

Tewodros Aragie Kebede, Kristian Takvam Kindt
and Jacob Høigilt

Language Change in Egypt: Social and Cultural Indicators Survey A Tabulation Report



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Introduction

This tabulation report presents the results from a survey conducted by Fafo Institute for Applied International Studies during March 2013. The survey is part of the international research project *The Ideology and Sociology of Language Change in the Arab World* which is funded by the Norwegian Research Council. The general aim of the research project is to analyze Arab native speakers' attitudes to and practices of written Arabic. The Arabic standard language (*fusha*) is one of the most important traits connecting people from different Arab countries, and thus is a basic constituent of common Arab identity, while its spoken varieties (*'ammiyya*) constitute part of regional and local identity. Whereas the standard written variety and the spoken variety of Arabic (*fusha* and *'ammiyya*) have (in general) been used for, and associated with, separate language domains throughout the centuries, we now see a trend where the spoken variety is increasingly being used as a written language, mixing with and even competing with the traditional written variety, *fusha*. This development has prompted several Arab policy-makers and intellectuals to claim that the Arabic language, and with it part of Arab identity, is in danger.

Little research has been done to map out the extent and nature of *'ammiyya* use in written Arabic, or how people perceive this development. The purpose of the survey is to gather relevant data that help address some of these questions. The general questions it tries to answer are: How widespread is the use of written *'ammiyya*? Is it more prevalent among some social groups? How is the increasing use of written *'ammiyya* perceived by literate Egyptians? And is there a link between people's political and social attitudes and the way they look at language? This survey is a first attempt at mapping out the developments in Arabic language use and linking them to attitudes to language and political and social issues.

The survey was conducted in Greater Cairo which includes the whole of Cairo Governorate as well as some parts of Giza and Qalyubiyya Governorate. 2529 households were interviewed, and the response rate was 98 percent. The household head answered a roster part of the survey which included questions about the household members and the socioeconomic situation of the household while a randomly selected individual (RSI) answered the main part of the survey, with questions about language use and attitudes and social and political questions. The criteria for being selected as an RSI were that respondents were between 18-64 years old and had completed preparatory (*i'dadi*) education. These criteria were set to ensure that only literate people were selected since the focus of the survey is about writing practices and attitudes towards writing practices. The tabulation report presents a set of tables comprising the main findings of the survey.

The tables

All the tables in this report are presented with the main variable at the top of the table, and selected background variables in rows below. The top row of the table is always the result of the main variable without any background variable sorting. Percentages are based on the row totals. In cases where multiple responses are allowed, the percentages may add up to more than 100 percent.

The options “Don’t know” (DK) and “No answer” (NA) are set as missing except for the cases where the DK respondents is a group over 5 percent. If there are no positive responses for a category, this is indicated in the table with a hyphen. In the instances where positive responses are recorded but not enough to total 1 percent, this is marked with a blank space. The tables either include all Randomly Selected Individuals (RSIs) or all Households. A footnote in each table indicates the category of respondents.

The background variables used in the tables are indicated below. In addition some extra background variables are included on specific questions, where they are deemed relevant.

Education: Noting the highest level of completed education. The categories are: Preparatory, secondary, upper intermediate, university and higher than university.

Gender: male or female.

Age: grouped the following way: 18-34, 35-49, 50-64.

Socioeconomic status is included in the Wealth index which is based on which assets people have in their household. This index has been divided into three equal parts, presenting the rich third, the middle third and the poor third.

Essential definitions

Fusha: *Fusha* is used as a short term for *al-lughā al-fushā*, which is the name in Arabic for the (Modern) Standard Arabic (MSA), or the formal, written variety of Arabic. It is a language variety that is usually not used for normal spoken functions, except for formal situations such as official ceremonies, religious discourse, political speeches, news broadcasts, prepared lectures and otherwise preferred by some TV channels (for example *Al-Jazeera*).

‘Ammiyya: *‘Ammiyya* literally means “general” or “common” and refers to the language that is commonly spoken among Egyptians. There are different dialects and sociolects of *‘ammiyya*, and people from different regions in Egypt speak *‘ammiyya* differently. In this context however, *‘ammiyya* is used to denote all varieties of spoken Egyptian, in contrast to the traditional written language, *fusha*. *‘Ammiyya* is not recognized as an official spoken language, is not codified and standardized, but has still been adapted into writing in some settings, and is used in a number of different settings as a written language, as we shall see from this report.

The content of this report

The report is divided into nine chapters. **Chapter 1** contains tables on characteristics of the population (age, gender, marital status, education). **Chapter 2** contains data on characteristics of the households, including both objective and subjective measurements of socioeconomic status. **Chapter 3** maps out data on background variables and basic characteristics of the randomly selected individuals (RSIs) in the sample. **Chapter 4** presents data on reading practices, including tables on how much the respondents read different kinds of publications and questions about their knowledge of some select publications written in *'ammiyya*. **Chapter 5** contains tables on perceptions and labels of *fusha* and *'ammiyya*. This includes questions about which label they use for the language they read and write, as well as questions identifying what they view as *fusha* and *'ammiyya*. **Chapter 6** explores attitudes to *fusha* and *'ammiyya*, including questions on how suitable *'ammiyya* is as a written language, and how important the languages are to themselves and to Egypt. **Chapter 7** is about writing practices, exploring how much the respondents write in *fusha*, *'ammiyya* and English, and in which contexts they use the different languages. **Chapter 8** focuses on attitudes to language in education, exploring the respondents' opinions about which language that should be used for teaching in school. Finally, **chapter 9** presents tables on attitudes to social and political life, including questions on women's participation in society, press freedom and voting behavior.

Chapter 1: Population characteristics

Summary

This chapter contains data on some main characteristics of the population. All household members are included in these tables, not just the randomly selected individuals (RSIs). That means that the estimates here are representative for the population of Greater Cairo between 18 and 64 years old. Table 1.1. shows that the age distribution of the population. The largest group (47 percent) are between 18 and 34, while 29 percent are between 35 and 49 and 25 percent are between 50 and 64. The gender distribution is almost equal, with 49 percent males and 51 percent females (table 1.2). Regarding location, around half (49 percent) live in Cairo while 39 percent live in Giza and 11 percent in Qalyoubiyya (table 1.3). The largest group of the population have completed secondary school (34 percent) while less than a third (28 percent) have university education or higher. Only 8 percent have not completed any level of schooling while 9 percent have only completed primary (table 1.4). Over half of the population is married while 37 percent are single. Among the younger group, a higher percentage is single while only 1 percent of those over 50 are still single (table 1.5).

