*18.0	*2.6	703.7
20-24	209.2	29.2	259.9	36.3	196.4	27.5	*50.0	*7.0	715.5
25-29	192.3	27.7	249.6	35.9	200.7	28.9	*52.1	*7.5	694.7
30-34	195.9	27.4	244.9	34.2	220.8	30.9	*53.6	*7.5	715.3
35-39	210.7	28.2	266.8	35.7	202.8	27.2	66.2	8.9	746.5
40-44	234.4	31.7	269.0	36.3	185.0	25.0	51.8	7.0	740.2
45-49	235.8	32.1	247.4	33.7	197.3	26.8	*54.4	*7.4	734.9
50-54	244.6	36.9	212.1	32.0	174.4	26.3	*31.9	*4.8	663.0
55-59	246.9	39.2	215.4	34.2	145.9	23.2	*20.8	*3.3	629.0
60-64	221.7	43.8	169.7	33.5	103.1	20.3	**12.2	**2.4	506.6
65-74	431.8	62.5	178.9	25.9	76.0	11.0	**4.3	**0.6	691.0
Total	2 638.4	35.0	2 622.1	34.8	1 864.7	24.7	415.3	5.5	7 540.4
<b>Females</b>									
15-19	246.5	36.7	251.8	37.5	145.8	21.7	**26.8	**4.0	671.0
20-24	175.0	25.4	247.0	35.8	212.3	30.8	*55.1	*8.0	689.3
25-29	137.9	20.2	265.9	39.0	222.9	32.7	55.8	8.2	682.5
30-34	158.8	22.0	259.2	35.8	251.8	34.8	53.4	7.4	723.2
35-39	177.9	23.4	317.1	41.7	209.0	27.5	56.5	7.4	760.4
40-44	228.4	30.4	253.0	33.7	214.4	28.5	55.4	7.4	751.3
45-49	243.3	32.5	248.4	33.2	210.5	28.1	*45.7	*6.1	747.9
50-54	244.0	36.0	259.6	38.3	149.7	22.1	*24.0	*3.5	677.2
55-59	293.3	46.1	217.6	34.2	109.7	17.2	*15.7	*2.5	636.3
60-64	273.0	54.3	159.1	31.6	66.3	13.2	**4.8	**1.0	503.3
65-74	460.9	63.8	213.0	29.5	45.6	6.3	**3.1	**0.4	722.6
Total	2 639.1	34.9	2 691.8	35.6	1 838.0	24.3	396.2	5.2	7 565.0
<b>Persons</b>									
15-19	461.6	33.6	560.1	40.7	308.1	22.4	*44.8	*3.3	1 374.6
20-24	384.2	27.3	506.9	36.1	408.7	29.1	105.1	7.5	1 404.8
25-29	330.3	24.0	515.5	37.4	423.5	30.8	107.9	7.8	1 377.3
30-34	354.7	24.7	504.1	35.0	472.6	32.9	107.0	7.4	1 438.4
35-39	388.5	25.8	584.0	38.8	411.8	27.3	122.6	8.1	1 506.9
40-44	462.9	31.0	522.0	35.0	399.5	26.8	107.2	7.2	1 491.5
45-49	479.1	32.3	495.8	33.4	407.8	27.5	100.1	6.8	1 482.9
50-54	488.6	36.5	471.6	35.2	324.1	24.2	*55.9	*4.2	1 340.2
55-59	540.2	42.7	433.0	34.2	255.6	20.2	*36.5	*2.9	1 265.3
60-64	494.7	49.0	328.8	32.6	169.4	16.8	**17.0	**1.7	1 009.9
65-74	892.7	63.1	392.0	27.7	121.6	8.6	**7.4	**0.5	1 413.6
Total	5 277.5	34.9	5 313.8	35.2	3 702.6	24.5	811.5	5.4	15 105.4

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

## SKILL LEVEL, By State or Territory of usual residence

## SKILL LEVEL

State or Territory	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000
HEALTH LITERACY SCALE									
New South Wales	1 034.8	20.6	1 910.8	38.0	1 769.0	35.2	308.0	6.1	5 022.7
Victoria	779.5	20.6	1 531.2	40.5	1 257.3	33.2	213.4	5.6	3 781.4
Queensland	537.7	18.2	1 269.2	42.9	988.4	33.4	161.8	5.5	2 957.1
South Australia	209.1	18.5	455.5	40.2	402.2	35.5	*66.4	*5.9	1 133.2
Western Australia	234.6	15.7	610.9	40.9	567.0	38.0	79.7	5.3	1 492.1
Tasmania	73.7	20.7	152.1	42.7	115.5	32.4	*14.8	*4.2	356.1
Northern Territory	22.1	19.2	50.2	43.5	38.3	33.2	*4.8	*4.1	115.3
Australian Capital Territory	31.6	12.7	77.5	31.3	111.4	45.0	27.2	11.0	247.6
<i>Australia</i>	<i>2 923.1</i>	<i>19.4</i>	<i>6 057.2</i>	<i>40.1</i>	<i>5 249.0</i>	<i>34.7</i>	<i>876.1</i>	<i>5.8</i>	<i>15 105.4</i>

## PROSE LITERACY SCALE

New South Wales	903.9	18.0	1 412.4	28.1	1 868.7	37.2	837.7	16.7	5 022.7
Victoria	671.5	17.8	1 171.5	31.0	1 351.5	35.7	586.8	15.5	3 781.4
Queensland	436.1	14.7	937.3	31.7	1 126.9	38.1	456.8	15.4	2 957.1
South Australia	180.4	15.9	331.4	29.2	425.6	37.6	195.8	17.3	1 133.2
Western Australia	204.8	13.7	445.7	29.9	597.3	40.0	244.3	16.4	1 492.1
Tasmania	71.2	20.0	103.2	29.0	130.4	36.6	51.3	14.4	356.1
Northern Territory	20.0	17.4	34.0	29.4	45.5	39.4	15.8	13.7	115.3
Australian Capital Territory	27.3	11.0	51.9	21.0	103.4	41.8	64.9	26.2	247.6
<i>Australia</i>	<i>2 515.3</i>	<i>16.7</i>	<i>4 487.6</i>	<i>29.7</i>	<i>5 649.2</i>	<i>37.4</i>	<i>2 453.4</i>	<i>16.2</i>	<i>15 105.4</i>

## DOCUMENT LITERACY SCALE

New South Wales	951.0	18.9	1 386.8	27.6	1 765.1	35.1	919.7	18.3	5 022.7
Victoria	736.6	19.5	1 122.4	29.7	1 295.7	34.3	626.7	16.6	3 781.4
Queensland	479.9	16.2	898.1	30.4	1 081.3	36.6	497.8	16.8	2 957.1
South Australia	197.9	17.5	322.2	28.4	398.6	35.2	214.5	18.9	1 133.2
Western Australia	225.9	15.1	432.8	29.0	550.9	36.9	282.5	18.9	1 492.1
Tasmania	76.3	21.4	104.3	29.3	121.3	34.1	54.2	15.2	356.1
Northern Territory	21.6	18.8	31.9	27.7	44.5	38.6	17.3	15.0	115.3
Australian Capital Territory	28.6	11.5	50.5	20.4	104.6	42.2	64.0	25.8	247.6
<i>Australia</i>	<i>2 717.8</i>	<i>18.0</i>	<i>4 349.1</i>	<i>28.8</i>	<i>5 361.9</i>	<i>35.5</i>	<i>2 676.7</i>	<i>17.7</i>	<i>15 105.4</i>

## NUMERACY SCALE

New South Wales	1 165.0	23.2	1 474.3	29.4	1 526.9	30.4	856.4	17.1	5 022.7
Victoria	888.3	23.5	1 166.8	30.9	1 146.4	30.3	579.9	15.3	3 781.4
Queensland	577.8	19.5	963.5	32.6	971.3	32.8	444.5	15.0	2 957.1
South Australia	241.1	21.3	338.5	29.9	361.6	31.9	192.0	16.9	1 133.2
Western Australia	293.4	19.7	471.3	31.6	486.2	32.6	241.1	16.2	1 492.1
Tasmania	93.2	26.2	106.8	30.0	109.6	30.8	46.5	13.1	356.1
Northern Territory	26.7	23.2	36.9	32.0	36.5	31.7	15.2	13.2	115.3
Australian Capital Territory	35.3	14.3	56.5	22.8	93.6	37.8	62.2	25.1	247.6
<i>Australia</i>	<i>3 321.0</i>	<i>22.0</i>	<i>4 614.6</i>	<i>30.5</i>	<i>4 732.1</i>	<i>31.3</i>	<i>2 437.8</i>	<i>16.1</i>	<i>15 105.4</i>

\* estimate has a relative standard error of 25% to 50% and should be used with caution



SKILL LEVEL, By State or Territory of usual residence *continued*

SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000

PROBLEM SOLVING SCALE

State or Territory									
New South Wales	1 762.3	35.1	1 766.6	35.2	1 212.2	24.1	281.6	5.6	5 022.7
Victoria	1 412.4	37.4	1 260.2	33.3	909.6	24.1	199.1	5.3	3 781.4
Queensland	1 015.1	34.3	1 077.6	36.4	722.7	24.4	141.8	4.8	2 957.1
South Australia	380.8	33.6	407.9	36.0	277.7	24.5	66.8	5.9	1 133.2
Western Australia	478.1	32.0	552.3	37.0	388.2	26.0	73.4	4.9	1 492.1
Tasmania	133.7	37.6	126.3	35.5	77.1	21.7	*18.9	*5.3	356.1
Northern Territory	40.1	34.8	42.9	37.2	27.7	24.0	*4.6	*4.0	115.3
Australian Capital Territory	55.0	22.2	80.0	32.3	87.4	35.3	25.3	10.2	247.6
<i>Australia</i>	5 277.5	34.9	5 313.8	35.2	3 702.6	24.5	811.5	5.4	15 105.4

\* estimate has a relative standard error of 25% to 50% and should be used with caution

## SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000

## HEALTH LITERACY SCALE

Level of highest non-school qualification									
Postgraduate Degree	**15.0	**3.0	123.8	24.3	295.7	58.0	*75.4	*14.8	509.9
Graduate Diploma / Graduate Certificate	*9.8	*2.4	84.3	20.6	245.6	59.9	70.2	17.1	409.8
Bachelor Degree	86.0	4.1	567.1	27.0	1 130.0	53.8	319.1	15.2	2 102.2
Advanced Diploma / Diploma	107.6	8.1	493.9	37.1	636.9	47.8	93.7	7.0	1 332.1
Certificate III / IV	408.5	16.7	1 182.6	48.4	767.6	31.4	*83.8	*3.4	2 442.5
Certificate I / II	200.8	18.1	541.2	48.8	340.2	30.7	*27.5	*2.5	1 109.7
Certificate not further defined	*45.6	20.9	108.3	49.7	*57.8	26.5	**6.1	**2.8	217.8
Total(a)	891.1	10.7	3 180.2	38.4	3 538.3	42.7	681.4	8.2	8 291.1
Field of highest non-school qualification									
Natural and Physical Sciences	**9.5	**3.2	*59.1	*20.0	176.1	59.7	*50.2	*17.0	294.9
Information Technology	**10.2	**4.0	89.3	34.9	121.6	47.5	*35.0	*13.7	256.1
Engineering and Related Technologies	243.3	15.6	715.5	45.9	529.9	34.0	*71.7	*4.6	1 560.4
Architecture and Building	101.7	20.8	214.7	43.9	145.7	29.8	**26.5	**5.4	488.5
Agriculture, Environmental and Related Studies	**25.3	**10.9	86.9	37.3	102.1	43.8	*18.6	*8.0	233.0
Health	47.0	5.9	253.7	31.6	411.8	51.3	90.0	11.2	802.6
Education	*29.7	*4.9	171.4	28.3	329.9	54.5	74.5	12.3	605.5
Management and Commerce	173.8	8.7	752.4	37.5	905.4	45.1	176.0	8.8	2 007.6
Society and Culture	72.0	7.4	336.5	34.7	468.8	48.3	93.4	9.6	970.7
Creative Arts	*41.8	*11.5	155.3	42.7	145.4	40.0	*21.3	*5.8	363.8
Food, Hospitality and Personal Services	120.3	22.5	289.0	54.0	117.8	22.0	**8.3	**1.6	535.4
Mixed field programmes	**6.2	**23.1	**11.0	**41.1	**9.3	**34.8	**0.3	**1.1	*26.8
Total(b)	891.1	10.7	3 180.2	38.4	3 538.3	42.7	681.4	8.2	8 291.1
Without a non-school qualification									
Year 12 or equivalent	292.8	14.0	763.1	36.5	882.8	42.2	154.7	7.4	2 093.4
Year 11 or equivalent	164.6	19.4	414.2	48.9	247.7	29.3	**20.2	**2.4	846.7
Year 10 or below	1 542.9	40.2	1 695.8	44.2	579.8	15.1	*19.9	*0.5	3 838.4
Total(c)	2 032.0	29.8	2 877.0	42.2	1 710.7	25.1	194.7	2.9	6 814.3
Number of years of formal education									
10 or below	1 842.3	37.9	2 203.0	45.3	788.0	16.2	*29.6	*0.6	4 862.9
11 to 15	959.7	13.3	3 027.4	41.9	2 825.1	39.1	416.5	5.8	7 228.7
16 to 20	118.4	4.3	766.2	27.5	1 502.2	54.0	397.2	14.3	2 783.9
21 or more	**2.7	**1.2	60.5	26.3	133.8	58.2	*32.9	*14.3	229.9
Total	2 923.1	19.4	6 057.2	40.1	5 249.0	34.7	876.1	5.8	15 105.4

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\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Includes persons whose level of education could not be determined.

(b) Includes persons whose main field of study could not be determined.

(c) Includes persons who never attended school.

## SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000

## PROSE LITERACY SCALE

Level of highest non-school qualification									
Postgraduate Degree	**8.8	**1.7	66.1	13.0	238.5	46.8	196.5	38.5	509.9
Graduate Diploma / Graduate Certificate	**8.3	**2.0	57.5	14.0	184.2	44.9	159.8	39.0	409.8
Bachelor Degree	72.4	3.4	372.8	17.7	897.9	42.7	759.1	36.1	2 102.2
Advanced Diploma / Diploma	87.9	6.6	293.1	22.0	672.8	50.5	278.3	20.9	1 332.1
Certificate III / IV	342.2	14.0	891.7	36.5	938.7	38.4	269.9	11.1	2 442.5
Certificate I / II	177.2	16.0	391.3	35.3	418.4	37.7	122.8	11.1	1 109.7
Certificate not further defined	*44.5	20.4	88.3	40.6	73.8	33.9	**11.1	**5.1	217.8
Total(a)	758.5	9.1	2 214.4	26.7	3 496.1	42.2	1 822.1	22.0	8 291.1
Field of highest non-school qualification									
Natural and Physical Sciences	**7.5	**2.6	*22.2	*7.5	113.7	38.6	151.4	51.3	294.9
Information Technology	**8.1	**3.2	*59.8	23.4	118.7	46.3	69.5	27.1	256.1
Engineering and Related Technologies	215.8	13.8	540.8	34.7	591.4	37.9	212.4	13.6	1 560.4
Architecture and Building	99.7	20.4	167.7	34.3	170.3	34.9	*50.9	*10.4	488.5
Agriculture, Environmental and Related Studies	*18.8	*8.1	*56.1	*24.1	102.6	44.1	55.3	23.8	233.0
Health	*36.7	*4.6	156.8	19.5	378.0	47.1	231.1	28.8	802.6
Education	*27.4	*4.5	91.4	15.1	282.3	46.6	204.4	33.8	605.5
Management and Commerce	130.4	6.5	519.7	25.9	913.2	45.5	444.3	22.1	2 007.6
Society and Culture	*63.7	*6.6	227.1	23.4	413.1	42.6	266.9	27.5	970.7
Creative Arts	*35.1	*9.6	100.6	27.7	171.0	47.0	*57.1	*15.7	363.8
Food, Hospitality and Personal Services	101.0	18.9	239.2	44.7	161.2	30.1	*34.0	*6.4	535.4
Mixed field programmes	**5.9	**22.0	**9.1	**34.1	**9.4	**35.3	**2.3	**8.7	*26.8
Total(b)	758.5	9.1	2 214.4	26.7	3 496.1	42.2	1 822.1	22.0	8 291.1
Without a non-school qualification									
Year 12 or equivalent	255.6	12.2	512.4	24.5	900.8	43.0	424.5	20.3	2 093.4
Year 11 or equivalent	125.4	14.8	284.1	33.5	361.9	42.7	*75.3	*8.9	846.7
Year 10 or below	1 342.1	35.0	1 474.4	38.4	890.4	23.2	131.4	3.4	3 838.4
Total(c)	1 756.7	25.8	2 273.1	33.4	2 153.2	31.6	631.3	9.3	6 814.3
Number of years of formal education									
10 or below	1 622.8	33.4	1 855.6	38.2	1 202.6	24.7	181.9	3.7	4 862.9
11 to 15	802.8	11.1	2 121.3	29.3	3 084.8	42.7	1 219.7	16.9	7 228.7
16 to 20	88.5	3.2	481.5	17.3	1 253.6	45.0	960.3	34.5	2 783.9
21 or more	**1.1	**0.5	*29.2	*12.7	108.2	47.1	91.5	39.8	229.9
Total	2 515.3	16.7	4 487.6	29.7	5 649.2	37.4	2 453.4	16.2	15 105.4

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\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Includes persons whose level of education could not be determined.

(b) Includes persons whose main field of study could not be determined.

(c) Includes persons who never attended school.

## SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000

## DOCUMENT LITERACY SCALE

Level of highest non-school qualification									
Postgraduate Degree	**10.3	**2.0	*59.6	*11.7	212.5	41.7	227.6	44.6	509.9
Graduate Diploma / Graduate Certificate	**9.9	**2.4	59.6	14.6	179.4	43.8	160.9	39.3	409.8
Bachelor Degree	82.1	3.9	339.5	16.2	872.6	41.5	808.0	38.4	2 102.2
Advanced Diploma / Diploma	105.2	7.9	345.8	26.0	612.6	46.0	268.5	20.2	1 332.1
Certificate III / IV	349.4	14.3	862.4	35.3	926.6	37.9	304.1	12.5	2 442.5
Certificate I / II	201.1	18.1	377.1	34.0	410.6	37.0	120.9	10.9	1 109.7
Certificate not further defined	*44.0	20.2	84.5	38.8	74.4	34.2	*14.8	*6.8	217.8
Total(a)	823.8	9.9	2 184.3	26.3	3 352.9	40.4	1 930.2	23.3	8 291.1
Field of highest non-school qualification									
Natural and Physical Sciences	**7.4	**2.5	*19.2	*6.5	107.5	36.5	160.8	54.5	294.9
Information Technology	**8.4	**3.3	*42.5	*16.6	112.4	43.9	*92.8	36.2	256.1
Engineering and Related Technologies	223.7	14.3	472.8	30.3	607.2	38.9	256.7	16.5	1 560.4
Architecture and Building	91.8	18.8	169.9	34.8	158.9	32.5	67.9	13.9	488.5
Agriculture, Environmental and Related Studies	*16.1	*6.9	*50.0	*21.5	105.3	45.2	61.5	26.4	233.0
Health	55.6	6.9	192.2	23.9	340.7	42.5	214.1	26.7	802.6
Education	*32.9	*5.4	110.0	18.2	276.4	45.7	186.2	30.8	605.5
Management and Commerce	150.7	7.5	501.2	25.0	881.4	43.9	474.3	23.6	2 007.6
Society and Culture	81.7	8.4	238.2	24.5	382.8	39.4	268.0	27.6	970.7
Creative Arts	38.6	10.6	111.3	30.6	154.0	42.3	*59.9	*16.5	363.8
Food, Hospitality and Personal Services	104.5	19.5	239.0	44.6	154.6	28.9	*37.3	*7.0	535.4
Mixed field programmes	**2.5	**9.4	**11.2	**42.0	**9.8	**36.7	**3.2	**11.9	*26.8
Total(b)	823.8	9.9	2 184.3	26.3	3 352.9	40.4	1 930.2	23.3	8 291.1
Without a non-school qualification									
Year 12 or equivalent	246.5	11.8	508.6	24.3	827.8	39.5	510.5	24.4	2 093.4
Year 11 or equivalent	137.7	16.3	267.0	31.5	348.3	41.1	93.7	11.1	846.7
Year 10 or below	1 475.4	38.4	1 387.7	36.2	833.0	21.7	142.3	3.7	3 838.4
Total(c)	1 894.0	27.8	2 164.8	31.8	2 009.0	29.5	746.5	11.0	6 814.3
Number of years of formal education									
10 or below	1 771.7	36.4	1 739.5	35.8	1 151.7	23.7	200.1	4.1	4 862.9
11 to 15	851.4	11.8	2 133.2	29.5	2 900.6	40.1	1 343.4	18.6	7 228.7
16 to 20	92.7	3.3	439.9	15.8	1 216.8	43.7	1 034.5	37.2	2 783.9
21 or more	**1.9	**0.8	*36.5	*15.9	92.8	40.4	98.7	42.9	229.9
Total	2 717.8	18.0	4 349.1	28.8	5 361.9	35.5	2 676.7	17.7	15 105.4

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Includes persons whose level of education could not be determined.