Table 1.1 Age distribution

| | | 18-34 | 35-49 | 50-64 | Total | Total |
|--------------------------------------|------------------------------|-----------|-----------|-----------|------------|--------------|
| | | | | | Total | Sample size |
| Total | | 47 | 29 | 25 | 100 | 6 618 |
| Gender | Male | 46 | 27 | 27 | 100 | 3 229 |
| | Female | 48 | 30 | 22 | 100 | 3 389 |
| DHS wealth index tertiles | Poor third | 51 | 27 | 23 | 100 | 2 120 |
| | Mid third | 47 | 30 | 23 | 100 | 2 168 |
| | Rich third | 43 | 30 | 28 | 100 | 2 276 |
| Highest level of education completed | Incomplete primary | 21 | 29 | 50 | 100 | 442 |
| | Primary | 27 | 38 | 35 | 100 | 433 |
| | Preparatory | 45 | 32 | 23 | 100 | 639 |
| | Secondary | 49 | 34 | 17 | 100 | 1 893 |
| | Upper Intermediate | 46 | 33 | 21 | 100 | 465 |
| | University | 51 | 28 | 21 | 100 | 1 489 |
| | Higher than university | 36 | 43 | 21 | 100 | 53 |
| Socioeconomic status II | We live well | 45 | 28 | 26 | 100 | 2 979 |
| | We are neither rich nor poor | 47 | 30 | 23 | 100 | 3 119 |
| | We are poor | 50 | 26 | 24 | 100 | 503 |

n=All respondents

Table 1.2 Gender distribution

| | | Male | Female | Total | Total |
|--------------------------------------|------------------------------|-----------|-----------|------------|---------------|
| | | | | Total | Sample size |
| Total | | 49 | 51 | 100 | 10 289 |
| Age | 18-34 | 48 | 52 | 100 | 3 084 |
| | 35-49 | 46 | 54 | 100 | 1 905 |
| | 50-64 | 54 | 46 | 100 | 1 629 |
| DHS wealth index tertiles | Poor third | 50 | 50 | 100 | 3 405 |
| | Mid third | 49 | 51 | 100 | 3 403 |
| | Rich third | 49 | 51 | 100 | 3 403 |
| Highest level of education completed | Incomplete primary | 52 | 48 | 100 | 466 |
| | Primary | 58 | 42 | 100 | 477 |
| | Preparatory | 43 | 57 | 100 | 652 |
| | Secondary | 47 | 53 | 100 | 1 894 |
| | Upper Intermediate | 58 | 42 | 100 | 465 |
| | University | 53 | 47 | 100 | 1 489 |
| | Higher than university | 66 | 34 | 100 | 53 |
| Socioeconomic status II | We live well | 49 | 51 | 100 | 4 473 |
| | We are neither rich nor poor | 50 | 50 | 100 | 5 003 |
| | We are poor | 48 | 52 | 100 | 779 |

n=All RSI

Table 1.5 Marital status

| | Single/Never married | | Married | Signed contract | Widowed | Divorced | Separated | Total | | Sample size |
|------------------------------|----------------------|-----------|---------|-----------------|----------|----------|-----------|------------|-------|--------------|
| | 37 | 55 | | | | | | 100 | 7 491 | |
| Total | 37 | 55 | | | 6 | 1 | | 100 | | 7 491 |
| Age | | | | | | | | | | |
| 18-34 | 59 | 39 | | 1 | | | | 100 | | 3 084 |
| 35-49 | 3 | 90 | | 4 | 2 | 1 | | 100 | | 1 905 |
| 50-64 | 1 | 77 | | 21 | 1 | | | 100 | | 1 629 |
| Gender | | | | | | | | | | |
| Male | 41 | 56 | | 2 | 1 | | | 100 | | 3 678 |
| Female | 33 | 55 | | 9 | 2 | | | 100 | | 3 813 |
| DHS wealth index tertiles | | | | | | | | | | |
| Poor third | 38 | 53 | | 6 | 2 | | | 100 | | 2 412 |
| Mid third | 37 | 55 | | 6 | 2 | | | 100 | | 2 457 |
| Rich third | 36 | 58 | | 5 | 1 | | | 100 | | 2 566 |
| Location | | | | | | | | | | |
| Giza | 37 | 56 | | 5 | 1 | | | 100 | | 2 878 |
| Cairo | 37 | 55 | | 6 | 2 | | | 100 | | 3 796 |
| Qalyoubiyya | 35 | 56 | | 7 | 1 | | | 100 | | 817 |
| Socioeconomic status II | | | | | | | | | | |
| We live well | 37 | 56 | | 5 | 1 | | | 100 | | 3 344 |
| We are neither rich nor poor | 37 | 55 | | 6 | 2 | | | 100 | | 3 565 |
| We are poor | 37 | 53 | | 7 | 2 | 1 | | 100 | | 564 |

n=All RSI

Chapter 2 Household characteristics

Summary

This chapter presents data on the subjective and objective socio-economic conditions for the households surveyed. In general, around one third of the households are poor while two thirds are relatively well off, both by objective and subjective measures. For the objective measures, we define those with a higher income than what they deem as a minimum income as non-poor, while those with a lower income than what they deem as a minimum are considered poor. As we see in table 2.18, 69 percent of the households have a higher total income than what they report as the minimum required income, while 31 percent have a lower income than what they deem as a minimum income. A majority of 60 percent estimate their total monthly income to be below 2000 EGP, while 39 percent report it to be below 1000 EGP¹.

Using subjective measures of poverty where respondents are asked to evaluate their economic situation, 64 percent report that they get by financially, while 19% report that they have to borrow money (table 2.5). When households are asked to place themselves on a “economic” ladder between 1 and 6 (1 being the poorest), 29 percent place themselves on the poor side of the spectrum, (step 1 or 2 on the ladder) (table 2.12). Table 2.15 shows that around one third of the RSI population reports that money is their main concern, while 69 percent report other issues, like security and education as more pressing. The rich part of the population views security as the most pressing issue whereas the poorer segments view money as the main concern. In addition, 44 percent report that they are “very concerned” about being able to provide basic necessities (table 2.11). On a direct question about being poor however, only 8 percent report being poor, while 45 percent say that they “live well” and 47 percent say that they are “neither rich nor poor”. Also the vast majority (76 percent) are “satisfied” or “very satisfied” with their life in general (table 2.14).