(b) Includes persons whose main field of study could not be determined.

(c) Includes persons who never attended school.

## SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000

## NUMERACY SCALE

Level of highest non-school qualification									
Postgraduate Degree	*16.8	*3.3	*64.0	*12.6	198.4	38.9	230.6	45.2	509.9
Graduate Diploma / Graduate Certificate	**16.9	**4.1	67.3	16.4	170.9	41.7	154.7	37.8	409.8
Bachelor Degree	111.7	5.3	384.5	18.3	799.2	38.0	806.8	38.4	2 102.2
Advanced Diploma / Diploma	168.1	12.6	420.3	31.5	533.2	40.0	210.6	15.8	1 332.1
Certificate III / IV	473.6	19.4	878.1	36.0	811.8	33.2	279.0	11.4	2 442.5
Certificate I / II	262.9	23.7	415.8	37.5	332.5	30.0	98.5	8.9	1 109.7
Certificate not further defined	62.5	28.7	83.1	38.2	57.6	26.5	*14.6	*6.7	217.8
Total(a)	1 138.9	13.7	2 371.5	28.6	2 960.9	35.7	1 819.8	21.9	8 291.1
Field of highest non-school qualification									
Natural and Physical Sciences	*9.6	*3.3	*31.0	*10.5	*95.8	32.5	158.5	53.8	294.9
Information Technology	*18.0	*7.0	*49.9	19.5	92.8	36.3	95.3	37.2	256.1
Engineering and Related Technologies	252.1	16.2	479.0	30.7	530.8	34.0	298.5	19.1	1 560.4
Architecture and Building	94.8	19.4	155.8	31.9	167.4	34.3	*70.6	*14.4	488.5
Agriculture, Environmental and Related Studies	*31.7	*13.6	*59.3	25.5	*80.9	*34.7	*61.1	*26.2	233.0
Health	88.5	11.0	220.6	27.5	311.3	38.8	182.3	22.7	802.6
Education	47.0	7.8	138.3	22.8	254.4	42.0	165.8	27.4	605.5
Management and Commerce	240.8	12.0	570.9	28.4	741.5	36.9	454.4	22.6	2 007.6
Society and Culture	125.2	12.9	291.5	30.0	352.0	36.3	202.0	20.8	970.7
Creative Arts	*45.5	*12.5	117.6	32.3	148.9	40.9	*51.8	*14.2	363.8
Food, Hospitality and Personal Services	165.6	30.9	217.4	40.6	121.2	22.6	*31.2	*5.8	535.4
Mixed field programmes	**9.3	**34.6	**7.2	**27.1	**7.9	**29.4	**2.4	**8.9	*26.8
Total(b)	1 138.9	13.7	2 371.5	28.6	2 960.9	35.7	1 819.8	21.9	8 291.1
Without a non-school qualification									
Year 12 or equivalent	333.6	15.9	571.5	27.3	771.3	36.8	417.0	19.9	2 093.4
Year 11 or equivalent	175.2	20.7	311.2	36.8	278.4	32.9	*82.0	*9.7	846.7
Year 10 or below	1 639.2	42.7	1 358.6	35.4	721.5	18.8	*119.1	*3.1	3 838.4
Total(c)	2 182.0	32.0	2 243.1	32.9	1 771.2	26.0	618.0	9.1	6 814.3
Number of years of formal education									
10 or below	1 984.3	40.8	1 735.6	35.7	967.6	19.9	175.4	3.6	4 862.9
11 to 15	1 193.0	16.5	2 311.0	32.0	2 578.1	35.7	1 146.7	15.9	7 228.7
16 to 20	138.6	5.0	529.6	19.0	1 094.8	39.3	1 020.9	36.7	2 783.9
21 or more	**5.1	**2.2	*38.4	*16.7	91.6	39.8	94.9	41.3	229.9
Total	3 321.0	22.0	4 614.6	30.5	4 732.1	31.3	2 437.8	16.1	15 105.4

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Includes persons whose level of education could not be determined.

(b) Includes persons whose main field of study could not be determined.

(c) Includes persons who never attended school.

## SKILL LEVEL

	Level 1		Level 2		Level 3		Level 4/5		Total
	'000	%	'000	%	'000	%	'000	%	'000

## PROBLEM SOLVING SCALE

Level of highest non-school qualification									
Postgraduate Degree	*48.7	9.6	139.6	27.4	231.5	45.4	90.0	17.7	509.9
Graduate Diploma / Graduate Certificate	*41.9	*10.2	129.5	31.6	189.0	46.1	49.4	12.0	409.8
Bachelor Degree	288.4	13.7	667.4	31.7	852.6	40.6	293.8	14.0	2 102.2
Advanced Diploma / Diploma	272.5	20.5	555.6	41.7	428.7	32.2	*75.4	*5.7	1 332.1
Certificate III / IV	884.1	36.2	986.6	40.4	506.7	20.7	*65.1	*2.7	2 442.5
Certificate I / II	402.1	36.2	459.4	41.4	225.4	20.3	*22.8	*2.1	1 109.7
Certificate not further defined	92.8	42.6	91.4	42.0	*28.8	*13.2	**4.7	**2.2	217.8
Total(a)	2 083.0	25.1	3 102.7	37.4	2 500.8	30.2	604.6	7.3	8 291.1
Field of highest non-school qualification									
Natural and Physical Sciences	*22.8	*7.7	*57.8	*19.6	138.9	47.1	75.5	25.6	294.9
Information Technology	*34.6	*13.5	94.8	37.0	104.1	40.6	*22.6	*8.8	256.1
Engineering and Related Technologies	550.9	35.3	581.5	37.3	375.9	24.1	*52.2	*3.3	1 560.4
Architecture and Building	201.1	41.2	171.1	35.0	101.0	20.7	**15.4	**3.1	488.5
Agriculture, Environmental and Related Studies	*45.2	*19.4	*93.0	*39.9	*78.2	*33.6	*16.6	*7.1	233.0
Health	152.2	19.0	308.8	38.5	271.8	33.9	69.9	8.7	802.6
Education	82.2	13.6	211.5	34.9	248.1	41.0	63.7	10.5	605.5
Management and Commerce	420.0	20.9	800.6	39.9	621.4	31.0	165.7	8.3	2 007.6
Society and Culture	202.4	20.8	357.6	36.8	330.4	34.0	*80.4	*8.3	970.7
Creative Arts	96.9	26.6	153.2	42.1	99.1	27.2	**14.7	**4.0	363.8
Food, Hospitality and Personal Services	245.6	45.9	202.8	37.9	74.4	13.9	**12.7	**2.4	535.4
Mixed field programmes	**9.7	**36.2	**11.2	**41.8	**5.9	**22.0	—	—	*26.8
Total(b)	2 083.0	25.1	3 102.7	37.4	2 500.8	30.2	604.6	7.3	8 291.1
Without a non-school qualification									
Year 12 or equivalent	526.4	25.1	742.4	35.5	666.0	31.8	158.6	7.6	2 093.4
Year 11 or equivalent	286.4	33.8	364.5	43.0	176.1	20.8	**19.8	**2.3	846.7
Year 10 or below	2 345.8	61.1	1 104.2	28.8	359.8	9.4	*28.6	*0.7	3 838.4
Total(c)	3 194.5	46.9	2 211.1	32.4	1 201.9	17.6	206.9	3.0	6 814.3
Number of years of formal education									
10 or below	2 869.4	59.0	1 483.2	30.5	472.7	9.7	*37.6	*0.8	4 862.9
11 to 15	2 043.0	28.3	2 840.3	39.3	1 959.6	27.1	385.9	5.3	7 228.7
16 to 20	349.1	12.5	923.7	33.2	1 164.2	41.8	346.9	12.5	2 783.9
21 or more	*16.0	*7.0	66.6	29.0	106.2	46.2	*41.1	*17.9	229.9
Total	5 277.5	34.9	5 313.8	35.2	3 702.6	24.5	811.5	5.4	15 105.4

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

— nil or rounded to zero (including null cells)

(a) Includes persons whose level of education could not be determined.

(b) Includes persons whose main field of study could not be determined.

(c) Includes persons who never attended school.

## SKILL LEVEL, Participation in adult learning(a)

	SKILL LEVEL				
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
HEALTH LITERACY SCALE					
Participation in courses					
Undertook an educational qualification and/or course	570.8	2 482.4	3 000.0	622.4	6 675.6
Did not undertake an educational qualification and/or course	2 352.3	3 574.8	2 249.0	253.7	8 429.8
Participation in informal learning					
Visited trade fairs, professional conferences or expos	316.3	1 481.0	2 031.9	416.1	4 245.4
Attended lectures, seminars or workshops	366.3	1 787.7	2 462.4	499.9	5 116.3
Read manuals or reference books	654.2	3 117.0	3 814.3	732.1	8 317.7
Went on guided tours	251.9	1 255.0	1 561.3	293.6	3 361.9
Used the computer or Internet	795.9	3 526.4	4 161.9	780.4	9 264.5
Used video, television or tapes	577.1	2 273.8	2 524.8	466.4	5 842.2
Learnt by watching, getting help or advice	1 159.9	3 852.7	4 106.5	745.9	9 865.0
Learnt by trying things out or practice	1 530.1	4 557.2	4 549.3	803.8	11 440.4
Learnt by moving around an organisation	461.3	1 581.9	1 531.8	245.1	3 820.1
Total participation in informal learning	1 951.7	5 303.0	5 006.3	860.1	13 121.2
Did not participate in informal learning	971.4	754.2	242.7	*16.0	1 984.3
<i>Total participation in learning</i>	<i>2 024.5</i>	<i>5 409.5</i>	<i>5 077.8</i>	<i>867.3</i>	<i>13 379.0</i>
PROSE LITERACY SCALE					
Participation in courses					
Undertook an educational qualification and/or course	432.5	1 651.8	2 991.1	1 600.2	6 675.6
Did not undertake an educational qualification and/or course	2 082.8	2 835.8	2 658.1	853.1	8 429.8
Participation in informal learning					
Visited trade fairs, professional conferences or expos	247.0	930.6	1 983.2	1 084.6	4 245.4
Attended lectures, seminars or workshops	300.9	1 124.0	2 331.4	1 359.9	5 116.3
Read manuals or reference books	517.1	2 077.2	3 775.5	1 947.9	8 317.7
Went on guided tours	218.9	814.9	1 506.9	821.1	3 361.9
Used the computer or Internet	616.8	2 397.9	4 166.9	2 082.9	9 264.5
Used video, television or tapes	482.3	1 544.4	2 562.0	1 253.6	5 842.2
Learnt by watching, getting help or advice	925.9	2 702.2	4 191.3	2 045.5	9 865.0
Learnt by trying things out or practice	1 251.5	3 256.3	4 727.0	2 205.6	11 440.4
Learnt by moving around an organisation	350.0	1 122.8	1 601.3	746.1	3 820.1
Total participation in informal learning	1 628.2	3 830.5	5 277.5	2 385.0	13 121.2
Did not participate in informal learning	887.0	657.1	371.8	68.4	1 984.3
<i>Total participation in learning</i>	<i>1 690.9</i>	<i>3 920.6</i>	<i>5 359.4</i>	<i>2 408.2</i>	<i>13 379.0</i>
DOCUMENT LITERACY SCALE					
Participation in courses					
Undertook an educational qualification and/or course	454.4	1 608.7	2 817.2	1 795.2	6 675.6
Did not undertake an educational qualification and/or course	2 263.3	2 740.3	2 544.7	881.4	8 429.8
Participation in informal learning					
Visited trade fairs, professional conferences or expos	265.7	934.2	1 845.3	1 200.2	4 245.4
Attended lectures, seminars or workshops	346.3	1 137.3	2 200.4	1 432.3	5 116.3
Read manuals or reference books	604.6	2 023.5	3 551.0	2 138.6	8 317.7
Went on guided tours	266.0	796.0	1 455.3	844.6	3 361.9
Used the computer or Internet	643.7	2 352.8	3 977.1	2 291.0	9 264.5
Used video, television or tapes	509.1	1 522.3	2 463.8	1 347.0	5 842.2
Learnt by watching, getting help or advice	1 001.1	2 640.1	3 994.7	2 229.0	9 865.0
Learnt by trying things out or practice	1 362.1	3 165.7	4 502.6	2 410.0	11 440.4
Learnt by moving around an organisation	391.2	1 044.3	1 579.8	804.7	3 820.1
Total participation in informal learning	1 748.4	3 752.7	5 015.0	2 605.1	13 121.2
Did not participate in informal learning	969.4	596.3	346.9	*71.6	1 984.3
<i>Total participation in learning</i>	<i>1 811.3</i>	<i>3 832.2</i>	<i>5 101.4</i>	<i>2 634.2</i>	<i>13 379.0</i>

\* estimate has a relative standard error of 25% to 50% and should be used with caution (a) In the 12 completed months prior to the survey.

	SKILL LEVEL				
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
.....					
NUMERACY SCALE					
Participation in courses					
Undertook an educational qualification and/or course	723.8	1 866.6	2 484.7	1 600.5	6 675.6
Did not undertake an educational qualification and/or course	2 597.2	2 748.0	2 247.4	837.3	8 429.8
Participation in informal learning					
Visited trade fairs, professional conferences or expos	357.0	1 108.1	1 640.0	1 140.2	4 245.4
Attended lectures, seminars or workshops	467.7	1 341.5	1 962.8	1 344.2	5 116.3
Read manuals or reference books	839.0	2 281.1	3 222.7	1 975.0	8 317.7
Went on guided tours	351.8	902.5	1 298.9	808.7	3 361.9
Used the computer or Internet	979.4	2 633.1	3 541.4	2 110.6	9 264.5
Used video, television or tapes	698.5	1 694.9	2 198.2	1 250.7	5 842.2
Learnt by watching, getting help or advice	1 329.9	2 865.3	3 610.4	2 059.5	9 865.0
Learnt by trying things out or practice	1 746.2	3 434.6	4 028.6	2 231.1	11 440.4
Learnt by moving around an organisation	518.8	1 165.1	1 384.4	751.8	3 820.1
Total participation in informal learning	2 240.9	4 026.3	4 468.7	2 385.3	13 121.2
Did not participate in informal learning	1 080.1	588.3	263.4	*52.5	1 984.3
<i>Total participation in learning</i>	<i>2 321.7</i>	<i>4 126.9</i>	<i>4 525.9</i>	<i>2 404.5</i>	<i>13 379.0</i>
.....					
PROBLEM SOLVING SCALE					
Participation in courses					
Undertook an educational qualification and/or course	1 374.9	2 496.3	2 233.5	570.9	6 675.6
Did not undertake an educational qualification and/or course	3 902.6	2 817.6	1 469.2	240.6	8 429.8
Participation in informal learning					
Visited trade fairs, professional conferences or expos	701.7	1 575.4	1 561.3	407.0	4 245.4
Attended lectures, seminars or workshops	918.8	1 870.6	1 825.6	501.2	5 116.3
Read manuals or reference books	1 674.8	3 143.7	2 816.2	682.9	8 317.7
Went on guided tours	701.8	1 275.5	1 105.3	279.2	3 361.9
Used the computer or Internet	1 954.6	3 559.3	3 044.3	706.3	9 264.5
Used video, television or tapes	1 392.1	2 223.7	1 814.7	411.8	5 842.2
Learnt by watching, getting help or advice	2 494.5	3 692.2	2 988.7	689.5	9 865.0
Learnt by trying things out or practice	3 179.3	4 252.9	3 263.8	744.5	11 440.4
Learnt by moving around an organisation	992.6	1 490.9	1 094.0	242.7	3 820.1
Total participation in informal learning	3 933.0	4 829.8	3 565.1	793.4	13 121.2
Did not participate in informal learning	1 344.5	484.1	137.6	*18.1	1 984.3
<i>Total participation in learning</i>	<i>4 049.2</i>	<i>4 918.4</i>	<i>3 607.9</i>	<i>803.5</i>	<i>13 379.0</i>

\* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) In the 12 completed months prior to the survey.