When asked about the financial developments after the Egyptian revolution in 2011 (table 2.7), the majority (58 percent) report that their socioeconomic situation has “deteriorated” or “deteriorated a lot”. When asked about the financial prospects for the coming year, 51 percent think that the situation will deteriorate further, while 35 percent think it will remain the same. The more educated household heads are less worried about their financial situation than those without education (table 2.8).

¹ 1 Egyptian Pound (EGP)=0.15 USD on 1 March 2013.

Table 2.1 Ownership of dwelling

| | Own | | Rent | | Occupy for free | | Total | |
|-------------------------------|-----------|-----------|----------|------------|-----------------|--------------|-------|--|
| | | | | | | | | |
| Total | 44 | 52 | 4 | 100 | 100 | 2 458 | | |
| Household size group | | | | | | | | |
| 1-2 | 44 | 53 | 3 | 100 | 100 | 316 | | |
| 3-4 | 43 | 54 | 3 | 100 | 100 | 1 147 | | |
| 5-6 | 44 | 50 | 6 | 100 | 100 | 861 | | |
| 7+ | 46 | 51 | 3 | 100 | 100 | 134 | | |
| DHS wealth index tertiles | | | | | | | | |
| Poor third | 24 | 67 | 9 | 100 | 100 | 779 | | |
| Mid third | 41 | 56 | 3 | 100 | 100 | 811 | | |
| Rich third | 63 | 36 | 1 | 100 | 100 | 854 | | |
| Highest education completed | | | | | | | | |
| Primary or Preparatory school | 38 | 58 | 5 | 100 | 100 | 477 | | |
| Secondary school | 42 | 54 | 5 | 100 | 100 | 1 119 | | |
| Upper intermediate | 36 | 58 | 6 | 100 | 100 | 178 | | |
| University or higher | 53 | 45 | 2 | 100 | 100 | 651 | | |
| Age of RSI | | | | | | | | |
| 18-34 | 43 | 52 | 5 | 100 | 100 | 1 329 | | |
| 35-49 | 42 | 54 | 5 | 100 | 100 | 731 | | |
| 50-64 | 47 | 52 | 1 | 100 | 100 | 365 | | |
| Socioeconomic status | | | | | | | | |
| We live well | 52 | 46 | 2 | 100 | 100 | 1 105 | | |
| We are neither rich nor poor | 37 | 57 | 6 | 100 | 100 | 1 158 | | |
| We are poor | 31 | 62 | 7 | 100 | 100 | 188 | | |

n=All RSI

Table 2.2 Number of rooms in dwelling

| | Total | | | | Sample size | |
|-------------------------------|-----------|-----------|-----------|----------|-------------|--------------|
| | 1-2 | 3-4 | 5-6 | 7+ | Total | Sample size |
| Total | 13 | 47 | 35 | 5 | 100 | 2 461 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 10 | 45 | 37 | 8 | 100 | 779 |
| Mid third | 12 | 46 | 37 | 5 | 100 | 811 |
| Rich third | 16 | 49 | 32 | 3 | 100 | 854 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 13 | 43 | 35 | 9 | 100 | 478 |
| Secondary school | 10 | 45 | 40 | 6 | 100 | 1 119 |
| Upper intermediate | 13 | 43 | 39 | 4 | 100 | 178 |
| University or higher | 17 | 54 | 27 | 2 | 100 | 653 |
| Age of RSI | | | | | | |
| 18-34 | 9 | 54 | 31 | 6 | 100 | 1 330 |
| 35-49 | 6 | 38 | 50 | 6 | 100 | 732 |
| 50-64 | 36 | 40 | 20 | 3 | 100 | 366 |
| Socioeconomic status | | | | | | |
| We live well | 15 | 49 | 33 | 4 | 100 | 1 107 |
| We are neither rich nor poor | 11 | 45 | 38 | 7 | 100 | 1 159 |
| We are poor | 14 | 46 | 34 | 6 | 100 | 188 |

n=All RSI

Table 2.3 Construction material of the wall

| | Construction material | | | Total | Sample size |
|-------------------------------|-----------------------|------|-----------|------------|--------------|
| | Concrete | Wood | Brick | | |
| Total | 29 | | 70 | 100 | 2 459 |
| Household size group | | | | | |
| 1-2 | 24 | - | 76 | 100 | 316 |
| 3-4 | 28 | | 72 | 100 | 1 148 |
| 5-6 | 33 | | 66 | 100 | 861 |
| 7+ | 31 | 1 | 69 | 100 | 134 |
| DHS wealth index tertiles | | | | | |
| Poor third | 25 | 1 | 74 | 100 | 778 |
| Mid third | 32 | | 68 | 100 | 810 |
| Rich third | 31 | | 69 | 100 | 854 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 32 | | 68 | 100 | 478 |
| Secondary school | 29 | | 71 | 100 | 1 117 |
| Upper intermediate | 26 | - | 74 | 100 | 178 |
| University or higher | 29 | - | 71 | 100 | 653 |
| Age of RSI | | | | | |
| 18-34 | 29 | | 71 | 100 | 1 330 |
| 35-49 | 31 | | 69 | 100 | 730 |
| 50-64 | 29 | | 71 | 100 | 366 |
| Socioeconomic status | | | | | |
| We live well | 39 | - | 61 | 100 | 1 106 |
| We are neither rich nor poor | 22 | | 77 | 100 | 1 158 |
| We are poor | 15 | 1 | 84 | 100 | 188 |

n=All RSI

Table 2.4 Subjective socioeconomic evaluation

| | Subjective socioeconomic evaluation | | | Total | Sample size |
|-------------------------------|-------------------------------------|------------------------------|-------------|------------|--------------|
| | We live well | We are neither rich nor poor | We are poor | | |
| Total | 45 | 47 | 8 | 100 | 2 454 |
| Household size group | | | | | |
| 1-2 | 51 | 40 | 9 | 100 | 315 |
| 3-4 | 47 | 45 | 7 | 100 | 1 147 |
| 5-6 | 42 | 51 | 7 | 100 | 859 |
| 7+ | 32 | 60 | 8 | 100 | 133 |
| DHS wealth index tertiles | | | | | |
| Poor third | 24 | 60 | 16 | 100 | 775 |
| Mid third | 40 | 55 | 5 | 100 | 810 |
| Rich third | 69 | 29 | 2 | 100 | 853 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 33 | 55 | 12 | 100 | 478 |
| Secondary school | 40 | 52 | 8 | 100 | 1 113 |
| Upper intermediate | 34 | 58 | 7 | 100 | 177 |
| University or higher | 66 | 31 | 4 | 100 | 653 |
| Age of RSI | | | | | |
| 18-34 | 43 | 49 | 9 | 100 | 1 324 |
| 35-49 | 46 | 48 | 6 | 100 | 731 |
| 50-64 | 53 | 40 | 7 | 100 | 366 |