## SKILL LEVEL, Current labour force status and sex

## LABOUR FORCE STATUS

	<i>Employed</i>		<i>Unemployed</i>		<i>Not in the labour force</i>		<i>Total</i>	
	'000	%	'000	%	'000	%	'000	%
MALES								
Health literacy scale								
Level 1	910.9	15.7	67.4	28.0	507.8	34.2	1 486.2	19.7
Level 2	2 320.9	39.9	109.2	45.4	613.5	41.3	3 043.7	40.4
Level 3	2 171.6	37.4	*58.8	24.4	334.9	22.5	2 565.4	34.0
Level 4/5	409.7	7.0	**5.3	2.2	*30.1	2.0	445.1	5.9
Prose literacy scale								
Level 1	778.5	13.4	54.9	22.8	483.2	32.5	1 316.6	17.5
Level 2	1 756.2	30.2	88.1	36.6	489.8	33.0	2 334.1	31.0
Level 3	2 256.7	38.8	*78.6	32.7	410.8	27.6	2 746.2	36.4
Level 4/5	1 021.7	17.6	*19.2	8.0	102.5	6.9	1 143.4	15.2
Document literacy scale								
Level 1	729.3	12.5	*56.0	23.3	504.8	34.0	1 290.1	17.1
Level 2	1 561.7	26.9	*78.4	32.6	459.6	30.9	2 099.8	27.8
Level 3	2 214.2	38.1	85.4	35.5	396.8	26.7	2 696.4	35.8
Level 4/5	1 307.9	22.5	**21.0	8.7	125.3	8.4	1 454.2	19.3
Numeracy scale								
Level 1	821.4	14.1	84.0	34.9	509.9	34.3	1 415.2	18.8
Level 2	1 599.2	27.5	*76.9	31.9	490.0	33.0	2 166.1	28.7
Level 3	2 028.8	34.9	*57.9	24.0	356.4	24.0	2 443.0	32.4
Level 4/5	1 363.8	23.5	**22.1	9.2	130.2	8.8	1 516.1	20.1
Problem solving scale								
Level 1	1 720.4	29.6	112.5	46.7	805.5	54.2	2 638.4	35.0
Level 2	2 085.8	35.9	84.7	35.2	451.5	30.4	2 622.1	34.8
Level 3	1 622.1	27.9	*35.6	14.8	207.0	13.9	1 864.7	24.7
Level 4/5	384.8	6.6	*7.9	3.3	*22.5	1.5	415.3	5.5
<i>Total</i>	5 813.2	100.0	240.8	100.0	1 486.5	100.0	7 540.4	100.0

## FEMALES

Health literacy scale								
Level 1	539.2	11.2	*66.5	27.6	831.1	32.8	1 436.9	19.0
Level 2	1 837.9	38.3	120.1	49.9	1 055.5	41.7	3 013.5	39.8
Level 3	2 054.2	42.9	*51.8	21.5	577.6	22.8	2 683.6	35.5
Level 4/5	362.5	7.6	**2.4	1.0	*66.2	2.6	431.0	5.7
Prose literacy scale								
Level 1	423.1	8.8	46.0	19.1	729.5	28.8	1 198.6	15.8
Level 2	1 240.0	25.9	*99.1	41.1	814.3	32.2	2 153.4	28.5
Level 3	2 060.8	43.0	80.2	33.3	762.1	30.1	2 903.0	38.4
Level 4/5	1 069.8	22.3	*15.6	6.5	224.6	8.9	1 310.0	17.3
Document literacy scale								
Level 1	500.9	10.4	58.6	24.3	868.2	34.3	1 427.7	18.9
Level 2	1 303.5	27.2	98.0	40.7	847.9	33.5	2 249.3	29.7
Level 3	1 974.9	41.2	69.8	29.0	620.8	24.5	2 665.5	35.2
Level 4/5	1 014.5	21.2	**14.5	6.0	193.5	7.6	1 222.5	16.2
Numeracy scale								
Level 1	775.4	16.2	97.3	40.4	1 033.0	40.8	1 905.7	25.2
Level 2	1 515.9	31.6	93.7	38.9	838.9	33.2	2 448.5	32.4
Level 3	1 729.4	36.1	41.0	17.0	518.7	20.5	2 289.1	30.3
Level 4/5	773.0	16.1	*8.8	3.7	139.8	5.5	921.7	12.2
Problem solving scale								
Level 1	1 182.6	24.7	123.4	51.2	1 333.1	52.7	2 639.1	34.9
Level 2	1 806.2	37.7	85.3	35.4	800.2	31.6	2 691.8	35.6
Level 3	1 464.3	30.5	*27.9	11.6	345.8	13.7	1 838.0	24.3
Level 4/5	340.6	7.1	*4.3	1.8	51.3	2.0	396.2	5.2
<i>Total</i>	4 793.8	100.0	240.8	100.0	2 530.4	100.0	7 565.0	100.0

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

## LABOUR FORCE STATUS

	<u>Employed</u>		<u>Unemployed</u>		<u>Not in the labour force</u>		<u>Total</u>	
	'000	%	'000	%	'000	%	'000	%
PERSONS								
Health literacy scale								
Level 1	1 450.2	13.7	134.0	27.8	1 339.0	33.3	2 923.1	19.4
Level 2	4 158.8	39.2	229.3	47.6	1 669.1	41.6	6 057.2	40.1
Level 3	4 225.8	39.8	110.7	23.0	912.6	22.7	5 249.0	34.7
Level 4/5	772.2	7.3	**7.7	1.6	*96.3	2.4	876.1	5.8
Prose literacy scale								
Level 1	1 201.7	11.3	100.9	20.9	1 212.7	30.2	2 515.3	16.7
Level 2	2 996.2	28.2	187.2	38.9	1 304.1	32.5	4 487.6	29.7
Level 3	4 317.5	40.7	158.8	33.0	1 172.9	29.2	5 649.2	37.4
Level 4/5	2 091.5	19.7	*34.8	7.2	327.2	8.1	2 453.4	16.2
Document literacy scale								
Level 1	1 230.2	11.6	114.6	23.8	1 372.9	34.2	2 717.8	18.0
Level 2	2 865.2	27.0	176.3	36.6	1 307.5	32.6	4 349.1	28.8
Level 3	4 189.1	39.5	155.2	32.2	1 017.6	25.3	5 361.9	35.5
Level 4/5	2 322.4	21.9	*35.5	7.4	318.8	7.9	2 676.7	17.7
Numeracy scale								
Level 1	1 596.8	15.1	181.3	37.6	1 542.9	38.4	3 321.0	22.0
Level 2	3 115.2	29.4	170.6	35.4	1 328.9	33.1	4 614.6	30.5
Level 3	3 758.2	35.4	98.8	20.5	875.1	21.8	4 732.1	31.3
Level 4/5	2 136.8	20.1	*30.9	6.4	270.1	6.7	2 437.8	16.1
Problem solving scale								
Level 1	2 903.0	27.4	235.9	49.0	2 138.6	53.2	5 277.5	34.9
Level 2	3 892.1	36.7	170.0	35.3	1 251.7	31.2	5 313.8	35.2
Level 3	3 086.4	29.1	*63.5	13.2	552.7	13.8	3 702.6	24.5
Level 4/5	725.5	6.8	**12.2	2.5	73.8	1.8	811.5	5.4
<b>Total</b>	<b>10 606.9</b>	<b>100.0</b>	<b>481.6</b>	<b>100.0</b>	<b>4 016.9</b>	<b>100.0</b>	<b>15 105.4</b>	<b>100.0</b>

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

## SKILL LEVEL, Current labour force status

SKILL LEVEL					
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
HEALTH LITERACY SCALE					
In the labour force					
Employed					
Working full-time (in all jobs)	1 006.9	2 849.6	2 913.2	566.1	7 335.8
Working part-time (in all jobs)	443.3	1 309.1	1 312.6	206.1	3 271.1
Unemployed					
Looking for full-time work	77.2	148.0	*68.7	**5.9	299.8
Looking for part-time work	*56.8	81.3	*41.9	**1.7	181.8
Not in the labour force	1 339.0	1 669.1	912.6	*96.3	4 016.9
PROSE LITERACY SCALE					
In the labour force					
Employed					
Working full-time (in all jobs)	842.4	2 071.5	2 960.7	1 461.3	7 335.8
Working part-time (in all jobs)	359.3	924.8	1 356.8	630.2	3 271.1
Unemployed					
Looking for full-time work	59.0	124.7	93.4	*22.8	299.8
Looking for part-time work	*41.9	62.5	65.4	**12.0	181.8
Not in the labour force	1 212.7	1 304.1	1 172.9	327.2	4 016.9
DOCUMENT LITERACY SCALE					
In the labour force					
Employed					
Working full-time (in all jobs)	850.7	1 935.6	2 877.0	1 672.5	7 335.8
Working part-time (in all jobs)	379.5	929.6	1 312.1	649.9	3 271.1
Unemployed					
Looking for full-time work	*63.7	117.8	93.6	**24.7	299.8
Looking for part-time work	50.9	*58.5	*61.6	**10.8	181.8
Not in the labour force	1 372.9	1 307.5	1 017.6	318.8	4 016.9
NUMERACY SCALE					
In the labour force					
Employed					
Working full-time (in all jobs)	1 054.5	2 080.7	2 591.5	1 609.1	7 335.8
Working part-time (in all jobs)	542.3	1 034.4	1 166.7	527.7	3 271.1
Unemployed					
Looking for full-time work	112.0	95.9	69.3	**22.6	299.8
Looking for part-time work	69.4	74.6	*29.5	**8.3	181.8
Not in the labour force	1 542.9	1 328.9	875.1	270.1	4 016.9
PROBLEM SOLVING SCALE					
In the labour force					
Employed					
Working full-time (in all jobs)	2 006.1	2 629.2	2 161.6	538.9	7 335.8
Working part-time (in all jobs)	896.9	1 262.9	924.8	186.5	3 271.1
Unemployed					
Looking for full-time work	143.7	108.5	*40.9	**6.8	299.8
Looking for part-time work	92.2	61.6	**22.6	**5.5	181.8
Not in the labour force	2 138.6	1 251.7	552.7	73.8	4 016.9

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\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

## SKILL LEVEL OF EMPLOYED PERSONS, Occupation of main job(a)

	SKILL LEVEL				
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
HEALTH LITERACY SCALE					
Occupation					
Managers	131.5	522.6	753.0	157.1	1 564.2
Professionals	*77.7	592.3	1 277.9	328.4	2 276.3
Technicians and trades workers	276.9	731.2	490.2	*68.9	1 567.3
Community and personal service workers	131.6	365.3	315.1	*48.6	860.6
Clerical and administrative workers	131.7	674.3	674.4	90.6	1 571.0
Sales workers	135.0	408.8	312.4	*45.9	902.1
Machinery operators and drivers	242.4	334.0	139.6	**11.9	727.9
Labourers	317.0	509.3	240.4	**15.0	1 081.7
<i>Total employed(b)</i>	<i>1 450.2</i>	<i>4 158.8</i>	<i>4 225.8</i>	<i>772.2</i>	<i>10 606.9</i>
PROSE LITERACY SCALE					
Occupation					
Managers	116.6	353.3	696.1	398.2	1 564.2
Professionals	*68.9	332.7	1 059.8	814.9	2 276.3
Technicians and trades workers	245.9	593.4	567.2	160.8	1 567.3
Community and personal service workers	96.2	268.6	345.8	150.0	860.6
Clerical and administrative workers	84.1	445.6	732.3	309.1	1 571.0
Sales workers	99.5	295.6	382.2	124.8	902.1
Machinery operators and drivers	198.6	285.7	202.3	*41.2	727.9
Labourers	286.2	409.1	310.8	75.7	1 081.7
<i>Total employed(b)</i>	<i>1 201.7</i>	<i>2 996.2</i>	<i>4 317.5</i>	<i>2 091.5</i>	<i>10 606.9</i>
DOCUMENT LITERACY SCALE					
Occupation					
Managers	128.3	322.5	661.5	451.9	1 564.2
Professionals	73.5	342.6	991.1	869.1	2 276.3
Technicians and trades workers	227.3	532.9	581.0	226.1	1 567.3
Community and personal service workers	116.4	284.9	312.3	147.1	860.6
Clerical and administrative workers	96.1	438.7	715.9	320.3	1 571.0
Sales workers	104.8	277.3	368.6	151.4	902.1
Machinery operators and drivers	199.1	272.4	205.4	*51.0	727.9
Labourers	280.1	379.9	332.6	89.2	1 081.7
<i>Total employed(b)</i>	<i>1 230.2</i>	<i>2 865.2</i>	<i>4 189.1</i>	<i>2 322.4</i>	<i>10 606.9</i>
NUMERACY SCALE					
Occupation					
Managers	139.5	370.4	606.5	447.8	1 564.2
Professionals	118.2	405.9	903.3	848.8	2 276.3
Technicians and trades workers	262.1	527.1	570.0	208.1	1 567.3
Community and personal service workers	180.3	321.1	252.6	106.7	860.6
Clerical and administrative workers	179.7	536.1	604.3	250.9	1 571.0
Sales workers	152.8	307.2	326.5	*115.6	902.1
Machinery operators and drivers	227.3	269.8	178.6	*52.1	727.9
Labourers	330.1	362.4	300.0	*89.2	1 081.7
<i>Total employed(b)</i>	<i>1 596.8</i>	<i>3 115.2</i>	<i>3 758.2</i>	<i>2 136.8</i>	<i>10 606.9</i>

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Occupation coded to the 2006 Australian and New Zealand Standard Classification of Occupation.

(b) Includes persons where occupation could not be determined.

## SKILL LEVEL

Level 1	Level 2	Level 3	Level 4/5	Total
'000	'000	'000	'000	'000

## PROBLEM SOLVING SCALE

Occupation	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
Managers	265.7	540.6	603.1	154.8	1 564.2
Professionals	249.8	745.1	988.5	292.9	2 276.3
Technicians and trades workers	591.1	611.8	324.8	*39.5	1 567.3
Community and personal service workers	271.8	350.5	193.1	*45.3	860.6
Clerical and administrative workers	324.3	653.9	486.9	105.9	1 571.0
Sales workers	256.2	372.9	231.7	*41.3	902.1
Machinery operators and drivers	405.3	232.6	*78.5	**11.4	727.9
Labourers	526.4	364.6	163.1	*27.7	1 081.7
<i>Total employed(b)</i>	2 903.0	3 892.1	3 086.4	725.5	10 606.9

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(b) Includes persons where occupation could not be determined.

## SKILL LEVEL OF EMPLOYED PERSONS, Industry of main job(a)

## SKILL LEVEL

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
HEALTH LITERACY SCALE					
Industry					
Agriculture, forestry and fishing	55.3	150.8	138.8	*14.9	359.8
Mining	*19.4	75.1	72.9	*11.3	178.7
Manufacturing	205.0	481.5	340.0	*47.3	1 073.9
Electricity, gas, water and waste services	*28.5	*45.2	*36.7	**2.4	112.8
Construction	171.3	405.6	269.5	*38.8	885.2
Wholesale trade	56.5	159.8	177.3	**25.9	419.5
Retail trade	208.7	565.8	410.1	*54.5	1 239.1
Accommodation and food services	131.1	290.6	232.6	**20.5	674.9
Transport, postal and warehousing	123.8	228.1	129.0	*15.8	496.8
Information, media and telecommunications	*17.3	70.0	96.7	**17.6	201.6
Financial and insurance services	**20.3	143.2	249.9	*69.7	483.0
Rental, hiring and real estate services	*15.2	84.6	81.4	**13.3	194.5
Professional, scientific and technical services	*22.8	210.9	409.4	89.5	732.7
Administrative and support services	63.3	167.6	93.6	**15.9	340.4
Public administration and safety	*43.5	238.9	344.2	*71.7	698.2
Education and training	*33.0	189.3	436.9	124.2	783.4
Health care and social assistance	120.7	388.7	484.5	106.2	1 100.1
Arts and recreation services	**26.1	*59.4	*92.6	**17.7	195.7
Other services	85.8	202.5	128.5	*13.9	430.6
Total employed(b)	1 450.2	4 158.8	4 225.8	772.2	10 606.9

## PROSE LITERACY SCALE

Industry					
Agriculture, forestry and fishing	50.1	121.4	139.3	*49.0	359.8
Mining	*15.8	*53.6	80.5	*28.8	178.7
Manufacturing	192.7	357.1	397.3	126.8	1 073.9
Electricity, gas, water and waste services	*19.2	*39.4	*35.6	*18.5	112.8
Construction	154.9	338.9	315.6	75.8	885.2
Wholesale trade	*46.4	127.2	168.4	77.5	419.5
Retail trade	166.7	438.6	473.2	160.6	1 239.1
Accommodation and food services	107.5	220.3	256.2	*90.9	674.9
Transport, postal and warehousing	99.9	170.7	175.1	*51.0	496.8
Information, media and telecommunications	**12.5	51.6	89.2	*48.4	201.6
Financial and insurance services	**14.1	90.5	230.6	147.7	483.0
Rental, hiring and real estate services	*14.3	53.1	89.7	*37.4	194.5
Professional, scientific and technical services	*21.2	110.6	350.3	250.7	732.7
Administrative and support services	*57.1	106.8	131.3	*45.1	340.4
Public administration and safety	*31.2	135.4	316.2	215.4	698.2
Education and training	*24.7	100.1	361.5	297.1	783.4
Health care and social assistance	94.6	257.6	462.8	285.1	1 100.1
Arts and recreation services	**11.8	*61.4	85.3	*37.2	195.7
Other services	*63.7	161.5	158.5	46.8	430.6
Total employed(b)	1 201.7	2 996.2	4 317.5	2 091.5	10 606.9

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(b) Includes persons where sector of employment could not be determined.

SKILL LEVEL OF EMPLOYED PERSONS, Industry of main job(a) *continued*

## SKILL LEVEL

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000

## DOCUMENT LITERACY SCALE

Industry	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
Agriculture, forestry and fishing	56.9	117.1	134.2	*51.7	359.8
Mining	**12.1	*49.6	79.5	*37.5	178.7
Manufacturing	183.7	305.1	416.5	168.7	1 073.9
Electricity, gas, water and waste services	*24.6	*30.8	*33.3	*24.1	112.8
Construction	142.1	321.5	313.9	107.7	885.2
Wholesale trade	*44.3	117.9	173.0	84.3	419.5
Retail trade	165.3	403.3	484.5	186.0	1 239.1
Accommodation and food services	111.5	194.5	253.0	115.9	674.9
Transport, postal and warehousing	109.2	164.8	167.1	*55.7	496.8
Information, media and telecommunications	**15.4	45.4	83.5	57.3	201.6
Financial and insurance services	*11.5	90.0	209.4	172.1	483.0
Rental, hiring and real estate services	*11.4	54.4	83.1	*45.6	194.5
Professional, scientific and technical services	*20.2	103.0	318.2	291.3	732.7
Administrative and support services	58.1	113.6	124.0	*44.6	340.4
Public administration and safety	*35.9	146.3	292.2	223.7	698.2
Education and training	*27.8	102.9	360.2	292.6	783.4
Health care and social assistance	122.8	277.9	439.2	260.3	1 100.1
Arts and recreation services	*14.0	*68.7	*68.5	*44.5	195.7
Other services	60.3	157.8	155.3	57.2	430.6
<i>Total employed(b)</i>	<i>1 230.2</i>	<i>2 865.2</i>	<i>4 189.1</i>	<i>2 322.4</i>	<i>10 606.9</i>

## NUMERACY SCALE

Industry	Level 1	Level 2	Level 3	Level 4/5	Total
Agriculture, forestry and fishing	*65.7	118.5	127.5	*48.1	359.8
Mining	*21.8	72.6	*56.2	*28.1	178.7
Manufacturing	236.4	325.9	338.1	173.5	1 073.9
Electricity, gas, water and waste services	*28.2	*25.2	*35.2	*24.1	112.8
Construction	140.3	290.6	323.4	130.9	885.2
Wholesale trade	*59.0	117.5	162.7	80.3	419.5
Retail trade	218.6	424.6	434.9	161.0	1 239.1
Accommodation and food services	147.0	211.8	231.7	*84.3	674.9
Transport, postal and warehousing	111.1	169.8	153.1	*62.7	496.8
Information, media and telecommunications	*22.4	49.2	71.7	58.3	201.6
Financial and insurance services	*27.9	119.9	177.0	158.3	483.0
Rental, hiring and real estate services	*20.2	*65.8	70.1	*38.4	194.5
Professional, scientific and technical services	*33.8	126.0	308.7	264.2	732.7
Administrative and support services	67.7	119.6	112.3	40.7	340.4
Public administration and safety	49.2	162.6	273.5	212.8	698.2
Education and training	*47.6	145.9	323.7	266.3	783.4
Health care and social assistance	187.8	354.1	341.0	217.2	1 100.1
Arts and recreation services	*22.2	*61.6	77.3	*34.6	195.7
Other services	86.5	153.9	139.6	50.6	430.6
<i>Total employed(b)</i>	<i>1 596.8</i>	<i>3 115.2</i>	<i>3 758.2</i>	<i>2 136.8</i>	<i>10 606.9</i>

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(a) Industry coded to the 2006 Australian and New Zealand Standard Industrial Classification (ANZSIC).

(b) Includes persons where sector of employment could not be determined.

SKILL LEVEL OF EMPLOYED PERSONS, Industry of main job(a) *continued*

## SKILL LEVEL

Level 1	Level 2	Level 3	Level 4/5	Total
'000	'000	'000	'000	'000

## PROBLEM SOLVING SCALE

Industry	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
Agriculture, forestry and fishing	147.5	139.1	68.1	**5.1	359.8
Mining	*49.3	83.7	*39.1	**6.6	178.7
Manufacturing	401.5	394.1	235.2	*43.1	1 073.9
Electricity, gas, water and waste services	*45.8	*36.1	*24.3	**6.5	112.8
Construction	342.0	342.6	177.9	*22.7	885.2
Wholesale trade	99.2	151.2	140.7	*28.3	419.5
Retail trade	387.4	474.6	308.3	68.7	1 239.1
Accommodation and food services	220.4	260.1	169.6	*24.8	674.9
Transport, postal and warehousing	219.0	184.6	82.0	**11.2	496.8
Information, media and telecommunications	*40.1	70.2	*73.1	*18.3	201.6
Financial and insurance services	*64.3	164.5	203.2	*51.0	483.0
Rental, hiring and real estate services	37.8	78.9	*63.9	*14.0	194.5
Professional, scientific and technical services	72.2	245.5	320.8	94.2	732.7
Administrative and support services	122.8	125.2	82.7	**9.7	340.4
Public administration and safety	102.1	258.3	252.4	85.4	698.2
Education and training	73.2	242.9	349.9	117.4	783.4
Health care and social assistance	273.0	397.9	341.7	87.5	1 100.1
Arts and recreation services	*47.6	*72.0	*62.8	*13.3	195.7
Other services	154.7	170.1	89.6	*16.3	430.6
<i>Total employed(b)</i>	2 903.0	3 892.1	3 086.4	725.5	10 606.9

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Industry coded to the 2006 Australian and New Zealand Standard Industrial Classification (ANZSIC).

(b) Includes persons where sector of employment could not be determined.



## HEALTH LITERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
.....					
How often reads letters, memos or emails					
At least once a week	709.1	2 921.6	3 532.3	700.8	7 863.7
Less than once a week	*65.2	192.5	102.9	*18.6	379.2
Rarely	150.9	416.6	265.9	*25.8	859.2
Never	466.1	519.9	247.0	**14.5	1 247.4
How often reads or uses reports, articles, magazines or journals					
At least once a week	525.5	2 306.3	2 926.7	567.6	6 326.1
Less than once a week	135.4	409.7	457.5	99.3	1 101.9
Rarely	181.0	611.5	404.2	*56.7	1 253.4
Never	549.3	723.0	359.8	*36.0	1 668.1
How often reads or uses manuals or reference books including catalogues					
At least once a week	502.7	2 287.6	2 760.9	532.1	6 083.4
Less than once a week	146.7	590.9	682.3	141.9	1 561.8
Rarely	257.0	620.7	457.6	*67.2	1 402.5
Never	484.7	551.4	247.3	*18.4	1 301.8
How often reads directions or instructions					
At least once a week	764.6	2 751.5	2 970.5	555.4	7 041.9
Less than once a week	163.9	454.2	576.4	118.7	1 313.2
Rarely	172.5	492.2	426.5	*66.4	1 157.7
Never	290.2	352.6	174.7	*19.1	836.7
How often writes or fills in letters, memos or emails					
At least once a week	522.8	2 377.2	3 081.3	642.5	6 623.8
Less than once a week	85.9	288.5	286.9	*46.7	708.0
Rarely	170.1	504.4	382.5	*38.6	1 095.6
Never	612.4	880.5	397.4	*31.7	1 922.1
How often writes or fills in reports, articles, magazines or journals					
At least once a week	334.5	1 505.0	1 942.4	380.1	4 162.0
Less than once a week	117.0	578.0	706.0	160.5	1 561.6
Rarely	200.7	689.2	773.1	142.7	1 805.7
Never	739.0	1 278.3	726.7	76.4	2 820.3
<i>Total(b)</i>	1 450.2	4 158.8	4 225.8	772.2	10 606.9

\* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) In main job in the last 12 months.

(b) Includes not stated.

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

	HEALTH LITERACY SCALE				
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
Country of birth of mother or female guardian					
Oceania and Antarctica	1 527.2	3 864.9	3 504.8	603.1	9 500.0
North-West Europe	305.9	891.5	827.4	134.7	2 159.5
Southern and Eastern Europe	444.1	493.0	296.0	*54.7	1 287.9
North Africa and the Middle East	147.9	127.8	*75.0	**11.2	361.9
South-East Asia	195.6	204.8	145.4	*24.2	570.0
North-East Asia	153.6	149.2	109.6	**9.2	421.5
Southern and Central Asia	81.5	157.3	132.5	**17.5	388.8
Americas	*20.5	77.8	74.1	**9.6	182.0
Sub-Saharan Africa	*33.3	75.7	76.0	**11.1	196.1
Level of highest educational attainment of mother or female guardian(a)					
Postgraduate degree Level	**0.6	*34.1	73.6	*25.1	133.5
Graduate Diploma/Graduate Certificate	**2.6	*31.5	*47.0	*16.8	97.9
Bachelor Degree	*58.4	323.3	484.6	132.2	998.5
Advanced Diploma	*37.0	94.2	218.4	*47.4	396.9
Certificate III/IV	**7.1	*29.1	*25.2	**3.5	64.8
Certificate I/II	—	**10.9	*11.1	**0.6	*22.6
Certificate not further defined	**6.6	*39.1	*56.5	**14.8	116.9
Year 12 or equivalent	240.0	761.2	795.1	132.9	1 929.2
Year 11 or equivalent	62.7	289.7	314.5	*44.9	711.9
Year 10 or equivalent	267.9	1 134.5	1 214.3	207.9	2 824.6
Year 9 or equivalent	154.4	491.3	446.6	*59.4	1 151.7
Year 8 or below	943.3	1 216.3	752.9	108.8	3 021.3
Occupation of mother or female guardian(b)(c)					
Managers	178.7	481.9	453.5	*67.5	1 181.7
Professionals	129.3	537.1	732.6	181.9	1 580.9
Technicians and trades workers	124.0	228.7	183.7	*20.8	557.2
Community and personal service workers	115.1	308.8	284.9	*50.1	758.8
Clerical and administrative workers	145.4	656.0	721.3	136.1	1 658.8
Sales workers	99.6	344.7	333.0	*43.3	820.7
Machinery operators and drivers	79.7	131.0	*64.9	**8.7	284.3
Labourers	389.1	660.8	444.8	58.8	1 553.5
Country of birth of father or male guardian					
Oceania and Antarctica	1 463.1	3 754.9	3 419.9	610.3	9 248.2
North-West Europe	326.9	920.5	862.0	135.8	2 245.3
Southern and Eastern Europe	466.2	567.2	353.0	*49.5	1 435.8
North Africa and the Middle East	148.6	114.6	*72.1	**9.6	344.8
South-East Asia	181.7	183.0	134.9	*25.2	524.8
North-East Asia	145.5	145.1	107.5	**8.9	407.0
Southern and Central Asia	89.1	168.8	127.2	**14.7	399.8
Americas	**16.3	79.1	69.8	**6.4	171.7
Sub-Saharan Africa	*32.5	75.9	*79.2	**13.5	201.0
Level of highest educational attainment of father or male guardian(a)					
Postgraduate degree Level	**7.7	84.3	141.7	*42.4	276.1
Graduate Diploma/Graduate Certificate	**8.9	*29.0	*47.5	**13.6	98.9
Bachelor Degree	84.3	361.3	611.9	134.5	1 192.0
Advanced Diploma	*31.7	89.0	161.0	*47.7	329.3
Certificate III/IV	*63.6	243.6	235.5	61.9	604.7
Certificate I/II	—	**0.9	**3.3	**4.1	**8.3
Certificate not further defined	**9.3	*42.6	48.8	**12.9	113.6
Year 12 or equivalent	254.3	708.1	713.0	121.7	1 797.1
Year 11 or equivalent	48.9	201.7	196.2	*33.3	480.1
Year 10 or equivalent	296.3	978.0	940.7	141.1	2 356.1
Year 9 or equivalent	161.4	460.9	449.8	*54.9	1 127.0
Year 8 or below	839.3	1 192.1	800.5	112.4	2 944.3

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

— nil or rounded to zero (including null cells)

(a) See Glossary for details on Level of highest educational attainment.

(b) Occupation coded to the 2006 Australian and New Zealand Standard Classification of Occupation.

(c) In main job.

HEALTH LITERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
Occupation of father or male guardian(a)(b)					
Managers	575.8	1 261.4	1 301.5	230.3	3 369.0
Professionals	159.9	587.7	918.6	212.7	1 878.9
Technicians and trades workers	564.7	1 292.5	1 002.0	163.0	3 022.2
Community and personal service workers	95.7	162.6	154.0	*23.3	435.6
Clerical and administrative workers	106.3	310.9	258.4	*51.8	727.4
Sales workers	*71.7	264.8	233.8	*36.3	606.6
Machinery operators and drivers	349.5	652.7	438.9	*48.0	1 489.0
Labourers	367.6	663.9	371.9	43.2	1 446.6

\* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) Occupation coded to the 2006 Australian and New Zealand Standard Classification of Occupation.  
 (b) In main job.

## LITERACY SCALE

<u>Health literacy scale</u>		<u>Prose literacy scale</u>		<u>Document literacy scale</u>	
'000	%	'000	%	'000	%

## LEVEL 1

Age group (years)						
15-24	87.9	20.3	*79.5	*18.3	*56.9	*13.1
25-34	127.2	21.0	110.2	18.2	107.5	17.8
35-44	183.7	29.8	170.2	27.6	172.6	28.0
45-54	242.3	42.0	231.6	40.2	242.5	42.1
55-64	208.4	53.2	191.3	48.8	197.7	50.5
65-74	207.7	67.8	210.5	68.8	219.7	71.8
Sex						
Males	481.3	33.5	451.2	31.4	426.0	29.6
Females	575.9	38.6	542.1	36.3	570.9	38.2
Birthplace and year of arrival						
Born in Australia	*102.3	*18.1	76.9	13.6	78.8	14.0
Born outside Australia						
Arrived under 5 years before the survey(a)	110.8	27.6	106.0	26.4	94.6	23.6
Arrived 5 to 9 years before the survey(a)	81.4	29.7	78.0	28.4	74.7	27.2
Arrived 10 years or more before the survey(a)	762.6	45.1	732.5	43.4	748.7	44.3
Self-perception of English reading skills for daily life(b)						
Excellent	123.6	11.2	*98.5	*8.9	102.9	9.3
Good	350.1	32.7	318.2	29.7	320.0	29.8
Moderate	260.2	63.7	252.4	61.8	250.9	61.4
Poor	322.7	93.3	323.7	93.5	322.9	93.3
Self-perception of English writing skills for daily life(b)						
Excellent	109.2	11.5	*83.8	*8.8	87.8	9.3
Good	257.5	25.7	230.0	22.9	230.1	22.9
Moderate	249.3	51.2	238.6	49.0	239.4	49.1
Poor	441.3	89.6	440.9	89.5	439.6	89.2
Labour force status						
Employed	470.8	25.9	430.6	23.7	413.9	22.7
Unemployed	*39.4	*32.0	*35.4	*28.8	*37.5	30.5
Not in the labour force	547.1	55.4	527.4	53.4	545.5	55.2
<i>Total persons whose first language was not English</i>	<i>1 057.2</i>	<i>36.1</i>	<i>993.4</i>	<i>33.9</i>	<i>996.8</i>	<i>34.0</i>

\* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) The categories are 2002 to 2006, 1997 to 2001 and before 1997.

(b) Excludes persons who had no opinion.

## LITERACY SCALE

<u>Health literacy scale</u>		<u>Prose literacy scale</u>		<u>Document literacy scale</u>	
'000	%	'000	%	'000	%

## LEVEL 2

Age group (years)						
15-24	202.0	46.5	143.8	33.1	132.8	30.6
25-34	278.8	46.1	219.8	36.3	172.5	28.5
35-44	244.8	39.7	196.4	31.9	188.2	30.5
45-54	188.8	32.8	147.3	25.6	141.2	24.5
55-64	116.4	29.7	111.8	28.5	116.2	29.7
65-74	88.1	28.8	70.4	23.0	65.3	21.3
Sex						
Males	553.2	38.5	437.7	30.5	376.5	26.2
Females	565.6	37.9	451.7	30.3	439.8	29.5
Birthplace and year of arrival						
Born in Australia	240.4	42.6	188.6	33.4	181.6	32.2
Born outside Australia						
Arrived under 5 years before the survey(a)	177.7	44.3	143.7	35.8	108.0	26.9
Arrived 5 to 9 years before the survey(a)	114.6	41.7	97.1	35.4	*76.1	27.7
Arrived 10 years or more before the survey(a)	586.1	34.7	460.0	27.2	450.5	26.7
Self-perception of English reading skills for daily life(b)						
Excellent	480.2	43.6	348.7	31.6	333.5	30.3
Good	486.9	45.4	414.5	38.7	367.3	34.3
Moderate	128.0	31.3	105.4	25.8	96.5	23.6
Poor	*23.4	*6.7	*20.5	*5.9	**18.1	**5.2
Self-perception of English writing skills for daily life(b)						
Excellent	391.9	41.4	281.2	29.7	272.4	28.8
Good	485.1	48.4	403.9	40.3	361.8	36.1
Moderate	191.7	39.4	162.5	33.4	142.7	29.3
Poor	*50.1	*10.2	*41.9	8.5	39.4	8.0
Labour force status						
Employed	755.5	41.5	587.9	32.3	537.1	29.5
Unemployed	*52.8	43.0	*43.3	*35.2	*40.0	32.6
Not in the labour force	310.5	31.4	258.3	26.2	239.2	24.2
<i>Total persons whose first language was not English</i>	<i>1 118.8</i>	<i>38.2</i>	<i>889.4</i>	<i>30.4</i>	<i>816.3</i>	<i>27.9</i>

\* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) The categories are 2002 to 2006, 1997 to 2001 and before 1997.

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(b) Excludes persons who had no opinion.

## LITERACY SCALE

Health literacy scale		Prose literacy scale		Document literacy scale	
'000	%	'000	%	'000	%

## LEVEL 3

Age group (years)						
15-24	131.1	30.2	147.8	34.1	164.0	37.8
25-34	178.0	29.4	204.5	33.8	232.3	38.4
35-44	161.2	26.2	182.3	29.6	179.7	29.2
45-54	126.9	22.0	141.9	24.6	128.5	22.3
55-64	*58.5	*14.9	70.1	17.9	57.9	14.8
65-74	**10.4	**3.4	*24.1	*7.9	*20.0	*6.5
Sex						
Males	352.9	24.6	401.1	27.9	429.1	29.9
Females	313.2	21.0	369.5	24.8	353.2	23.7
Birthplace and year of arrival						
Born in Australia	188.7	33.4	200.3	35.5	204.4	36.2
Born outside Australia						
Arrived under 5 years before the survey(a)	103.3	25.7	120.2	29.9	147.7	36.8
Arrived 5 to 9 years before the survey(a)	*71.9	*26.2	80.2	29.2	91.9	33.5
Arrived 10 years or more before the survey(a)	302.2	17.9	369.9	21.9	338.2	20.0
Self-perception of English reading skills for daily life(b)						
Excellent	430.8	39.1	432.0	39.2	420.0	38.1
Good	214.9	20.0	290.5	27.1	301.7	28.1
Moderate	*20.5	*5.0	*46.2	*11.3	*55.5	*13.6
Poor	—	—	**1.9	**0.6	**5.1	**1.5
Self-perception of English writing skills for daily life(b)						
Excellent	385.3	40.7	382.2	40.4	368.5	38.9
Good	233.6	23.3	296.9	29.6	305.0	30.4
Moderate	*45.9	*9.4	81.7	16.8	95.4	19.6
Poor	**1.4	**0.3	**9.9	**2.0	*13.3	*2.7
Labour force status						
Employed	517.5	28.4	578.8	31.8	600.0	33.0
Unemployed	*28.6	*23.3	*37.4	*30.4	*36.3	*29.6
Not in the labour force	120.0	12.1	154.4	15.6	145.8	14.8
<i>Total persons whose first language was not English</i>	666.2	22.7	770.7	26.3	782.2	26.7

\* estimate has a relative standard error of 25% to 50% and should be used with caution

— nil or rounded to zero (including null cells)

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) The categories are 2002 to 2006, 1997 to 2001 and before 1997.

(b) Excludes persons who had no opinion.

## LITERACY SCALE

	<u>Health literacy scale</u>		<u>Prose literacy scale</u>		<u>Document literacy scale</u>	
	'000	%	'000	%	'000	%

## LEVEL 4/5

Age group (years)						
15-24	**13.0	*3.0	*62.9	*14.5	*80.3	18.5
25-34	**21.2	*3.5	*70.7	*11.7	*93.0	*15.4
35-44	*26.4	*4.3	67.2	10.9	75.7	12.3
45-54	*18.6	*3.2	*55.7	*9.7	*64.4	11.2
55-64	**8.6	**2.2	*18.8	*4.8	**20.0	**5.1
65-74	—	—	**1.2	*0.4	**1.2	*0.4
Sex						
Males	*49.4	*3.4	146.8	10.2	205.4	14.3
Females	*38.4	*2.6	129.7	8.7	129.3	8.7
Birthplace and year of arrival						
Born in Australia	*33.2	*5.9	98.7	17.5	99.7	17.7
Born outside Australia						
Arrived under 5 years before the survey(a)	**9.5	**2.4	*31.5	*7.8	*51.1	*12.7
Arrived 5 to 9 years before the survey(a)	**6.6	**2.4	*19.2	*7.0	*31.7	*11.6
Arrived 10 years or more before the survey(a)	*38.6	*2.3	127.1	7.5	152.2	9.0
Self-perception of English reading skills for daily life(b)						
Excellent	67.6	6.1	223.0	20.2	245.8	22.3
Good	*20.2	*1.9	*48.8	*4.6	*83.1	*7.7
Moderate	—	—	**4.7	**1.1	**5.8	*1.4
Poor	—	—	—	—	—	—
Self-perception of English writing skills for daily life(b)						
Excellent	*60.5	*6.4	199.7	21.1	218.2	23.0
Good	*27.1	*2.7	72.5	7.2	106.4	10.6
Moderate	**0.2	—	**4.3	*0.9	**9.6	*2.0
Poor	—	—	—	—	**0.4	*0.1
Labour force status						
Employed	75.5	4.2	222.1	12.2	268.4	14.7
Unemployed	**2.1	*1.7	**6.8	*5.5	**9.0	*7.4
Not in the labour force	**10.2	*1.0	*47.7	*4.8	*57.3	*5.8
<i>Total persons whose first language was not English</i>	87.8	3.0	276.5	9.4	334.7	11.4

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— nil or rounded to zero (including null cells)

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) The categories are 2002 to 2006, 1997 to 2001 and before 1997.

(b) Excludes persons who had no opinion.