n=All RSI

Table 2.5 Do you save money

| | Save money | | Just get by | | Spend some savings | | Spend savings and borrow money | | Only borrowed money | | Total | Sample size |
|-------------------------------|------------|-----------|-------------|----------|--------------------|------------|--------------------------------|--------------|---------------------|--|-------|-------------|
| | 4 | 64 | 8 | 5 | 19 | 100 | 19 | 2 405 | | | | |
| Total | 4 | 64 | 8 | 5 | 19 | 100 | 19 | 2 405 | | | | |
| Household size group | | | | | | | | | | | | |
| 1-2 | 8 | 69 | 7 | 4 | 12 | 100 | 12 | 307 | | | | |
| 3-4 | 4 | 64 | 9 | 5 | 18 | 100 | 18 | 1 123 | | | | |
| 5-6 | 2 | 63 | 8 | 6 | 22 | 100 | 22 | 846 | | | | |
| 7+ | 2 | 63 | 3 | 5 | 27 | 100 | 27 | 129 | | | | |
| DHS wealth index tertiles | | | | | | | | | | | | |
| Poor third | | 54 | 5 | 8 | 34 | 100 | 34 | 772 | | | | |
| Mid third | 2 | 67 | 9 | 5 | 17 | 100 | 17 | 792 | | | | |
| Rich third | 8 | 72 | 10 | 2 | 7 | 100 | 7 | 826 | | | | |
| Highest education completed | | | | | | | | | | | | |
| Primary or Preparatory school | 1 | 60 | 6 | 6 | 26 | 100 | 26 | 467 | | | | |
| Secondary school | 2 | 63 | 7 | 6 | 22 | 100 | 22 | 1 104 | | | | |
| Upper intermediate | 2 | 71 | 6 | 3 | 18 | 100 | 18 | 172 | | | | |
| University or higher | 9 | 69 | 10 | 3 | 9 | 100 | 9 | 629 | | | | |
| Age of RSI | | | | | | | | | | | | |
| 18-34 | 3 | 64 | 8 | 5 | 21 | 100 | 21 | 1 301 | | | | |
| 35-49 | 4 | 63 | 8 | 6 | 20 | 100 | 20 | 717 | | | | |
| 50-64 | 6 | 69 | 8 | 4 | 12 | 100 | 12 | 354 | | | | |
| Socioeconomic status | | | | | | | | | | | | |
| We live well | 7 | 75 | 8 | 3 | 6 | 100 | 6 | 1 065 | | | | |
| We are neither rich nor poor | 1 | 61 | 8 | 6 | 24 | 100 | 24 | 1 147 | | | | |
| We are poor | - | 23 | 9 | 12 | 57 | 100 | 57 | 186 | | | | |

n=All RSI

Table 2.6 Satisfaction with current financial situation

| | Fully satisfied | | | Rather satisfied | | | Neither satisfied nor dissatisfied | | | Less than satisfied | | | Not at all satisfied | | | Total | Sample size |
|-------------------------------|-----------------|-----------|----------|------------------|-----------|------------|------------------------------------|------------|--------------|---------------------|--|--|----------------------|--|--|-------|-------------|
| | 11 | 50 | 4 | 19 | 16 | 100 | 16 | 100 | 2 458 | | | | | | | | |
| Total | 11 | 50 | 4 | 19 | 16 | 100 | 16 | 100 | 2 458 | | | | | | | | |
| Household size group | | | | | | | | | | | | | | | | | |
| 1-2 | 19 | 48 | 4 | 18 | 10 | 100 | 10 | 100 | 314 | | | | | | | | |
| 3-4 | 12 | 50 | 4 | 19 | 16 | 100 | 16 | 100 | 1 150 | | | | | | | | |
| 5-6 | 6 | 52 | 5 | 20 | 17 | 100 | 17 | 100 | 861 | | | | | | | | |
| 7+ | 11 | 46 | 5 | 18 | 21 | 100 | 21 | 100 | 133 | | | | | | | | |
| DHS wealth index tertiles | | | | | | | | | | | | | | | | | |
| Poor third | 6 | 42 | 4 | 25 | 23 | 100 | 23 | 100 | 777 | | | | | | | | |
| Mid third | 8 | 53 | 4 | 20 | 15 | 100 | 15 | 100 | 811 | | | | | | | | |
| Rich third | 17 | 54 | 5 | 13 | 10 | 100 | 10 | 100 | 853 | | | | | | | | |
| Highest education completed | | | | | | | | | | | | | | | | | |
| Primary or Preparatory school | 8 | 50 | 3 | 21 | 18 | 100 | 18 | 100 | 478 | | | | | | | | |
| Secondary school | 9 | 48 | 5 | 20 | 18 | 100 | 18 | 100 | 1 119 | | | | | | | | |
| Upper intermediate | 5 | 63 | 5 | 18 | 10 | 100 | 10 | 100 | 177 | | | | | | | | |
| University or higher | 17 | 51 | 5 | 16 | 11 | 100 | 11 | 100 | 651 | | | | | | | | |
| Age of RSI | | | | | | | | | | | | | | | | | |
| 18-34 | 10 | 49 | 5 | 20 | 16 | 100 | 16 | 100 | 1 329 | | | | | | | | |
| 35-49 | 9 | 53 | 5 | 17 | 16 | 100 | 16 | 100 | 731 | | | | | | | | |
| 50-64 | 14 | 50 | 4 | 19 | 14 | 100 | 14 | 100 | 365 | | | | | | | | |
| Socioeconomic status | | | | | | | | | | | | | | | | | |
| We live well | 17 | 61 | 4 | 11 | 7 | 100 | 7 | 100 | 1 105 | | | | | | | | |
| We are neither rich nor poor | 6 | 43 | 4 | 24 | 23 | 100 | 23 | 100 | 1 158 | | | | | | | | |
| We are poor | 3 | 33 | 6 | 32 | 26 | 100 | 26 | 100 | 188 | | | | | | | | |

n=All RSI

Table 2.7 Development of the financial situation the last two years

| | Improved a lot | | | Somewhat improved | | | Remained the same | | | Somewhat deteriorated | | | Deteriorated a lot | | | Total | |
|-------------------------------|----------------|-------------------|-------------------|-----------------------|--------------------|------------|-------------------|--|--|-----------------------|--|--|--------------------|--|--|-------|--|
| | Improved a lot | Somewhat improved | Remained the same | Somewhat deteriorated | Deteriorated a lot | Total | Sample size | | | | | | | | | | |
| Total | 2 | 10 | 30 | 33 | 25 | 100 | 2 444 | | | | | | | | | | |
| Household size group | | | | | | | | | | | | | | | | | |
| 1-2 | 3 | 12 | 38 | 27 | 20 | 100 | 308 | | | | | | | | | | |
| 3-4 | 1 | 11 | 31 | 34 | 23 | 100 | 1 144 | | | | | | | | | | |
| 5-6 | 1 | 8 | 28 | 35 | 28 | 100 | 858 | | | | | | | | | | |
| 7+ | 1 | 7 | 23 | 32 | 36 | 100 | 134 | | | | | | | | | | |
| DHS wealth index tertiles | | | | | | | | | | | | | | | | | |
| Poor third | 1 | 6 | 24 | 33 | 36 | 100 | 773 | | | | | | | | | | |
| Mid third | 1 | 9 | 27 | 37 | 26 | 100 | 808 | | | | | | | | | | |
| Rich third | 3 | 15 | 38 | 30 | 14 | 100 | 846 | | | | | | | | | | |
| Highest education completed | | | | | | | | | | | | | | | | | |
| Primary or Preparatory school | 2 | 7 | 26 | 35 | 30 | 100 | 477 | | | | | | | | | | |
| Secondary school | 1 | 9 | 30 | 34 | 26 | 100 | 1 112 | | | | | | | | | | |
| Upper intermediate | - | 10 | 26 | 27 | 37 | 100 | 176 | | | | | | | | | | |
| University or higher | 2 | 14 | 35 | 33 | 17 | 100 | 646 | | | | | | | | | | |
| Age of RSI | | | | | | | | | | | | | | | | | |
| 18-34 | 1 | 10 | 30 | 33 | 26 | 100 | 1 320 | | | | | | | | | | |
| 35-49 | 2 | 9 | 28 | 36 | 25 | 100 | 730 | | | | | | | | | | |
| 50-64 | 2 | 11 | 35 | 30 | 22 | 100 | 361 | | | | | | | | | | |
| Socioeconomic status | | | | | | | | | | | | | | | | | |
| We live well | 2 | 14 | 40 | 28 | 15 | 100 | 1 095 | | | | | | | | | | |
| We are neither rich nor poor | 1 | 7 | 22 | 38 | 32 | 100 | 1 154 | | | | | | | | | | |
| We are poor | - | 4 | 21 | 35 | 40 | 100 | 188 | | | | | | | | | | |

n=All RSI

Table 2.8 Prospects for financial situation the next 12 months

| | Improve a lot | | | Improve somewhat | | | Remain the same | | | Deteriorate somewhat | | | Deteriorate a lot | | | Total | |
|-------------------------------|---------------|------------------|-----------------|----------------------|-------------------|------------|-----------------|--|--|----------------------|--|--|-------------------|--|--|-------|--|
| | Improve a lot | Improve somewhat | Remain the same | Deteriorate somewhat | Deteriorate a lot | Total | Sample size | | | | | | | | | | |
| Total | 2 | 13 | 35 | 27 | 24 | 100 | 1 817 | | | | | | | | | | |
| Household size group | | | | | | | | | | | | | | | | | |
| 1-2 | 3 | 13 | 38 | 25 | 21 | 100 | 232 | | | | | | | | | | |
| 3-4 | 2 | 14 | 34 | 26 | 24 | 100 | 853 | | | | | | | | | | |
| 5-6 | 1 | 11 | 34 | 28 | 25 | 100 | 639 | | | | | | | | | | |
| 7+ | 2 | 10 | 34 | 35 | 18 | 100 | 93 | | | | | | | | | | |
| DHS wealth index tertiles | | | | | | | | | | | | | | | | | |
| Poor third | 1 | 10 | 30 | 28 | 32 | 100 | 589 | | | | | | | | | | |
| Mid third | 1 | 13 | 34 | 28 | 23 | 100 | 576 | | | | | | | | | | |
| Rich third | 3 | 16 | 39 | 25 | 17 | 100 | 641 | | | | | | | | | | |
| Highest education completed | | | | | | | | | | | | | | | | | |
| Primary or Preparatory school | 1 | 11 | 36 | 26 | 26 | 100 | 352 | | | | | | | | | | |
| Secondary school | 1 | 12 | 33 | 29 | 24 | 100 | 853 | | | | | | | | | | |
| Upper intermediate | 1 | 11 | 36 | 20 | 32 | 100 | 91 | | | | | | | | | | |
| University or higher | 3 | 15 | 37 | 25 | 20 | 100 | 494 | | | | | | | | | | |
| Age of RSI | | | | | | | | | | | | | | | | | |
| 18-34 | 1 | 12 | 35 | 28 | 24 | 100 | 1 005 | | | | | | | | | | |
| 35-49 | 2 | 14 | 32 | 28 | 24 | 100 | 536 | | | | | | | | | | |
| 50-64 | 2 | 14 | 41 | 22 | 20 | 100 | 249 | | | | | | | | | | |
| Socioeconomic status | | | | | | | | | | | | | | | | | |
| We live well | 3 | 17 | 42 | 21 | 16 | 100 | 765 | | | | | | | | | | |
| We are neither rich nor poor | 1 | 10 | 31 | 32 | 26 | 100 | 887 | | | | | | | | | | |
| We are poor | - | 4 | 24 | 26 | 46 | 100 | 158 | | | | | | | | | | |