	LITERACY SCALE					
	Health literacy scale		Prose literacy scale		Document literacy scale	
	'000	%	'000	%	'000	%
TOTAL						
Age group (years)						
15-24	433.9	100.0	433.9	100.0	433.9	100.0
25-34	605.2	100.0	605.2	100.0	605.2	100.0
35-44	616.1	100.0	616.1	100.0	616.1	100.0
45-54	576.6	100.0	576.6	100.0	576.6	100.0
55-64	391.9	100.0	391.9	100.0	391.9	100.0
65-74	306.2	100.0	306.2	100.0	306.2	100.0
Sex						
Males	1 436.9	100.0	1 436.9	100.0	1 436.9	100.0
Females	1 493.1	100.0	1 493.1	100.0	1 493.1	100.0
Birthplace and year of arrival						
Born in Australia	564.6	100.0	564.6	100.0	564.6	100.0
Born outside Australia						
Arrived under 5 years before the survey(a)	401.3	100.0	401.3	100.0	401.3	100.0
Arrived 5 to 9 years before the survey(a)	274.5	100.0	274.5	100.0	274.5	100.0
Arrived 10 years or more before the survey(a)	1 689.5	100.0	1 689.5	100.0	1 689.5	100.0
Self-perception of English reading skills for daily life(b)						
Excellent	1 102.2	100.0	1 102.2	100.0	1 102.2	100.0
Good	1 072.1	100.0	1 072.1	100.0	1 072.1	100.0
Moderate	408.7	100.0	408.7	100.0	408.7	100.0
Poor	346.1	100.0	346.1	100.0	346.1	100.0
Self-perception of English writing skills for daily life(b)						
Excellent	946.9	100.0	946.9	100.0	946.9	100.0
Good	1 003.3	100.0	1 003.3	100.0	1 003.3	100.0
Moderate	487.1	100.0	487.1	100.0	487.1	100.0
Poor	492.7	100.0	492.7	100.0	492.7	100.0
Labour force status						
Employed	1 819.3	100.0	1 819.3	100.0	1 819.3	100.0
Unemployed	122.9	100.0	122.9	100.0	122.9	100.0
Not in the labour force	987.8	100.0	987.8	100.0	987.8	100.0
<i>Total persons whose first language was not English</i>	<i>2 930.0</i>	<i>100.0</i>	<i>2 930.0</i>	<i>100.0</i>	<i>2 930.0</i>	<i>100.0</i>

(a) The categories are 2002 to 2006, 1997 to 2001 and before 1997.

(b) Excludes persons who had no opinion.



## SKILL LEVEL

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000

## HEALTH LITERACY SCALE

Self-assessed health status					
Excellent	414.0	1 240.2	1 374.2	250.8	3 279.3
Very good	697.0	1 973.2	1 955.4	377.5	5 003.1
Good	964.9	1 893.7	1 393.2	189.3	4 441.0
Fair	579.8	709.9	393.9	*45.8	1 729.3
Poor	267.5	240.2	132.2	*12.8	652.7

## PROSE LITERACY SCALE

Self-assessed health status					
Excellent	354.3	834.1	1 426.1	664.8	3 279.3
Very good	550.4	1 440.9	2 019.2	992.6	5 003.1
Good	844.9	1 437.6	1 566.6	591.9	4 441.0
Fair	519.1	591.3	465.9	153.0	1 729.3
Poor	246.6	183.6	171.4	*51.2	652.7

## DOCUMENT LITERACY SCALE

Self-assessed health status					
Excellent	373.1	841.8	1 345.6	718.7	3 279.3
Very good	590.9	1 386.1	1 926.0	1 100.0	5 003.1
Good	904.8	1 387.2	1 506.4	642.7	4 441.0
Fair	571.2	562.3	434.2	161.6	1 729.3
Poor	277.8	171.6	149.7	*53.6	652.7

## NUMERACY SCALE

Self-assessed health status					
Excellent	495.3	947.9	1 202.5	633.6	3 279.3
Very good	810.8	1 444.6	1 712.3	1 035.4	5 003.1
Good	1 128.0	1 439.6	1 298.8	574.7	4 441.0
Fair	593.3	592.9	396.4	146.7	1 729.3
Poor	293.7	189.5	122.2	47.3	652.7

## PROBLEM SOLVING SCALE

Self-assessed health status					
Excellent	862.4	1 212.8	994.0	210.0	3 279.3
Very good	1 326.1	1 826.3	1 461.7	389.1	5 003.1
Good	1 746.5	1 590.8	937.2	166.4	4 441.0
Fair	950.6	503.6	236.6	*38.6	1 729.3
Poor	391.8	180.4	*73.2	**7.3	652.7

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

	HEALTH LITERACY SCALE				
	Level 1	Level 2	Level 3	Level 4/5	Total
NUMBER ('000)					
Self-assessed health status					
Excellent	414.0	1 240.2	1 374.2	250.8	3 279.3
Very good	697.0	1 973.2	1 955.4	377.5	5 003.1
Good	964.9	1 893.7	1 393.2	189.3	4 441.0
Fair	579.8	709.9	393.9	*45.8	1 729.3
Poor	267.5	240.2	132.2	*12.8	652.7
Whether health limits moderate activities					
Limits a lot	370.4	365.2	180.8	*11.6	928.0
Limits a little	527.8	626.6	399.1	53.6	1 607.1
Does not limit at all	2 024.9	5 065.4	4 669.1	810.9	12 570.3
Whether health limits climbing several flights of stairs					
Limits a lot	419.3	407.0	190.1	*12.9	1 029.3
Limits a little	563.5	805.1	521.3	*59.3	1 949.1
Does not limit at all	1 940.3	4 845.1	4 537.6	804.0	12 127.0
Whether accomplished less because of physical health(a)(b)					
Accomplished less	867.0	1 274.1	993.3	138.6	3 272.9
Did not accomplish less	2 056.2	4 783.1	4 255.7	737.5	11 832.5
Whether limited because of emotional problems(a)(b)					
Limited	880.8	1 233.6	861.5	117.7	3 093.6
Not limited	2 042.3	4 823.6	4 387.5	758.4	12 011.8
Whether accomplished less because of emotional problems(a)(b)					
Accomplished less	731.5	1 056.3	761.7	98.8	2 648.4
Did not accomplish less	2 191.6	5 000.9	4 487.3	777.3	12 457.1
Whether did not perform as carefully because of emotional problems(a)(b)					
Did not perform as carefully	549.0	734.4	580.6	78.1	1 942.1
Performed as carefully	2 374.1	5 322.7	4 668.4	798.0	13 163.4
Degree pain interfered with normal work(a)					
Not at all	1 515.8	3 772.1	3 415.5	614.8	9 318.2
A little bit	620.0	1 158.0	1 111.8	184.0	3 073.7
Moderately	305.4	533.4	379.8	*47.2	1 265.9
Quite a bit	357.7	433.9	251.4	*19.6	1 062.5
Extremely	124.3	159.9	90.5	**10.5	385.1
How often felt calm and peaceful(a)					
All of the time	516.2	667.0	296.6	**18.4	1 498.2
Most of the time	1 242.8	2 931.2	2 744.8	470.9	7 389.8
A good bit of the time	333.6	1 051.8	1 103.5	194.2	2 683.1
Some of the time	463.2	928.7	791.3	135.9	2 319.0
A little of the time	267.4	376.4	267.8	*54.9	966.5
None of the time	99.9	102.2	45.0	**1.8	248.9
How often had a lot of energy(a)					
All of the time	340.1	553.7	330.2	*40.1	1 264.0
Most of the time	1 064.6	2 560.8	2 223.8	383.0	6 232.3
A good bit of the time	398.3	1 205.8	1 334.4	255.6	3 194.2
Some of the time	585.4	1 081.7	943.5	140.6	2 751.2
A little of the time	362.9	512.5	331.3	*45.6	1 252.3
None of the time	171.9	142.6	85.8	**11.2	411.5

\* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) In the four completed weeks prior to the survey.

(b) Relates to work or other daily activities.

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

HEALTH LITERACY SCALE

Level 1    Level 2    Level 3    Level 4/5    Total

NUMBER ('000) *cont.*

How often felt down(a)					
All of the time	91.5	*57.2	**10.3	—	159.0
Most of the time	188.9	201.9	114.2	**9.8	514.8
A good bit of the time	192.5	308.2	183.0	*31.0	714.7
Some of the time	676.4	1 232.6	931.3	125.8	2 966.0
A little of the time	850.2	2 393.9	2 367.5	438.7	6 050.3
None of the time	923.6	1 863.3	1 642.8	270.9	4 700.6
How often physical health or emotional problems interfered with social activities(a)					
All of the time	104.3	119.8	*47.3	**3.3	274.7
Most of the time	249.8	276.1	158.1	**14.9	698.8
Some of the time	447.2	651.8	417.5	63.8	1 580.3
A little of the time	306.9	850.0	851.5	*110.3	2 118.7
None of the time	1 815.1	4 159.5	3 774.6	683.8	10 432.9
<b>Total</b>	<b>2 923.1</b>	<b>6 057.2</b>	<b>5 249.0</b>	<b>876.1</b>	<b>15 105.4</b>

MEAN COMPOSITE SCORE (b)

Physical health composite score	46.6	50.0	51.5	52.8	50.0
Mental health composite score	49.8	51.4	51.9	52.3	51.3

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— nil or rounded to zero (including null cells)

(a) In the four completed weeks prior to the survey.

(b) These scores incorporate the 12 self-assessed physical and mental health items into a single measure. For more information, see glossary item for SF-12 Health Survey.

## SKILL LEVEL

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000

## HEALTH LITERACY SCALE

## Self-assessed English reading skills

## Males

Excellent	266.0	1 233.9	1 671.9	355.7	3 527.5
Good	565.2	1 293.1	777.3	*82.4	2 718.0
Moderate	393.9	448.6	109.3	**5.9	957.6
Poor	255.7	67.7	**5.9	**0.8	330.1
Total(a)	1 486.2	3 043.7	2 565.4	445.1	7 540.4

## Females

Excellent	337.4	1 713.3	2 053.6	358.6	4 463.0
Good	548.9	1 031.0	571.7	67.9	2 219.6
Moderate	297.4	236.4	54.6	**4.2	592.7
Poor	252.0	*32.4	**2.2	—	286.6
Total(a)	1 436.9	3 013.5	2 683.6	431.0	7 565.0

## Persons

Excellent	603.4	2 947.2	3 725.5	714.3	7 990.5
Good	1 114.1	2 324.2	1 349.0	150.3	4 937.6
Moderate	691.3	685.0	163.9	**10.1	1 550.3
Poor	507.6	100.1	**8.1	**0.8	616.7
Total(a)	2 923.1	6 057.2	5 249.0	876.1	15 105.4

## Self-assessed English writing skills

## Males

Excellent	184.7	935.9	1 384.0	302.7	2 807.3
Good	466.6	1 342.6	945.2	*127.5	2 881.9
Moderate	469.4	585.5	199.8	**13.4	1 268.2
Poor	360.1	179.2	*36.4	**1.5	577.2
Total(a)	1 486.2	3 043.7	2 565.4	445.1	7 540.4

## Females

Excellent	249.6	1 372.4	1 748.5	321.4	3 691.9
Good	541.1	1 247.9	826.5	101.8	2 717.3
Moderate	311.6	331.0	100.8	**7.2	750.5
Poor	333.4	*62.1	*6.7	**0.3	402.6
Total(a)	1 436.9	3 013.5	2 683.6	431.0	7 565.0

## Persons

Excellent	434.3	2 308.3	3 132.4	624.1	6 499.2
Good	1 007.7	2 590.5	1 771.7	229.3	5 599.2
Moderate	781.0	916.5	300.6	**20.6	2 018.7
Poor	693.6	241.3	*43.1	**1.8	979.8
Total(a)	2 923.1	6 057.2	5 249.0	876.1	15 105.4

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(a) Includes persons who had no opinion.

## SKILL LEVEL

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000

## PROSE LITERACY SCALE

## Self-assessed English reading skills

## Males

Excellent	209.4	817.7	1 595.3	905.1	3 527.5
Good	465.0	1 044.4	988.0	220.6	2 718.0
Moderate	376.9	414.9	149.4	*16.5	957.6
Poor	260.3	56.8	*12.8	**0.2	330.1
Total(a)	1 316.6	2 334.1	2 746.2	1 143.4	7 540.4

## Females

Excellent	244.9	1 081.2	2 054.2	1 082.7	4 463.0
Good	429.3	844.2	737.6	208.5	2 219.6
Moderate	274.2	196.5	104.6	*17.4	592.7
Poor	249.0	*31.5	**6.1	—	286.6
Total(a)	1 198.6	2 153.4	2 903.0	1 310.0	7 565.0

## Persons

Excellent	454.3	1 898.9	3 649.5	1 987.7	7 990.5
Good	894.2	1 888.6	1 725.6	429.1	4 937.6
Moderate	651.1	611.3	254.0	*33.8	1 550.3
Poor	509.3	88.3	*18.9	**0.2	616.7
Total(a)	2 515.3	4 487.6	5 649.2	2 453.4	15 105.4

## Self-assessed English writing skills

## Males

Excellent	142.3	601.7	1 307.0	756.3	2 807.3
Good	379.7	1 041.1	1 115.8	345.3	2 881.9
Moderate	433.7	528.1	270.8	*35.5	1 268.2
Poor	355.5	163.1	*52.3	**6.3	577.2
Total(a)	1 316.6	2 334.1	2 746.2	1 143.4	7 540.4

## Females

Excellent	179.5	823.2	1 737.8	951.4	3 691.9
Good	402.6	1 002.4	984.5	327.9	2 717.3
Moderate	277.9	276.4	167.3	*28.9	750.5
Poor	337.5	51.5	*13.2	**0.5	402.6
Total(a)	1 198.6	2 153.4	2 903.0	1 310.0	7 565.0

## Persons

Excellent	321.8	1 424.9	3 044.8	1 707.7	6 499.2
Good	782.2	2 043.4	2 100.3	673.3	5 599.2
Moderate	711.7	804.5	438.1	*64.4	2 018.7
Poor	693.0	214.6	65.5	**6.8	979.8
Total(a)	2 515.3	4 487.6	5 649.2	2 453.4	15 105.4

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(a) Includes persons who had no opinion.

	SKILL LEVEL				
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
DOCUMENT LITERACY SCALE					
Self-assessed English reading skills					
Males					
Excellent	211.4	757.4	1 464.5	1 094.1	3 527.5
Good	463.7	914.7	1 013.9	325.8	2 718.0
Moderate	357.1	369.5	198.7	*32.3	957.6
Poor	253.1	*57.1	*19.0	**0.9	330.1
Total(a)	1 290.1	2 099.8	2 696.4	1 454.2	7 540.4
Females					
Excellent	359.4	1 213.2	1 888.3	1 002.0	4 463.0
Good	520.0	812.4	679.4	207.8	2 219.6
Moderate	297.8	193.7	88.5	*12.6	592.7
Poor	249.3	*29.9	*7.4	—	286.6
Total(a)	1 427.7	2 249.3	2 665.5	1 222.5	7 565.0
Persons					
Excellent	570.8	1 970.6	3 352.8	2 096.2	7 990.5
Good	983.6	1 727.1	1 693.3	533.6	4 937.6
Moderate	655.0	563.2	287.2	*45.0	1 550.3
Poor	502.4	87.0	*26.3	**1.0	616.7
Total(a)	2 717.8	4 349.1	5 361.9	2 676.7	15 105.4
Self-assessed English writing skills					
Males					
Excellent	139.0	555.1	1 208.7	904.5	2 807.3
Good	383.8	916.2	1 106.3	475.5	2 881.9
Moderate	413.2	472.2	317.3	*65.4	1 268.2
Poor	349.0	155.5	*64.0	**8.7	577.2
Total(a)	1 290.1	2 099.8	2 696.4	1 454.2	7 540.4
Females					
Excellent	262.7	943.9	1 595.2	890.1	3 691.9
Good	509.1	1 001.9	900.5	305.9	2 717.3
Moderate	312.1	258.5	155.5	**24.5	750.5
Poor	342.6	*45.1	*12.9	**2.0	402.6
Total(a)	1 427.7	2 249.3	2 665.5	1 222.5	7 565.0
Persons					
Excellent	401.7	1 499.0	2 803.9	1 794.6	6 499.2
Good	892.9	1 918.1	2 006.8	781.4	5 599.2
Moderate	725.3	730.7	472.8	*89.9	2 018.7
Poor	691.6	200.6	76.9	*10.7	979.8
Total(a)	2 717.8	4 349.1	5 361.9	2 676.7	15 105.4

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(a) Includes persons who had no opinion.

HEALTH LITERACY SCALE					
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
MALES					
Good with numbers and calculations					
Strongly agree	342.5	1 147.3	1 441.5	316.9	3 248.2
Agree	834.0	1 599.8	994.5	112.2	3 540.5
Disagree	265.4	275.2	124.0	**15.7	680.3
Strongly disagree	44.3	*21.5	**5.4	**0.3	71.4
Enjoyed learning maths at school(a)					
Strongly agree	191.2	537.5	666.6	157.2	1 552.6
Agree	636.6	1 394.3	1 151.0	196.3	3 378.2
Disagree	403.7	835.7	576.9	*76.3	1 892.6
Strongly disagree	141.6	238.1	158.6	*14.5	552.9
Received good grades in maths(a)					
Strongly agree	177.7	470.4	652.2	170.0	1 470.2
Agree	617.7	1 568.3	1 310.3	206.8	3 703.0
Disagree	442.5	810.6	503.0	*57.2	1 813.4
Strongly disagree	117.7	142.3	86.0	**11.1	357.1
Usually understood maths at school(a)					
Strongly agree	153.5	449.6	600.6	136.7	1 340.4
Agree	840.5	1 911.9	1 512.4	256.6	4 521.4
Disagree	304.5	581.0	393.4	*44.1	1 323.0
Strongly disagree	74.9	57.2	*41.8	**7.0	180.8
Teachers taught maths too fast(a)					
Strongly agree	103.6	166.4	106.7	**14.7	391.4
Agree	464.0	907.1	573.4	67.5	2 012.0
Disagree	676.0	1 581.1	1 377.3	232.7	3 867.2
Strongly disagree	94.9	300.4	475.8	127.3	998.4
Feels anxious when working out amounts(b)					
Strongly agree	130.8	120.3	*55.5	**4.8	311.3
Agree	574.3	751.7	303.0	**21.8	1 650.9
Disagree	658.1	1 608.7	1 271.0	185.1	3 722.8
Strongly disagree	123.0	563.0	935.9	233.5	1 855.4

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(a) Excludes persons who had no opinion and those who did not attend school.

(b) For discounts, the GST or percentages.

	HEALTH LITERACY SCALE				
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
FEMALES					
Good with numbers and calculations					
Strongly agree	204.5	758.2	936.4	196.1	2 095.2
Agree	762.3	1 614.6	1 386.8	201.1	3 964.8
Disagree	391.0	570.5	329.6	30.7	1 321.9
Strongly disagree	79.0	70.1	*30.7	**3.2	183.0
Enjoyed learning maths at school(a)					
Strongly agree	145.6	420.4	509.9	108.3	1 184.2
Agree	506.7	1 169.8	1 086.4	193.7	2 956.6
Disagree	445.3	977.6	781.2	101.3	2 305.4
Strongly disagree	196.2	417.9	301.3	*27.3	942.7
Received good grades in maths(a)					
Strongly agree	107.0	372.0	562.6	131.3	1 172.8
Agree	585.6	1 471.8	1 418.9	235.7	3 712.0
Disagree	449.3	885.6	565.9	*57.9	1 958.7
Strongly disagree	142.3	233.7	127.4	**5.9	509.4
Usually understood maths at school(a)					
Strongly agree	110.3	329.6	447.7	97.2	984.8
Agree	798.5	1 748.2	1 580.1	263.2	4 390.0
Disagree	320.9	771.0	565.9	66.0	1 723.9
Strongly disagree	67.9	122.9	77.4	**4.5	272.7
Teachers taught maths too fast(a)					
Strongly agree	120.7	269.4	145.7	*16.1	551.9
Agree	454.7	905.9	662.5	78.3	2 101.4
Disagree	595.1	1 528.4	1 456.8	244.6	3 825.0
Strongly disagree	96.1	246.0	372.3	90.3	804.7
Feels anxious when working out amounts(b)					
Strongly agree	196.2	238.9	137.5	*17.0	589.6
Agree	652.8	970.9	526.7	46.0	2 196.4
Disagree	501.0	1 444.4	1 406.4	221.5	3 573.3
Strongly disagree	86.9	359.3	613.0	146.5	1 205.7

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(a) Excludes persons who had no opinion and those who did not attend school.