n=All RSI

Table 2.9 Satisfaction with current level of food consumption

| | More than adequate | | | Less than adequate | | | Total | Sample size |
|-------------------------------|--------------------|---------------|------------|--------------------|--------------------|------------|--------------|-------------|
| | More than adequate | Just adequate | Total | Just adequate | Less than adequate | Total | | |
| Total | 3 | 71 | 100 | 26 | 26 | 100 | 2 451 | |
| Household size group | | | | | | | | |
| 1-2 | 2 | 78 | 100 | 20 | 20 | 100 | 313 | |
| 3-4 | 3 | 73 | 100 | 24 | 24 | 100 | 1 147 | |
| 5-6 | 4 | 67 | 100 | 29 | 29 | 100 | 857 | |
| 7+ | 4 | 62 | 100 | 34 | 34 | 100 | 134 | |
| DHS wealth index tertiles | | | | | | | | |
| Poor third | 2 | 54 | 100 | 44 | 44 | 100 | 774 | |
| Mid third | 2 | 71 | 100 | 27 | 27 | 100 | 810 | |
| Rich third | 4 | 87 | 100 | 9 | 9 | 100 | 852 | |
| Highest education completed | | | | | | | | |
| Primary or Preparatory school | 4 | 58 | 100 | 38 | 38 | 100 | 475 | |
| Secondary school | 3 | 69 | 100 | 28 | 28 | 100 | 1 117 | |
| Upper intermediate | 1 | 74 | 100 | 25 | 25 | 100 | 177 | |
| University or higher | 3 | 84 | 100 | 13 | 13 | 100 | 650 | |
| Age of RSI | | | | | | | | |
| 18-34 | 3 | 68 | 100 | 29 | 29 | 100 | 1 326 | |
| 35-49 | 3 | 71 | 100 | 26 | 26 | 100 | 731 | |
| 50-64 | 2 | 83 | 100 | 14 | 14 | 100 | 362 | |
| Socioeconomic status | | | | | | | | |
| We live well | 5 | 84 | 100 | 11 | 11 | 100 | 1 103 | |
| We are neither rich nor poor | 2 | 66 | 100 | 32 | 32 | 100 | 1 153 | |
| We are poor | 1 | 27 | 100 | 72 | 72 | 100 | 188 | |

n=All RSI

Table 2.10 Satisfaction with current level of food expenditure

| | More than adequate | Just adequate | Less than adequate | Total | Sample size |
|-------------------------------|--------------------|---------------|--------------------|------------|--------------|
| Total | 33 | 44 | 23 | 100 | 2 453 |
| Household size group | | | | | |
| 1-2 | 27 | 55 | 19 | 100 | 313 |
| 3-4 | 32 | 47 | 21 | 100 | 1 148 |
| 5-6 | 35 | 39 | 26 | 100 | 859 |
| 7+ | 39 | 32 | 29 | 100 | 133 |
| DHS wealth index tertiles | | | | | |
| Poor third | 34 | 27 | 39 | 100 | 775 |
| Mid third | 33 | 43 | 24 | 100 | 808 |
| Rich third | 31 | 61 | 8 | 100 | 854 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 32 | 37 | 31 | 100 | 474 |
| Secondary school | 32 | 41 | 26 | 100 | 1 117 |
| Upper intermediate | 38 | 43 | 19 | 100 | 177 |
| University or higher | 31 | 56 | 13 | 100 | 652 |
| Age of RSI | | | | | |
| 18-34 | 32 | 44 | 25 | 100 | 1 326 |
| 35-49 | 37 | 40 | 23 | 100 | 731 |
| 50-64 | 27 | 57 | 16 | 100 | 363 |
| Socioeconomic status | | | | | |
| We live well | 30 | 58 | 12 | 100 | 1 105 |
| We are neither rich nor poor | 35 | 36 | 29 | 100 | 1 153 |
| We are poor | 32 | 18 | 49 | 100 | 188 |

n=All RSI

Table 2.11 How concerned are you about being able to provide yourself and your family with food and basic necessities in the next 12 months

| | Not concerned at | | | Total | Sample size |
|-------------------------------|------------------|--------------------|-------------------|------------|--------------|
| | Very concerned | A little concerned | Not too concerned | | |
| Total | 44 | 37 | 10 | 100 | 2 382 |
| Household size group | | | | | |
| 1-2 | 30 | 39 | 16 | 100 | 297 |
| 3-4 | 44 | 37 | 10 | 100 | 1 117 |
| 5-6 | 47 | 38 | 9 | 100 | 836 |
| 7+ | 52 | 34 | 8 | 100 | 132 |
| DHS wealth index tertiles | | | | | |
| Poor third | 55 | 35 | 6 | 100 | 761 |
| Mid third | 45 | 38 | 11 | 100 | 776 |
| Rich third | 32 | 40 | 14 | 100 | 831 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 48 | 39 | 7 | 100 | 467 |
| Secondary school | 47 | 36 | 9 | 100 | 1 088 |
| Upper intermediate | 43 | 42 | 10 | 100 | 162 |
| University or higher | 35 | 37 | 14 | 100 | 632 |
| Age of RSI | | | | | |
| 18-34 | 45 | 37 | 10 | 100 | 1 294 |
| 35-49 | 47 | 37 | 10 | 100 | 711 |
| 50-64 | 31 | 40 | 15 | 100 | 344 |
| Socioeconomic status | | | | | |
| We live well | 38 | 37 | 12 | 100 | 1 076 |
| We are neither rich nor poor | 48 | 37 | 9 | 100 | 1 114 |
| We are poor | 52 | 38 | 7 | 100 | 186 |

n=All RSI

Table 2.12 How poor/rich are you on a scale from 1 to 6 (1 being the poorest, 6 being the richest)

| | Scale from 1 to 6 | | | | | Total | Sample size |
|-------------------------------|-------------------|-----------|-----------|-----------|----------|------------|--------------|
| | Poorest | Second | Third | Fourth | Fifth | | |
| Total | 4 | 24 | 44 | 19 | 7 | 100 | 2 456 |
| Household size group | | | | | | | |
| 1-2 | 4 | 17 | 46 | 20 | 11 | 100 | 313 |
| 3-4 | 4 | 24 | 42 | 21 | 8 | 100 | 1 149 |
| 5-6 | 4 | 28 | 46 | 17 | 5 | 100 | 860 |
| 7+ | 7 | 22 | 56 | 10 | 4 | 100 | 134 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 10 | 44 | 37 | 7 | 2 | 100 | 776 |
| Mid third | 3 | 24 | 56 | 13 | 3 | 100 | 810 |
| Rich third | | 7 | 41 | 34 | 15 | 100 | 854 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 8 | 36 | 40 | 11 | 4 | 100 | 477 |
| Secondary school | 4 | 29 | 47 | 16 | 4 | 100 | 1 118 |
| Upper intermediate | 2 | 18 | 54 | 21 | 3 | 100 | 178 |
| University or higher | 1 | 10 | 41 | 29 | 17 | 100 | 651 |
| Age of RSI | | | | | | | |
| 18-34 | 5 | 27 | 42 | 18 | 6 | 100 | 1 328 |
| 35-49 | 2 | 23 | 49 | 18 | 7 | 100 | 731 |
| 50-64 | 3 | 15 | 45 | 24 | 10 | 100 | 365 |
| Socioeconomic status | | | | | | | |
| We live well | 2 | 12 | 41 | 29 | 14 | 100 | 1 105 |
| We are neither rich nor poor | 5 | 32 | 49 | 12 | 1 | 100 | 1 157 |
| We are poor | 11 | 49 | 33 | 5 | 1 | 100 | 187 |

n=All RSI

Table 2.13 On which step do you see most of your neighbours (1 being poorest, 6 being richest)

| | Scale from 1 to 6 | | | | | Total | Sample size |
|------------------------------------|-------------------|-----------|-----------|-----------|----------|------------|--------------|
| | Poorest | Second | Third | Fourth | Fifth | | |
| Total | 3 | 17 | 46 | 23 | 9 | 100 | 2 245 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 5 | 26 | 44 | 17 | 4 | 100 | 708 |
| Mid third | 2 | 18 | 55 | 19 | 5 | 100 | 746 |
| Rich third | | 8 | 38 | 31 | 17 | 100 | 775 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 3 | 23 | 47 | 19 | 5 | 100 | 442 |
| Secondary school | 3 | 19 | 51 | 19 | 6 | 100 | 1 011 |
| Upper intermediate | 2 | 10 | 45 | 35 | 7 | 100 | 165 |
| University or higher | 2 | 12 | 37 | 29 | 16 | 100 | 598 |
| Age of RSI | | | | | | | |
| 18-34 | 3 | 19 | 46 | 23 | 7 | 100 | 1 206 |
| 35-49 | 3 | 17 | 46 | 23 | 9 | 100 | 678 |
| 50-64 | 1 | 11 | 45 | 24 | 15 | 100 | 332 |
| Socioeconomic status | | | | | | | |
| We live well | 2 | 11 | 39 | 29 | 15 | 100 | 966 |
| We are neither rich nor poor | 3 | 21 | 52 | 20 | 3 | 100 | 1 089 |
| We are poor | 7 | 28 | 45 | 13 | 7 | 100 | 183 |
| Rank of the situation of household | | | | | | | |
| Poorest | 34 | 30 | 20 | 7 | 3 | 100 | 89 |
| Second | 3 | 45 | 40 | 9 | 1 | 100 | 561 |
| Third | 1 | 9 | 68 | 18 | 4 | 100 | 1 000 |
| Fourth | | 3 | 22 | 57 | 15 | 100 | 410 |
| Fifth | 1 | - | 9 | 26 | 53 | 100 | 152 |
| Richest | 10 | 3 | 3 | 30 | 23 | 100 | 30 |

n=All RSI

Table 2.14 Overall life satisfaction

| | Neither satisfied nor unsatisfied | | | | | Total | Sample size |
|------------------------------------|-----------------------------------|-----------|-----------------------------------|-------------|------------------|------------|--------------|
| | Very satisfied | Satisfied | Neither satisfied nor unsatisfied | Unsatisfied | Very unsatisfied | | |
| Total | 20 | 56 | 3 | 15 | 7 | 100 | 2 454 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 13 | 51 | 3 | 22 | 11 | 100 | 775 |
| Mid third | 16 | 61 | 2 | 14 | 7 | 100 | 809 |
| Rich third | 28 | 57 | 3 | 9 | 3 | 100 | 853 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 14 | 59 | 2 | 17 | 8 | 100 | 477 |
| Secondary school | 18 | 56 | 2 | 16 | 8 | 100 | 1 117 |
| Upper intermediate | 13 | 61 | 7 | 11 | 8 | 100 | 178 |
| University or higher | 28 | 55 | 3 | 10 | 5 | 100 | 649 |
| Age of RSI | | | | | | | |
| 18-34 | 18 | 57 | 3 | 14 | 8 | 100 | 1 326 |
| 35-49 | 20 | 57 | 3 | 15 | 6 | 100 | 731 |
| 50-64 | 23 | 55 | 2 | 15 | 5 | 100 | 364 |
| Socioeconomic status | | | | | | | |
| We live well | 26 | 61 | 3 | 6 | 3 | 100 | 1 103 |
| We are neither rich nor poor | 16 | 55 | 2 | 18 | 9 | 100 | 1 156 |
| We are poor | 5 | 37 | 4 | 39 | 14 | 100 | 188 |
| Rank of the situation of household | | | | | | | |
| Poorest | 17 | 33 | 3 | 21 | 25 | 100 | 99 |
| Second | 11 | 50 | 2 | 25 | 13 | 100 | 595 |
| Third | 18 | 61 | 3 | 12 | 5 | 100 | 1 090 |
| Fourth | 25 | 61 | 3 | 9 | 2 | 100 | 459 |
| Fifth | 39 | 53 | 1 | 6 | 2 | 100 | 175 |
| Richest | 56 | 34 | - | 6 | 3 | 100 | 32 |

n=All RSI

Table 2.15 What is currently the aspect of your life that concerns you the most?