(b) For discounts, the GST or percentages.



HEALTH LITERACY SCALE					
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
PERSONS					
Good with numbers and calculations					
Strongly agree	547.0	1 905.5	2 377.9	513.0	5 343.4
Agree	1 596.4	3 214.4	2 381.3	313.3	7 505.3
Disagree	656.4	845.7	453.7	46.4	2 002.3
Strongly disagree	123.3	91.6	36.1	**3.4	254.4
Enjoyed learning maths at school(a)					
Strongly agree	336.8	958.0	1 176.5	265.5	2 736.7
Agree	1 143.3	2 564.0	2 237.4	390.0	6 334.8
Disagree	849.0	1 813.3	1 358.1	177.6	4 198.0
Strongly disagree	337.8	656.1	459.9	41.8	1 495.6
Received good grades in maths(a)					
Strongly agree	284.7	842.4	1 214.8	301.3	2 643.1
Agree	1 203.3	3 040.1	2 729.1	442.5	7 415.0
Disagree	891.9	1 696.2	1 068.9	115.2	3 772.1
Strongly disagree	260.0	376.0	213.4	*17.0	866.4
Usually understood maths at school(a)					
Strongly agree	263.8	779.2	1 048.2	233.9	2 325.2
Agree	1 639.1	3 660.1	3 092.5	519.8	8 911.4
Disagree	625.4	1 352.1	959.3	110.1	3 046.9
Strongly disagree	142.8	180.0	119.2	**11.5	453.5
Teachers taught maths too fast(a)					
Strongly agree	224.3	435.8	252.4	*30.8	943.4
Agree	918.7	1 813.0	1 235.8	145.9	4 113.4
Disagree	1 271.1	3 109.5	2 834.2	477.4	7 692.2
Strongly disagree	191.0	546.4	848.1	217.6	1 803.1
Feels anxious when working out amounts(b)					
Strongly agree	327.0	359.2	193.0	*21.7	900.9
Agree	1 227.1	1 722.6	829.7	67.8	3 847.2
Disagree	1 159.1	3 053.0	2 677.4	406.6	7 296.2
Strongly disagree	210.0	922.3	1 548.9	380.0	3 061.2

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) Excludes persons who had no opinion and those who did not attend school.

(b) For discounts, the GST or percentages.

## HEALTH LITERACY SCALE

	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
.....					
Whether needs help to read information in English(a)					
Needs help to read information in English	1 053.0	668.6	279.1	*28.2	2 029.0
Does not need help to read information	1 870.1	5 388.5	4 969.9	847.9	13 076.5
Whether needs help to read instructions in English(b)					
Needs help to read instructions in English	602.8	243.5	101.5	**8.8	956.5
Does not need help to read instructions	2 320.4	5 813.7	5 147.5	867.3	14 148.9
How often uses a library					
Weekly	216.6	810.9	1 004.8	190.0	2 222.3
Monthly	289.4	852.9	935.5	150.9	2 228.7
Several times during the year	208.8	791.7	915.4	186.3	2 102.2
Once or twice during the year	348.8	1 075.2	1 056.8	181.5	2 662.3
Never	1 859.5	2 526.4	1 336.5	167.4	5 889.9
Number of books in respondent's home(c)					
Less than 25	856.4	825.6	366.5	*35.0	2 083.4
25 to 100	1 115.0	2 248.4	1 379.3	146.7	4 889.5
Over 100	863.2	2 937.7	3 484.1	690.9	7 975.9
Reading is a favourite activity					
Strongly agree	417.4	1 545.5	1 978.3	384.9	4 326.1
Agree	844.1	1 980.3	1 805.6	298.6	4 928.6
Disagree	1 208.3	2 160.5	1 312.1	182.7	4 863.6
Strongly disagree	453.3	370.8	153.0	**10.0	987.1
Enjoys talking about what has read with other people					
Strongly agree	345.9	1 048.1	1 341.9	252.3	2 988.3
Agree	1 342.1	3 328.2	2 995.6	499.4	8 165.3
Disagree	944.8	1 456.3	826.7	113.4	3 341.1
Strongly disagree	290.3	224.6	*84.8	**11.0	610.7
Reads only when has to					
Strongly agree	451.4	388.3	149.8	**14.6	1 004.1
Agree	1 081.6	1 308.5	580.0	*63.6	3 033.7
Disagree	1 030.8	2 711.3	2 185.7	313.6	6 241.4
Strongly disagree	359.3	1 649.1	2 333.5	484.4	4 826.2
Usual hours per day spent watching television, videos or DVD's(c)					
1 hour or less per day(d)	532.3	1 010.3	1 158.4	222.8	2 923.7
More than 1 hour and up to 2 hours per day	822.4	1 983.0	1 891.3	331.1	5 027.6
More than 2 hours but less than 5 hours per day	1 131.7	2 542.6	1 979.5	302.1	5 956.0
5 or more hours per day	409.8	518.2	218.4	*20.2	1 166.7

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

(a) From government agencies, businesses or other institutions.

(b) Such as medicine bottle or on packaged goods in shops.

(c) Excludes not known.

(d) Includes persons who do not have a television, VCR or DVD player.

## SKILL LEVEL

Level 1	Level 2	Level 3	Level 4/5	Total
'000	'000	'000	'000	'000

## HEALTH LITERACY SCALE

Participation in type of group or organisation(a)					
A political organisation	*32.7	116.8	155.1	*30.8	335.4
A sports or recreation organisation	492.1	1 823.4	2 101.1	408.6	4 825.3
A cultural, education or hobby group	227.9	762.7	1 013.2	198.6	2 202.5
A service club	80.7	270.9	218.1	*43.1	612.8
A neighbourhood, civic or community association or a school group	304.5	1 112.0	1 297.3	217.1	2 930.9
A group associated with a community of worship	367.2	885.5	921.4	180.1	2 354.1
Other organisation	139.3	418.9	492.6	86.3	1 137.1
Did not participate	1 789.9	2 659.8	1 677.1	226.6	6 353.5
Type of activities participated in as unpaid volunteer(a)					
Fundraising	373.6	1 378.6	1 701.6	323.2	3 777.0
Serving as an unpaid member of a board	130.7	474.0	630.7	121.3	1 356.7
Coaching, teaching or counselling	184.0	843.8	1 070.2	211.7	2 309.8
Assisting with sorting and selling donated goods	201.9	586.2	577.7	100.6	1 466.4
Other activities	307.0	1 102.8	1 409.6	293.3	3 112.6
Did not participate as an unpaid volunteer	2 236.8	3 735.0	2 584.4	388.3	8 944.5
Whether satisfied or dissatisfied with life(a)					
Extremely satisfied	455.0	1 292.9	1 446.6	270.5	3 465.0
Satisfied	1 762.7	3 743.2	3 202.9	537.2	9 246.0
Neither satisfied nor dissatisfied	225.7	271.7	202.6	*27.3	727.3
Dissatisfied	335.9	598.7	324.8	*36.0	1 295.3
Extremely dissatisfied	143.8	150.7	*72.2	*5.1	371.8

## PROSE LITERACY SCALE

Participation in type of group or organisation(a)					
A political organisation	*26.4	84.5	139.8	84.8	335.4
A sports or recreation organisation	407.0	1 330.5	2 027.6	1 060.2	4 825.3
A cultural, education or hobby group	203.2	488.3	984.7	526.3	2 202.5
A service club	69.7	177.7	240.9	124.6	612.8
A neighbourhood, civic or community association or a school group	246.7	772.2	1 276.8	635.2	2 930.9
A group associated with a community of worship	308.6	598.6	963.5	483.4	2 354.1
Other organisation	107.8	288.6	482.5	258.1	1 137.1
Did not participate	1 581.4	2 063.3	2 037.5	671.3	6 353.5
Type of activities participated in as unpaid volunteer(a)					
Fundraising	325.8	954.4	1 672.6	824.2	3 777.0
Serving as an unpaid member of a board	108.2	300.0	604.9	343.6	1 356.7
Coaching, teaching or counselling	138.9	580.6	1 028.0	562.2	2 309.8
Assisting with sorting and selling donated goods	165.0	416.6	593.4	291.4	1 466.4
Other activities	240.4	770.0	1 345.5	756.6	3 112.6
Did not participate as an unpaid volunteer	1 968.7	2 840.2	2 998.5	1 137.1	8 944.5
Whether satisfied or dissatisfied with life(a)					
Extremely satisfied	389.6	918.3	1 466.4	690.6	3 465.0
Satisfied	1 497.2	2 789.4	3 451.6	1 507.8	9 246.0
Neither satisfied nor dissatisfied	213.8	203.5	219.3	90.6	727.3
Dissatisfied	300.3	436.3	420.4	138.2	1 295.3
Extremely dissatisfied	114.2	139.9	91.4	*26.2	371.8

\* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) In the 12 completed months prior to the survey.

## SKILL LEVEL

Level 1	Level 2	Level 3	Level 4/5	Total
'000	'000	'000	'000	'000

## DOCUMENT LITERACY SCALE

Participation in type of group or organisation(a)					
A political organisation	*33.4	70.2	132.4	99.3	335.4
A sports or recreation organisation	450.8	1 273.3	1 917.0	1 184.2	4 825.3
A cultural, education or hobby group	238.3	531.1	904.8	528.2	2 202.5
A service club	93.0	179.5	221.5	118.8	612.8
A neighbourhood, civic or community association or a school group	294.7	789.7	1 177.6	669.0	2 930.9
A group associated with a community of worship	343.5	623.3	875.2	512.1	2 354.1
Other organisation	133.0	286.1	461.1	256.8	1 137.1
Did not participate	1 656.5	1 995.7	1 953.9	747.3	6 353.5
Type of activities participated in as unpaid volunteer(a)					
Fundraising	381.0	940.4	1 565.5	890.0	3 777.0
Serving as an unpaid member of a board	120.8	313.2	552.9	369.9	1 356.7
Coaching, teaching or counselling	150.7	592.0	959.4	607.7	2 309.8
Assisting with sorting and selling donated goods	203.6	424.6	552.8	285.3	1 466.4
Other activities	274.7	781.9	1 257.2	798.8	3 112.6
Did not participate as an unpaid volunteer	2 090.0	2 723.6	2 862.4	1 268.4	8 944.5
Whether satisfied or dissatisfied with life(a)					
Extremely satisfied	436.2	914.6	1 373.3	740.8	3 465.0
Satisfied	1 574.6	2 672.4	3 315.7	1 683.2	9 246.0
Neither satisfied nor dissatisfied	233.7	193.7	210.6	89.2	727.3
Dissatisfied	343.6	436.2	380.6	135.0	1 295.3
Extremely dissatisfied	129.6	132.2	81.6	*28.4	371.8

\* estimate has a relative standard error of 25% to 50% and should be used with caution

(a) In the 12 completed months prior to the survey.

	HEALTH LITERACY SCALE				
	Level 1	Level 2	Level 3	Level 4/5	Total
	'000	'000	'000	'000	'000
.....					
How often used the Internet to search for health-related information					
Daily	*14.9	69.1	84.7	**12.1	180.7
A few times a week	80.3	314.1	302.1	*49.7	746.1
A few times a month	347.7	1 678.9	2 023.9	375.2	4 425.7
Never	2 480.3	3 995.1	2 838.3	439.2	9 752.9
How often used the Internet to search for government information					
Daily	*31.5	129.6	145.1	*30.2	336.4
A few times a week	66.8	302.7	405.6	79.9	855.0
A few times a month	232.8	1 415.3	2 031.4	412.0	4 091.6
Never	2 592.0	4 209.5	2 666.8	354.0	9 822.4
How often used the Internet for general browsing					
Daily	279.6	1 314.3	1 456.8	273.1	3 323.7
A few times a week	350.7	1 318.7	1 517.8	279.6	3 466.8
A few times a month	422.4	1 543.0	1 490.7	238.1	3 694.1
Never	1 870.5	1 881.3	783.7	85.4	4 620.8
How often used the Internet to read about news or current affairs					
Daily	166.2	806.7	1 038.4	211.8	2 223.1
A few times a week	210.9	868.3	1 121.5	226.7	2 427.4
A few times a month	259.3	1 134.8	1 304.6	226.3	2 925.0
Never	2 286.7	3 247.4	1 784.5	211.3	7 529.9
How often used the Internet to search for employment opportunities					
Daily	59.1	185.0	121.2	*18.1	383.5
A few times a week	129.3	381.9	289.7	*33.0	833.9
A few times a month	268.3	994.0	1 061.3	186.2	2 509.8
Never	2 466.4	4 496.2	3 776.8	638.8	11 378.2
How often used the Internet to participate in chat groups or on-line discussions in a typical month					
Daily	116.1	440.8	383.3	*47.3	987.5
A few times a week	*132.6	440.0	352.2	*50.2	975.0
A few times a month	110.8	487.1	553.7	102.0	1 253.6
Never	2 563.6	4 689.2	3 959.9	676.7	11 889.4
Has never used a computer or the internet	1 115.8	526.5	78.2	**1.7	1 722.2
<b>Total</b>	<b>2 923.1</b>	<b>6 057.2</b>	<b>5 249.0</b>	<b>876.1</b>	<b>15 105.4</b>

\* estimate has a relative standard error of 25% to 50% and should be used with caution

\*\* estimate has a relative standard error greater than 50% and is considered too unreliable for general use

	<i>Males</i>	<i>Females</i>	<i>Persons</i>
	'000	'000	'000
<b>Age group (years)</b>			
15-19	703.7	671.0	1 374.6
20-24	715.5	689.3	1 404.8
25-29	694.7	682.5	1 377.3
30-34	715.3	723.2	1 438.4
35-39	746.5	760.4	1 506.9
40-44	740.2	751.3	1 491.5
45-49	734.9	747.9	1 482.9
50-54	663.0	677.2	1 340.2
55-59	629.0	636.3	1 265.3
60-64	506.6	503.3	1 009.9
65-74	691.0	722.6	1 413.6
<b>State of usual residence</b>			
New South Wales	2 508.4	2 514.3	5 022.7
Victoria	1 874.7	1 906.7	3 781.4
Queensland	1 483.5	1 473.6	2 957.1
South Australia	565.8	567.3	1 133.2
Western Australia	747.9	744.1	1 492.1
Tasmania	176.3	179.8	356.1
Northern Territory	61.1	54.2	115.3
Australian Capital Territory	122.6	125.0	247.6
All persons aged 15 to 74	7 540.4	7 565.0	15 105.4
All persons aged 16 to 65	6 785.1	6 767.2	13 552.4
All persons aged 15 to 74 who are currently employed	5 813.2	4 793.8	10 606.9
All persons aged 15 to 74 who are currently unemployed	240.8	240.8	481.6
All persons aged 15 to 74 who are not in the labour force	1 486.5	2 530.4	4 016.9
All persons aged 15 to 74 whose first language was not English	1 461.4	1 527.0	2 988.4
All persons aged 15 to 74 who have completed an educational qualification course	7 529.8	7 539.7	15 069.5
All persons aged 15 to 74 who have participated in informal learning in the last 12 months	6 676.2	6 444.9	13 121.2
All persons aged 15 to 74 who have participated in learning in the last 12 months	6 804.6	6 574.5	13 379.0
All persons aged 15 to 74 who have participated as an unpaid volunteer in the last 12 months	4 403.7	4 348.3	8 752.0
All persons who undertook a qualification course and/or non-qualification course in the last 12 months	3 406.9	3 268.7	6 675.6

## EXPLANATORY NOTES

### INTRODUCTION

**1** This publication analyses the relationship between health literacy skills and a range of socio-demographic factors, as collected in the Adult Literacy and Life Skills Survey (ALLS). The ALLS is the second survey of its type to be conducted in Australia. Its predecessor, the International Adult Literacy Survey (IALS), was conducted in Australia in 1996 as the Survey of Aspects of Literacy (SAL). The IALS was the first internationally comparative survey of adult skills, undertaken with three rounds of data collection between 1994 and 1998. Similarly, the ALLS is an international survey that has been completed by participating countries in successive waves. In 2003, the first wave of countries that participated in the Adult Literacy and Life Skills Survey were Bermuda, Canada, Italy, Mexico, Norway, Switzerland and the United States. Second wave countries to take part were Australia, New Zealand, the Netherlands, Hungary and South Korea.

**2** The health literacy domain was only derived for some countries, as it was provided as an additional service (requiring additional funding). It also was not derived on the same basis for all countries. To date, Canada is the only country with a health literacy domain comparable to Australia's; however, due to the unavailability of Canada's health literacy microdata, no detailed health literacy comparisons have been made between the two countries.

**3** The ALLS provides information on knowledge and skills in the following five domains: health literacy, prose literacy, document literacy, numeracy and problem solving. In the 1996 SAL only three domains were assessed. These domains were prose literacy, document literacy and quantitative literacy. The addition of health literacy and problem-solving, as well as the expansion of the quantitative literacy to numeracy, provides an extra dimension to the assessment of adult skills. A number of prose and document literacy tasks administered in the 1996 SAL have been retained for the 2006 ALLS to provide comparison of levels of literacy over time. However there is no time series information available for the health literacy domain since it is a new addition to the 2006 ALLS. Both SAL and ALLS measured skills in the official language, which in Australia was English.

**4** Information on the following topics was collected:

- General demographic information
- Linguistic information
  - first language learned and most used at home
  - self-assessed proficiency in spoken English
  - reading and writing proficiency in non-English language
- Parental information
  - occupation
  - educational attainment
  - country of birth
- Labour Force activities
  - current labour force status
  - labour force activities in the last 12 months
  - hours worked
  - occupation and industry of main job
  - job tenure
- Literacy and numeracy practices at work and daily life
- Frequency of reading and writing activities
- Participation in education and learning
  - involvement in different types of learning
  - incidence of education and learning
  - reasons for pursuing education and learning
  - volume of education undertaken
- Social capital and well-being

## EXPLANATORY NOTES *continued*

### INTRODUCTION *continued*

- volunteering, civic participation
- physical and psychological well being
- Information and communications technology
  - access, types and usage
  - purposes and intensity of computer use
  - purposes and intensity of Internet use
  - self-assessment of skills
- Personal and household income

**5** The statistics included in this report present a broad overview of data items collected. Emphasis has been given to providing information on key measures of health literacy.

**6** More detail on the survey content, and how literacy for the different domains was measured, is available in the *Adult Literacy and Life Skills, Australia: User Guide* (cat. no. 4228.0.55.002) available on the ABS website <[www.abs.gov.au](http://www.abs.gov.au)>.

### SCOPE OF THE SURVEY

**7** Only people who were usual residents of private dwellings in Australia were covered by the survey. Private dwellings are houses, flats, home units and any other structures used as private places of residence at the time of the survey. People usually resident in non-private dwellings such as hotels, motels, hostels, hospitals and short-stay caravan parks were not included in the survey. Usual residents are those who usually live in a particular dwelling and regard it as their own or main home. Visitors to private dwellings are not included in the interview for that dwelling. However, if they are a usual resident of another dwelling that is in the scope of the survey they have a chance of being selected in the survey or, if not selected, they will be represented by similar people who are selected in the survey.

**8** The ALLS was conducted in both urban and rural areas in all states and territories, except for very remote parts of Australia. Queensland, South Australia, Western Australia and the Northern Territory have very remote areas. With the exception of the Northern Territory, the population living in very remote areas represents only a small proportion of the total population (approximately 2%). For this, and other practical reasons, no adjustment was made to state population benchmarks (population benchmarks are discussed below) when deriving survey results. This exclusion is unlikely to impact on national estimates, and will only have a minor impact on any aggregate estimates that are produced for individual states and territories, except the Northern Territory where the excluded population accounts for over 20% of people.

**9** People aged 15 to 74 years were included in the survey. The estimated Australian resident population at December 2006, after the exclusion of people living in non-private dwellings and very remote areas of Australia, was 20,182,511 of which 15,105,435 were aged 15 to 74 years.

**10** The following non-residents were excluded from resident population estimates used to benchmark the survey results, and were not interviewed:

- diplomatic personnel of overseas governments
- members of non-Australian defence forces (and their dependants) stationed in Australia
- people whose usual place of residence was outside Australia.

### SAMPLE DESIGN

**11** The ALLS was designed to provide reliable estimates at the national level and for each state and territory.

**12** Dwellings included in the survey in each state and territory were selected at random using a multi-stage area sample. This sample included only private dwellings from the geographic areas covered by the survey. The initial sample for the survey consisted of 14,311 private dwellings. This number was reduced to 11,139 dwellings due



## EXPLANATORY NOTES *continued*

### SAMPLE DESIGN *continued*

to the loss of households which had no residents in scope for the survey and where dwellings proved to be vacant, under construction or derelict. Of the eligible dwellings, 80.7% responded fully (or adequately) which yielded a total sample from the survey of 8,988 dwellings/people.

**13** For Canada, the number of adequately fully responding people aged 16 to 65 years was 20,059. The response rate of eligible dwellings (excluding sample loss) was 66%.

### DATA COLLECTION

**14** ABS interviewers conducted personal interviews at selected dwellings during the period of June 2006 to January 2007. Interviews were conducted using a Computer Assisted Interviewing (CAI) questionnaire. CAI involves the use of a notebook computer to record, store, manipulate and transmit the data collected during interviews.

**15** Much of the detail obtained from the ALLS was provided by one person aged 15 to 74 years randomly selected from each participating household. This person was randomly selected after basic information had been obtained about all household members.

**16** Respondents were asked a series of questions to obtain background information of a socio-demographic nature, information about their perceptions of their literacy and numeracy abilities, their literacy-related practices in daily life and at work, and about their use of different languages.

**17** After the interview was completed, the respondent was asked to participate in an objective assessment of their literacy skills. The first assessment, a core task booklet (CTB), contained six relatively simple literacy-related tasks. Respondents who completed three or more of these correctly, as assessed by the interviewer, were then given a much larger variety of tasks in a separate main task booklet (MTB). The tasks in the MTB, which are more numerous and diverse in complexity and subject matter, are designed to provide an understanding of the literacy skills of the general adult population. Respondents were asked to use the textual materials provided in the booklet to complete a series of tasks.

**18** Those who did not correctly complete at least three of the tasks from the CTB were not asked to attempt the more difficult tasks in the MTB. These respondents were assessed as having attained skill Level 1 for each domain.

**19** There were 28 different types of booklets used in the assessed part of the interview. One of these booklets was randomly allocated to each selected dwelling.

**20** Each booklet consisted of two, of a possible eight, blocks of questions. The blocks of questions measure different skill domains:

- Blocks 1 - 4 measure Prose and Document Literacy
- Blocks 5 - 6 measure Numeracy
- Blocks 7 - 8 measure Problem-solving

**21** For health literacy, a fifth scale was produced as a by-product of the above testing process. The survey contained 191 daily tasks that were judged to measure health-related activities in five domains: health promotion (60 items), health protection (65 items), disease prevention (18 items), health-care and disease management (16 items), and navigation (32 items). The production of the health literacy scale was an additional service provided to participating countries. In Australia, the Australian Government Department of Health and Ageing provided funding for the additional calculation of the health literacy scale.

**22** Interviewers administered the objective assessment component of the survey in a neutral and non-threatening manner, encouraging respondents to attempt as many tasks as possible. There were no time limits, and no assistance was allowed. Tasks covered each of the types of literacy, and were at varying levels of difficulty.

## EXPLANATORY NOTES *continued*

### DATA COLLECTION *continued*

**23** More information on the scoring of the MTBs is available in the *Adult Literacy and Life Skills, Australia: User Guide* (cat. no. 4228.0.55.002) available on the ABS website <[www.abs.gov.au](http://www.abs.gov.au)>.

### WEIGHTING, BENCHMARKING AND ESTIMATION

#### *Weighting*

**24** Weighting is the process of adjusting results from a sample survey to infer results for the total in-scope population. To do this, a 'weight' is allocated to each person. The weight is a value which indicates how many people in the population are represented by the person in the sample.

**25** The first step in calculating weights for each person is to assign an initial weight, which is equal to the inverse of the probability of being selected in the survey. For example, if the probability of a person being selected in the survey was 1 in 600, then the person would have an initial weight of 600 (that is, they represent 600 people).

#### *Benchmarking*

**26** The initial weights were calibrated to align with independent estimates of the population by sex, age, state and section of state, referred to as 'benchmarks'. Weights calibrated against population benchmarks ensure that the population estimates conform to the independently estimated distribution of the population rather than to the distribution within the sample itself. Calibration to population benchmarks helps to compensate for over- or under-enumeration of particular categories of people which may occur due to either the random nature of sampling or non-response.

**27** The 2006 ALLS was benchmarked to the estimated resident population (ERP) aged 15 to 74 years living in private dwellings in each state and territory, excluding the ERP living in very remote areas of Australia, at 31 December 2006. The ERP for 2006 ALLS was based on results from the 2001 Census of Population and Housing. The ALLS estimates do not (and are not intended to) match estimates for the total Australian resident population obtained from other sources (which include people and households living in non-private dwellings, such as hotels and boarding houses, and in very remote parts of Australia).

#### *Estimation*

**28** In order to minimise respondent burden, not all literacy domains were directly assessed for each respondent. The ALLS used a matrix-sampling design to assign assessment booklets to individuals so that a comprehensive picture of the literacy achievements across the country could be assembled from the components completed by each individual. The ALLS relied on Item Response Theory scaling to combine the individual responses to provide accurate estimates of literacy achievement in the population. With this approach, however, aggregations of individuals scores can lead to biased estimates of population characteristics. To address this, the ALLS scaling procedures also used a multiple imputation or "plausible scores" methodology to obtain proficiency scores in literacy for all individuals, even though each individual responded to only a part of the assessment item pool. By using all available data for each respondent, five "plausible scores" were generated for each of the five domains measured.

**29** All literacy estimates presented in this report are obtained by taking the average of the five weighted estimates from each of the "plausible" scores. More information on measuring literacy is covered in the *Adult Literacy and Life Skills Survey: User Guide* (cat. no. 4228.0.55.002) available on the ABS website <[www.abs.gov.au](http://www.abs.gov.au)>.

### RELIABILITY OF ESTIMATES

**30** All sample surveys are subject to error which can be broadly categorised as either sampling error or non-sampling error. Sampling error occurs because only a small proportion of the total population is used to produce estimates that represent the whole population. Sampling error can be reliably measured as it is calculated based on the scientific methods used to design surveys. Non-sampling errors occur when survey processes work less effectively than intended. For example, some people selected for the survey may not respond (non-response); some survey questions may not be clearly

## EXPLANATORY NOTES *continued*

### RELIABILITY OF ESTIMATES

#### *continued*

#### *Non-Sampling error*

understood by the respondent; and occasionally errors can be made in processing data from the survey.

**31** One of the main sources of non-sampling error is non-response by people selected in the survey. Non-response can affect the reliability of results and can introduce bias. The magnitude of any bias depends upon the level of non-response and the extent of the difference between the characteristics of those people who responded to the survey and those who did not.

**32** To reduce the level and impact of non-response, the following methods were adopted in this survey:

- face-to-face interviews with respondents
- the use of interviewers who could speak languages other than English where necessary
- follow-up of respondents if there was initially no response
- ensuring the weighted file was representative of the population by aligning the estimates with population benchmarks.

**33** Of the dwellings selected in the 2006 ALLS, 19.3% did not respond fully or adequately.

**34** Every effort was made to minimise other non-sampling errors by careful design and testing of questionnaires, intensive training and supervision of interviewers, and extensive editing and quality control procedures at all stages of data processing.

**35** An advantage of the CAI technology used in conducting interviews for this survey is that it potentially reduces non-sampling errors by enabling edits to be applied as the data are being collected. The interviewer is alerted immediately if information entered into the computer is either outside the permitted range for that question, or contradictory to information previously recorded during the interview. These edits allow the interviewer to query respondents and resolve issues during the interview. CAI sequencing of questions is also automated such that respondents are asked only relevant questions and only in the appropriate sequence, eliminating interviewer sequencing errors.

**36** In contrast to most other ABS surveys, the ALLS estimates also include significant imputation variability, due to the use of multiple possible MTB questionnaires and the complex literacy scaling procedures. The effect of the plausible scoring methodology on the estimation can be reliably estimated and is included in the calculated RSEs. This is covered in more detail in the Technical Note.

#### *Sampling error*

**37** Sampling error is the difference between the published estimates, derived from a sample of people, and the value that would have been produced if all people in scope of the survey had been included. For more information refer to the Technical Note. Sampling error is measured for this survey by relative standard errors (RSEs). In this report estimates with RSEs of 25% to 50% are preceded by an asterisk (e.g. \*3.4) to indicate that the estimate should be used with caution. Estimates with RSEs over 50% are indicated by a double asterisk (e.g.\*\*0.6) and should be considered unreliable for most purposes.

### SEASONAL EFFECTS

**38** The estimates in this report are based on information collected from June 2006 to January 2007, and due to seasonal effects they may not be fully representative of other time periods in the year. For example, the ALLS asked standard ABS questions on labour force status to determine whether a person was employed. Employment is subject to seasonal variation through the year. Therefore, the ALLS results for employment could have differed if the ALLS had been conducted over the whole year or in a different part of the year.

## EXPLANATORY NOTES *continued*

### INTERPRETATION OF RESULTS

**39** Care has been taken to ensure that the results of this survey are as accurate as possible. All interviews were conducted by trained ABS officers. Extensive reference material was developed for use in the field enumeration and intensive training was provided to interviewers in both classroom and on-the-job environments. There remain, however, other factors which may have affected the reliability of results, and for which no specific adjustments can be made. The following factors should be considered when interpreting these estimates:

- Information recorded in this survey is essentially 'as reported' by respondents, and hence may differ from information available from other sources or collected using different methodologies. Responses may be affected by imperfect recall or individual interpretation of survey questions.
- Some respondents may have provided responses that they felt were expected, rather than those that accurately reflected their own situation. Every effort has been made to minimise such bias through the development and use of culturally appropriate survey methodology.

**40** Further information on the interpretation of results is contained in the *Adult Literacy and Life Skills Survey: User Guide* (cat. no. 4228.0.55.002) available on the ABS website <[www.abs.gov.au](http://www.abs.gov.au)>.

**41** For a number of the ALLS data items, some respondents were unwilling or unable to provide the required information. Where responses for a particular data item were missing for a person or household they were recorded in a 'not known' or 'not stated' category for that data item. These 'not known' or 'not stated' categories are not explicitly shown in the report tables, but have been included in the totals. Report tables presenting proportions have included any 'not known' or 'not stated' categories in the calculation of these proportions.

### CLASSIFICATIONS AND STANDARDS

**42** The ALLS used the following classifications;

- Coding of country of birth. The survey questionnaire listed the 10 most frequently reported countries. Interviewers were instructed to mark the appropriate box, or if the reported country was not among those listed, to record the name of the country for subsequent coding. All responses for country of birth were coded according to the *Standard Australian Classification of Countries (SACC), 1998* (cat. no. 1269.0).
- Coding of geographical data. Geography data (Capital city, Balance of state/territory; Remoteness areas) were classified according to the *Australian Standard Geographical Classification (ASGC)* (cat. no. 1216.0).
- Coding of language. The survey questionnaire listed the 10 most frequently reported languages first spoken at home. Interviewers were instructed to mark the appropriate box, or if the reported language was not among those listed, to record the name of the language for subsequent coding. All responses for language spoken were coded to the *Australian Standard Classification of Languages (ASCL)* (cat. no. 1267.0).
- Coding of education. Level and field of education were coded to the *Australian Standard Classification of Education (ASCED)* (cat. no. 1272.0). Coding was based on the level and field of education as reported by respondents and recorded by interviewers. In addition to this, level of education was coded to the INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED), 1997.
- Coding of occupation. Occupation data were dual classified according to the ASCO - *Australian Standard Classification of Occupations, Second Edition, 1997* (cat. no. 1220.0.30.001) - and the newly released ANZSCO - *Australian and New Zealand Standard Classification of Occupations, First Edition, 2006* (cat. no. 1220.0). In addition, occupation was coded to the INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS (ISCO), 1988.

## EXPLANATORY NOTES *continued*

### CLASSIFICATIONS AND STANDARDS *continued*

- Coding of industry. Industry data were dual classified according to the newly released 2006 *Australian and New Zealand Standard Industrial Classification (ANZSIC)* (cat. no. 1292.0) and the previous 1993 *Australian and New Zealand Standard Industrial Classification (ANZSIC)* (cat. no. 1292.0.15.001). In addition, industry was coded to the INTERNATIONAL STANDARD INDUSTRIAL CLASSIFICATION OF ALL ECONOMIC ACTIVITIES (ISIC), 1989.

**43** More information on the concepts collected in the ALLS and related international resources is available in the *Adult Literacy and Life Skills, Australia: User Guide* (cat. no. 4228.0.55.002) available on the ABS website <[www.abs.gov.au](http://www.abs.gov.au)>.

### COMPARABILITY WITH 1996 SURVEY OF ASPECTS OF LITERACY

**44** Since the health literacy domain is a new addition to the 2006 ALLS, no time series information is available. However there is time series information for the prose and document domains. See *Adult Literacy and Life Skills Survey, Summary Results, Australia, 2006* (cat. no. 4228.0) for more details.

### RELATED PRODUCTS AND SERVICES

**45** Below is information describing the range of data made available from the 2006 Adult Literacy and Life Skills Survey, both in published form and on request. Products available on the ABS website <[www.abs.gov.au](http://www.abs.gov.au)> are indicated accordingly.

*Adult Literacy Life Skills Survey: Summary Results, Australia, 2006 publication and datacubes*

**46** A publication summarising results from the ALLS (cat. no. 4228.0) can be found on the ABS website <[www.abs.gov.au](http://www.abs.gov.au)>, in pdf format. The results from ALLS assists in answering questions of whether Australians' literacy skills are adequate for the challenges they face in work and daily life.

**47** An electronic version of the tables released in this publication are available on the ABS website <[www.abs.gov.au](http://www.abs.gov.au)>, in spreadsheet format. The spreadsheet presents RSEs relating to estimates and/or proportions for each report table.

*Adult literacy and Life Skills Survey: User Guide*

**48** The ALLS User Guide has been released in conjunction with the above summary results publication. It provides detailed information about the survey content, methodology and data interpretation. It also contains the list of ALLS data items. The User Guide (cat. no. 4228.0.55.002) is available free-of-charge on the ABS website <[www.abs.gov.au](http://www.abs.gov.au)>.

*State/territory tabulations*

**49** A set of tables in spreadsheet format equivalent to those in *Adult Literacy and Life Skills Survey, Summary Results, Australia, 2006* (cat. no. 4228.0) have been produced for each state and territory (subject to standard error constraints and excluding time series and international comparative tables) and Australia. These tables are available from the ABS website <[www.abs.gov.au](http://www.abs.gov.au)> (as datacubes to cat. no. 4228.0).

*Microdata*

**50** For users who wish to undertake more detailed analysis of the survey data, microdata from the 2006 ALLS is available in the form of two confidentialised unit record files (CURFs), the basic CURF (*Adult Literacy and Life Skills Survey: Basic Confidentialised Unit Record File*, cat. no. 4228.0.30.001) and the expanded CURF (*Adult literacy and Life Skills Survey: Expanded Confidentialised Unit Record File*, cat. no. 4228.0.30.002). The expanded CURF contains more detail than the basic CURF and will only be available via the Remote Access Data Laboratory (RADL), which is a secure Internet-based data query service. The basic CURF is available via CD ROM or RADL.

**51** Up-to-date information on the ABS RADL service, including information on pricing, 'Applications & Undertakings', and a training manual outlining obligations and responsibilities when accessing ABS microdata, is available on the ABS website <[www.abs.gov.au](http://www.abs.gov.au)>. Those wishing to access the 2006 ALLS microdata should contact the ABS, referring to the contact details noted at the front of this publication.

## EXPLANATORY NOTES *continued*

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### *Microdata continued*

**52** Technical information describing the content and use of the basic and expanded ALLS CURFs is available in the *Technical Manual: Adult Literacy and Life Skills Survey, Australia: Confidentialised Unit Record File* (cat. no. 4228.0.55.003). Those wishing to access ALLS microdata should contact the ABS, referring to the contact details noted at the front of this publication.

### *Data available on request*

**53** Special tabulations of ALLS data are available on request and for a fee. Subject to confidentiality and sampling variability constraints, tabulations can be produced from the survey incorporating data items, populations and geographic areas selected to meet individual requirements. These can be provided in printed or electronic form. Please refer to the contact details noted at the front of this publication.

## APPENDIX LEVELS OF DIFFICULTY

*Since the health literacy domain is a non-specific skill and is drawn from four different skill sets, it was derived as a by-product from all four domains; prose and document literacy, numeracy and problem solving. However the score ranges for the health literacy domain are the same as for prose and document literacy and numeracy.*

### ABOUT THE LEVELS OF DIFFICULTY

For each literacy domain, proficiency was measured on a scale ranging from 0 to 500 points. To facilitate analysis, these continuous scores were grouped into 5 skill levels (only 4 levels were defined for the problem solving scale), with Level 1 being the lowest measured level of literacy and 5 the highest. The relatively small proportion of respondents who actually reach Level 5 often results in unreliable estimates of the number of people at this level. For this reason, whenever results are presented by skill level, Levels 4 and 5 are combined. A summarised version of the framework used in the ALLS can be found in an ETS monograph, *The International Adult Literacy Survey: Understanding What Was Measured* (2001). More information can also be found on the ETS web site <[www.ets.org](http://www.ets.org)>.

### PROSE LITERACY

#### *Level 1 (0-225)*

Most of the tasks in this level require the respondent to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

#### *Level 2 (226-275)*

Some tasks in this level require respondents to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the respondent to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

#### *Level 3 (276-325)*

Tasks in this level tend to require respondents to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask respondents to integrate information from dense or lengthy text that contains no organisational aids such as headings. Respondents may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

#### *Level 4 (326-375)*

These tasks require respondents to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the respondent.

#### *Level 5 (376-500)*

Some tasks in this level require the respondent to search for information in dense text which contains a number of plausible distractors. Others ask respondents to make high-level inferences or use specialized background knowledge. Some tasks ask respondents to contrast complex information.

### DOCUMENT LITERACY

#### *Level 1 (0-225)*

Tasks in this level tend to require the respondent either to locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. Little, if any, distracting information is present.

#### *Level 2 (226-275)*

Tasks in this level are more varied than those in Level 1. Some require the respondents to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the respondent to cycle through information in a document or to integrate information from various parts of a document.

## APPENDIX LEVELS OF DIFFICULTY *continued*

<i>Level 3 (276-325)</i>	Some tasks in this level require the respondent to integrate multiple pieces of information from one or more documents. Others ask respondents to cycle through rather complex tables or graphs which contain information that is irrelevant or inappropriate to the task.
<i>Level 4 (326-375)</i>	Tasks in this level, like those at the previous levels, ask respondents to perform multiple-feature matches, cycle through documents, and integrate information; however, they require a greater degree of inferencing. Many of these tasks require respondents to provide numerous responses but do not designate how many responses are needed. Conditional information is also present in the document tasks at this level and must be taken into account by the respondent.
<i>Level 5 (376-500)</i>	Tasks in this level require the respondent to search through complex displays that contain multiple distractors, to make high-level text-based inferences, and to use specialised knowledge.
<b>NUMERACY</b>	Tasks in this level require the respondent to show an understanding of basic numerical ideas by completing simple tasks in concrete, familiar contexts where the mathematical content is explicit with little text. Tasks consist of simple, one-step operations such as counting, sorting dates, performing simple arithmetic operations or understanding common and simple percentages such as 50%.
<i>Level 1 (0-225)</i>	
<i>Level 2 (226-275)</i>	Tasks in this level are fairly simple and relate to identifying and understanding basic mathematical concepts embedded in a range of familiar contexts where the mathematical content is quite explicit and visual with few distractors. Tasks tend to include one-step or two-step processes and estimations involving whole numbers, benchmark percents and fractions, interpreting simple graphical or spatial representations, and performing simple measurements.
<i>Level 3 (276-325)</i>	Tasks in this level require the respondent to demonstrate understanding of mathematical information represented in a range of different forms, such as in numbers, symbols, maps, graphs, texts, and drawings. Skills required involve number and spatial sense, knowledge of mathematical patterns and relationships and the ability to interpret proportions, data and statistics embedded in relatively simple texts where there may be distractors. Tasks commonly involve undertaking a number of processes to solve problems.
<i>Level 4 (326-375)</i>	Tasks at this level require respondents to understand a broad range of mathematical information of a more abstract nature represented in diverse ways, including in texts of increasing complexity or in unfamiliar contexts. These tasks involve undertaking multiple steps to find solutions to problems and require more complex reasoning and interpretation skills, including comprehending and working with proportions and formulas or offering explanations for answers.
<i>Level 5 (376-500)</i>	Tasks in this level require respondents to understand complex representations and abstract and formal mathematical and statistical ideas, possibly embedded in complex texts. Respondents may have to integrate multiple types of mathematical information, draw inferences, or generate mathematical justification for answers.
<b>PROBLEM SOLVING</b>	Tasks in this level typically require the respondent to make simple inferences, based on limited information stemming from a familiar context. Tasks in this level are rather concrete with a limited scope of reasoning. They require the respondent to make simple connections, without having to systematically check any constraints. The respondent has to draw direct consequences, based on the information given and on his/her previous knowledge about a familiar context.
<i>Level 1 (0-250)</i>	



## APPENDIX LEVELS OF DIFFICULTY *continued*

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### *Level 2 (251-300)*

Tasks in this level often require the respondent to evaluate certain alternatives with regard to well-defined, transparent, explicitly stated criteria. The reasoning however may be done step-by-step, in a linear process, without loops or backtracking. Successful problem solving may require the combination of information from different sources, e.g. from the question section and the information section of the test booklet.

### *Level 3 (301-350)*

Some tasks in this level require the respondent to order several objects according to given criteria. Other tasks require the respondent to determine a sequence of actions/events or to construct a solution by taking non-transparent or multiple interdependent constraints into account. The reasoning process goes back and forth in a non-linear manner, requiring a good deal of self-regulation. At this level respondents often have to cope with multi-dimensional or ill-defined goals.

### *Level 4 (351-500)*

Items in this level require the respondent to judge the completeness, consistency and/or dependency among multiple criteria. In many cases, the respondent has to explain how the solution was reached and why it is correct. The respondent has to reason from a meta-perspective, taking into account an entire system of problem solving states and possible solutions. Often the criteria and the goals have to be inferred from the given information before actually starting the solution process.

## TECHNICAL NOTE DATA QUALITY

### RELIABILITY OF THE ESTIMATES

**1** The estimates are based on information obtained from the occupants of a sample of dwellings. Therefore, the estimates are subject to sampling variability and may differ from the figures that would have been produced if information had been collected for all dwellings. One measure of the likely difference is given by the standard error (SE), which indicates the extent to which an estimate might have varied because only a sample of dwellings was included. There are about two chances in three that the sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

**2** In contrast to most other ABS surveys, the 2006 ALLS estimates also include significant imputation variability, due to the use of multiple possible MTB questionnaires and the complex literacy scaling procedures. The effect of the plausible scoring methodology on the estimation can be reliably estimated and is included in the calculated SEs.

**3** Together, the sampling variance and imputation variance can be added to provide a suitable measure of the total variance, and total SE. This SE indicates the extent to which an estimate might have varied by chance because only a sample of persons was included, and/or because of the significant imputation used in the literacy scaling procedures.

**4** Another common measure used in the 2006 ALLS is the total relative standard error (RSE), which is obtained by expressing the total SE as a percentage of the estimate to which it relates:

$$RSE\% = (SE/Estimate) \times 100$$

**5** Very small estimates may be subject to such high relative standard errors as to seriously detract from their value for most reasonable purposes. Only estimates with relative standard errors less than 25% are considered sufficiently reliable for most purposes. However, estimates with relative standard errors of 25% or more are included in all 2006 ALLS output. Estimates with an RSE of 25% to 50% are preceded by the symbol \* to indicate that the estimate should be used with caution. Estimates with an RSE greater than 50% are preceded by the symbol \*\* to indicate the estimate is considered too unreliable for most purposes.

**6** More information on SEs and imputation error is available in the *Adult Literacy and Life Skills, Australia: User Guide* (cat. no. 4228.0.55.002).

**7** Space does not allow for the separate indication of the SEs and/or RSEs of all the estimates in this report. However, RSEs for all these estimates are available on request.

### COMPARISON OF ESTIMATES

**8** Published estimates may also be used to calculate the difference between two survey estimates. Such an estimate is subject to sampling error. The sampling error of the difference between two estimates depends on their SEs and the relationship (correlation) between them. An approximate SE of the difference between two estimates (x-y) may be calculated by the following formula:

$$SE(x-y) = \sqrt{[SE(x)]^2 + [SE(y)]^2}$$

**9** While the above formula will be exact only for differences between separate and uncorrelated (unrelated) characteristics of subpopulations, it is expected that it will provide a reasonable approximation for all differences likely to be of interest in this report.

### CALCULATING STANDARD ERRORS FOR PROPORTIONS AND PERCENTAGES

**10** Proportions and percentages formed from the ratio of two estimates are also subject to sampling errors. The size of the error depends on the accuracy of both the numerator and the denominator. For proportions where the denominator is an estimate

**TECHNICAL NOTE DATA QUALITY** *continued*

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of the number of persons in a group and the numerator is the number of persons in a sub-group of the denominator group, the formula to approximate the RSE is given by:

$$RSE(x/y) = \sqrt{[RSE(x)]^2 - [RSE(y)]^2}$$

## GLOSSARY

<b>Australian Standard Classification of Education (ASCED)</b>	The ASCED is a national standard classification which includes all sectors of the Australian education system, that is, schools, vocational education and training, and higher education. From 2001, ASCED replaced a number of classifications used in administrative and statistical systems, including the Australian Bureau of Statistics Classification of Qualifications (ABSCQ). The ASCED comprises two classifications: Level of Education and Field of Education. See <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0).
<b>Certificate not further defined</b>	Survey responses were coded to Certificate not further defined (n.f.d.) when there was not enough information to code them to Certificate I, II, III or IV in the <i>Australian Standard Classification of Education (ASCED), 2001</i> (cat. no. 1272.0), Level of Education classification.
<b>Document literacy</b>	The knowledge and skills required to locate and use information contained in various formats including job applications, payroll forms, transportation schedules, maps, tables and charts.
<b>Educational institution or organisation</b>	An institution or organisation providing education or training such as universities, TAFEs, schools, organisations which provide adult and community education, business colleges and professional or industry associations.
<b>Employed</b>	Persons who, during the reference week: <ul style="list-style-type: none"><li>■ worked for one hour or more for pay, profit, commission or payment-in-kind in a job or business, or on a farm (comprising employees, employers and own-account workers); or</li><li>■ worked for one hour or more without pay in a family business or on a farm (i.e. contributing family workers); or</li><li>■ were employees who had a job but were not at work; or</li><li>■ were employers or own account workers who had a job, business or farm, but were not at work.</li></ul>
<b>Employed full time</b>	Employed persons who usually worked 35 hours or more a week (in all jobs) and those who, although usually working less than 35 hours a week, worked 35 hours or more during the reference week.
<b>Employed part time</b>	Employed persons who usually worked less than 35 hours a week (in all jobs) and either did so during the reference week, or were not at work in the reference week.
<b>Equivalent gross household income</b>	Equivalent adjusts actual income to take account of the different needs of households of different size and composition. There are economic advantages associated with living with others, because household resources, especially housing, can be shared. The equivalence scale used to obtain equivalent incomes is that used in studies by the Organisation for Economic Co-operation and Development (OECD) and is referred to as the 'modified OECD scale'. The scale gives a weight of 1.0 to the first adult in the household, a weight of 0.5 for each additional adult (persons aged 15 years and over), and a weight of 0.3 for each child. For each household, the weights for household members are added together to form the household weight. Total household income is then divided by the household weight to give an income that a lone person household would need for a similar standard of living. Equivalent household income can be viewed as an indicator of the economic resources available to each member of the household.
<b>Field of education</b>	Field of education is defined as the subject matter of an educational activity. Fields of education are related to each other through the similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content which underpins the subject matter. The field of education is classified according to the <i>Australian Standard Classification of Education (ASCED)</i> (cat. no. 1272.0).

## GLOSSARY *continued*

<b>First language spoken</b>	First language spoken is defined as the first language an individual masters during the language acquisition phase of intellectual development. This would generally be the language spoken in the home by the people who have raised the individual from infancy.
<b>First wave countries</b>	The Adult Literacy and Life Skills Survey (ALL) is an international literacy survey that was completed by participating countries in successive waves. In 2003, the first wave of countries that participated in the ALL survey were Bermuda, Canada, Italy, Mexico, Norway, Switzerland and the United States. Second wave countries to take part in the ALL survey were Australia, New Zealand, the Netherlands, Hungary and South Korea.
<b>Group or organisation</b>	A group or organisation is any body with a formal structure. It may be as large as a national charity or as small as a local book club. Purely ad hoc, informal and temporary gatherings of people do not constitute an organisation.
<b>Health literacy</b>	The knowledge and skills required to understand and use information relating to health issues such as drugs and alcohol, disease prevention and treatment, safety and accident prevention, first aid, emergencies, and staying healthy.
<b>Informal learning</b>	<p>Learning that results from daily work-related, family or leisure activities (OECD, 2006). Various informal learning activities are collected in the ALLS and these activities can be analysed separately or be grouped into active and passive modes of informal learning.</p> <p>Passive modes of informal learning include:</p> <ul style="list-style-type: none"><li>■ going on guided tours such as museums, art galleries, or other locations;</li><li>■ learning by being sent around an organisation to learn different aspects of that organisation;</li><li>■ visiting trade fairs, professional conferences or congresses; and</li><li>■ attending short lectures, seminars, workshops or special talks that were not part of a course.</li></ul> <p>Active modes of informal learning include:</p> <ul style="list-style-type: none"><li>■ learning by watching, getting help or advice from others but not from course instructors;</li><li>■ learning by yourself by trying things out, doing things for practice, trying different approaches to doing things;</li><li>■ using video, television, tapes to learn but not as part of a course;</li><li>■ using computers or the Internet to learn but not as part of a course; and</li><li>■ reading manuals, reference books, journals or other written materials but not as part of a course.</li></ul>
<b>Industry</b>	An individual business entity is assigned to an industry based on its predominant activity. Industry is classified according to the <i>Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006</i> (cat. no. 1292.0).
<b>Labour force status</b>	<p>Refers to the situation of respondents in relation to the labour force at the time of the survey. Categories are:</p> <ul style="list-style-type: none"><li>■ employed: had a job or business, or undertook work without pay in a family business in the week prior to the survey, including being absent from a job or business they had.</li><li>■ full-time: persons who usually work 35 hours or more per week; or</li><li>■ part-time: persons who usually work at least one hour, but less than 35 hours, per week.</li><li>■ unemployed: not employed and actively looked for work in the four weeks prior to the survey and available to start work in the week prior to the survey.</li><li>■ not in labour force: persons who were neither employed nor unemployed. They include people who are:<ul style="list-style-type: none"><li>■ keeping house (unpaid);</li><li>■ retired, voluntarily inactive, or permanently unable to work; or</li><li>■ unpaid voluntary workers for charitable organisations.</li></ul></li></ul>

## GLOSSARY *continued*

<b>Level (and Field) not determined</b>	Level (and Field) not determined includes inadequately described responses and cases where no response was given.
<b>Level of highest educational attainment</b>	Level of highest educational attainment identifies the highest achievement a person has attained in any area of study. It is not a measurement of the relative importance of different fields of study but a ranking of qualifications and other educational attainments regardless of the particular area of study or the type of institution in which the study was undertaken. Please refer to the survey of <i>Education and Work, Australia, May 2007</i> (cat. no. 6227.0) for more information.
<b>Main English speaking countries</b>	Main English speaking countries are the following: United Kingdom, Ireland, New Zealand, Canada, the United States of America and South Africa.
<b>Mean equivalised gross household income</b>	The sum of the equivalised household income of each person in a group divided by the number of persons in the group. For example, the mean equivalised household income of persons aged 15 to 74 years is the sum of the equivalised household incomes of all persons aged 15 to 74 years and over in the population, divided by the number of persons aged 15 to 74 years in the population.
<b>Non-qualification course</b>	A course that does not result in formal certification but is structured in content and delivery.
<b>Non-school qualification</b>	Non-school qualifications are awarded for educational attainments other than those of pre-primary, primary or secondary education. They include qualifications at the Post Graduate Degree level, Master Degree level, Graduate Diploma and Graduate Certificate level, Bachelor Degree level, Advanced Diploma and Diploma level, and Certificates I, II, III and IV levels. Non-school qualifications may be attained concurrently with school qualifications.
<b>Not in the labour force</b>	Persons who were not in the categories employed or unemployed, as defined.
<b>Numeracy</b>	The knowledge and skills required to effectively manage and respond to the mathematical demands of diverse situations.
<b>Occupation</b>	A collection of jobs sufficiently similar in their main tasks (in terms of skill level and specialisation) to be grouped together for classification purposes. Occupation has been dual classified according to the AUSTRALIAN AND NEW ZEALAND STANDARD CLASSIFICATION OF OCCUPATIONS (ANZSCO) and the AUSTRALIAN STANDARD CLASSIFICATION OF OCCUPATIONS (ASCO).
<b>Problem solving</b>	Problem solving is goal-directed thinking and action in situations for which no routine solution procedure is available. The understanding of the problem situation and its step-by-step transformation, based on planning and reasoning, constitute the process of problem solving.
<b>Proficiency in spoken English</b>	The self-assessed level of ability to speak English in every day situations, asked of people whose first language spoken was a language other than English or who speak a language other than English at home.
<b>Prose literacy</b>	The knowledge and skills needed to understand and use various kinds of information from text including editorials, news stories, brochures and instruction manuals.
<b>Qualification</b>	A course that results in formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. Statements of attainment awarded for partial completion of a course of study at a particular level are excluded.
<b>Quintile</b>	When persons (or any other units) are ranked from the lowest to the highest on the basis of some characteristic such as their household income, they can then be divided into equal sized groups. When the population is divided into five equally sized groups, the groups are called quintiles.

## GLOSSARY *continued*

<b>Remoteness</b>	<p>The ABS has defined Remoteness within the AUSTRALIAN STANDARD GEOGRAPHICAL CLASSIFICATION (ASGC). The ASGC Remoteness Structure is defined only in census years, commencing with the census year 2001, and includes all Collection Districts (CDs) across Australia. The purpose of the Remoteness Structure is to classify CDs which share common characteristics of remoteness into broad geographical regions called Remoteness Areas (RAs). The structure defines six RAs: Major Cities of Australia; Inner Regional Australia; Outer Regional Australia; Remote Australia; Very Remote Australia; and Migratory.</p> <p>The delimitation criteria for RAs are based on the Accessibility/Remoteness Index of Australia (ARIA), which measures the remoteness of a point based on the physical road distance to the nearest Urban Centre (ASGC 2001) in each of five size classes. For this survey, the ASGC 2001 CDs were used. The RAs were derived by calculating the average ARIA index value for each CD and applying the ASGC 2001 RA criteria. The Remoteness Structure is described in detail in the publication <i>Statistical Geography Volume 1 Australian Standard Geographical Classification (ASGC) 2001</i> (cat. no. 1216.0).</p>
<b>Self-assessed health status</b>	<p>The selected person's general assessment of their own health, against a five point scale from excellent through to poor.</p>
<b>Self-perception of skills</b>	<p>The selected person's self-perception of their own literacy skills against a four point scale from excellent through to poor (for example a respondent would be asked to self-rate their reading and writing skills).</p>
<b>Short Form-12 (SF-12) Health Survey</b>	<p>The SF-12 is a standard international instrument which is widely used to monitor health of both general and specific populations. The measure consists of 12 questions which assess health status across eight dimensions. Two questions were asked for each of the following dimensions:</p> <ul style="list-style-type: none"><li>■ physical functioning</li><li>■ role limitations due to physical health problems</li><li>■ role limitations due to emotional problems</li><li>■ mental health</li></ul> <p>One question was asked for each of the following dimensions:</p> <ul style="list-style-type: none"><li>■ bodily pain</li><li>■ general health</li><li>■ vitality</li><li>■ social functioning</li></ul>
<b>State or territory</b>	<p>Classified according to the <i>Australian Standard Geographical Classification (ASGC)</i> (cat. no. 1216.0).</p>
<b>Studying full-time</b>	<p>Enrolment in study full-time as reported by the respondent.</p>
<b>Studying part-time</b>	<p>Enrolment in study part-time as reported by the respondent.</p>
<b>Unemployed</b>	<p>Persons aged 15-74 who were not employed (as defined), had actively looked for full-time or part-time work at any time in the four weeks up to the end of the reference week, and were available for work in the reference week if they had found a job.</p>
<b>Unpaid volunteer</b>	<p>A person who provides unpaid help willingly undertaken in the form of time, service or skills, to an organisation or group.</p>
<b>Worked in the last 12 months</b>	<p>Had at least one employer or own business in the last 12 months.</p>
<b>Years of formal education</b>	<p>Refers to a person's number of completed years in formal studies at the primary, secondary or further education level. Part time study is converted to its full-time equivalent.</p>

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