| | Money | | Job security | | Health | | Safety | | Housing | | Education | | Total | | Sample size |
|------------------------------------|-----------|-----------|--------------|-----------|----------|-----------|------------|--------------|---------|--|-----------|--|-------|--|-------------|
| | | | | | | | | | | | | | | | |
| Total | 31 | 11 | 10 | 36 | 2 | 11 | 100 | 2 439 | | | | | | | |
| DHS wealth index tertiles | | | | | | | | | | | | | | | |
| Poor third | 46 | 12 | 8 | 24 | 3 | 8 | 100 | 777 | | | | | | | |
| Mid third | 29 | 12 | 11 | 37 | 2 | 10 | 100 | 803 | | | | | | | |
| Rich third | 20 | 9 | 11 | 45 | 1 | 14 | 100 | 843 | | | | | | | |
| Highest education completed | | | | | | | | | | | | | | | |
| Primary or Preparatory school | 42 | 10 | 10 | 29 | 1 | 9 | 100 | 476 | | | | | | | |
| Secondary school | 33 | 10 | 10 | 33 | 2 | 12 | 100 | 1 110 | | | | | | | |
| Upper intermediate | 32 | 14 | 6 | 32 | 5 | 11 | 100 | 177 | | | | | | | |
| University or higher | 20 | 11 | 10 | 46 | 2 | 11 | 100 | 644 | | | | | | | |
| Age of RSI | | | | | | | | | | | | | | | |
| 18-34 | 33 | 13 | 7 | 34 | 3 | 11 | 100 | 1 319 | | | | | | | |
| 35-49 | 29 | 8 | 9 | 38 | 1 | 15 | 100 | 729 | | | | | | | |
| 50-64 | 29 | 7 | 21 | 37 | 2 | 4 | 100 | 359 | | | | | | | |
| Socioeconomic status | | | | | | | | | | | | | | | |
| We live well | 22 | 9 | 14 | 41 | 1 | 12 | 100 | 1 094 | | | | | | | |
| We are neither rich nor poor | 36 | 11 | 6 | 33 | 2 | 11 | 100 | 1 151 | | | | | | | |
| We are poor | 47 | 19 | 7 | 19 | 3 | 5 | 100 | 188 | | | | | | | |
| Rank of the situation of household | | | | | | | | | | | | | | | |
| Poorest | 63 | 13 | 6 | 11 | 5 | 2 | 100 | 100 | | | | | | | |
| Second | 43 | 13 | 9 | 26 | 2 | 7 | 100 | 595 | | | | | | | |
| Third | 28 | 10 | 9 | 38 | 2 | 12 | 100 | 1 078 | | | | | | | |
| Fourth | 23 | 8 | 10 | 42 | 1 | 15 | 100 | 456 | | | | | | | |
| Fifth | 11 | 11 | 17 | 50 | 1 | 10 | 100 | 174 | | | | | | | |
| Richest | 13 | 16 | 16 | 53 | - | 3 | 100 | 32 | | | | | | | |

n=All RSI

Table 2.16 Estimated total income

| | 0-1000 | 1000-2000 | 2000-3000 | 3000-4000 | 4000+ | Total | Sample size |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|------------|--------------|
| Total | 39 | 21 | 14 | 7 | 21 | 100 | 2 461 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 65 | 16 | 6 | 1 | 12 | 100 | 779 |
| Mid third | 41 | 27 | 13 | 4 | 15 | 100 | 811 |
| Rich third | 13 | 18 | 21 | 14 | 33 | 100 | 854 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 56 | 18 | 9 | 3 | 14 | 100 | 478 |
| Secondary school | 44 | 23 | 12 | 5 | 15 | 100 | 1 119 |
| Upper intermediate | 33 | 19 | 20 | 6 | 22 | 100 | 178 |
| University or higher | 18 | 19 | 18 | 11 | 34 | 100 | 653 |
| Age of RSI | | | | | | | |
| 18-34 | 43 | 20 | 13 | 5 | 19 | 100 | 1 330 |
| 35-49 | 36 | 21 | 15 | 7 | 21 | 100 | 732 |
| 50-64 | 28 | 22 | 16 | 9 | 25 | 100 | 366 |
| Socioeconomic status | | | | | | | |
| We live well | 25 | 20 | 16 | 8 | 30 | 100 | 1 107 |
| We are neither rich nor poor | 47 | 21 | 13 | 6 | 14 | 100 | 1 159 |
| We are poor | 68 | 17 | 7 | 1 | 7 | 100 | 188 |
| Rank of the situation of household | | | | | | | |
| Poorest | 73 | 10 | 2 | - | 15 | 100 | 100 |
| Second | 63 | 18 | 8 | 3 | 9 | 100 | 596 |
| Third | 36 | 24 | 15 | 6 | 20 | 100 | 1 092 |
| Fourth | 18 | 23 | 20 | 12 | 26 | 100 | 460 |
| Fifth | 8 | 12 | 17 | 14 | 49 | 100 | 175 |
| Richest | 24 | 9 | 6 | 6 | 55 | 100 | 33 |
| Minimum income needed | | | | | | | |
| 0-1000 | 78 | 8 | 3 | 1 | 11 | 100 | 275 |
| 1000-2000 | 67 | 17 | 5 | 2 | 9 | 100 | 389 |
| 2000-3000 | 42 | 29 | 13 | 4 | 12 | 100 | 648 |
| 3000-4000 | 25 | 29 | 21 | 7 | 17 | 100 | 572 |
| 4000+ | 10 | 10 | 18 | 15 | 47 | 100 | 577 |

n=All RSI

Table 2.17 Minimum income needed

| | Estimated total income | | | | | Total | Sample size |
|------------------------------------|------------------------|-----------|-----------|-----------|-----------|------------|--------------|
| | 0-1000 | 1000-2000 | 2000-3000 | 3000-4000 | 4000+ | | |
| Total | 11 | 16 | 26 | 23 | 23 | 100 | 2 461 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 20 | 21 | 27 | 20 | 13 | 100 | 779 |
| Mid third | 11 | 18 | 30 | 23 | 18 | 100 | 811 |
| Rich third | 4 | 9 | 23 | 27 | 37 | 100 | 854 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 18 | 21 | 28 | 19 | 14 | 100 | 478 |
| Secondary school | 12 | 18 | 29 | 24 | 19 | 100 | 1 119 |
| Upper intermediate | 11 | 15 | 28 | 21 | 26 | 100 | 178 |
| University or higher | 5 | 9 | 21 | 27 | 38 | 100 | 653 |
| Age of RSI | | | | | | | |
| 18-34 | 14 | 17 | 26 | 21 | 21 | 100 | 1 330 |
| 35-49 | 6 | 14 | 28 | 26 | 25 | 100 | 732 |
| 50-64 | 10 | 13 | 23 | 26 | 28 | 100 | 366 |
| Socioeconomic status | | | | | | | |
| We live well | 8 | 12 | 23 | 24 | 32 | 100 | 1 107 |
| We are neither rich nor poor | 12 | 19 | 30 | 23 | 17 | 100 | 1 159 |
| We are poor | 22 | 18 | 23 | 19 | 18 | 100 | 188 |
| Rank of the situation of household | | | | | | | |
| Poorest | 23 | 23 | 20 | 16 | 18 | 100 | 100 |
| Second | 17 | 19 | 29 | 20 | 15 | 100 | 596 |
| Third | 10 | 15 | 29 | 27 | 19 | 100 | 1 092 |
| Fourth | 7 | 13 | 22 | 22 | 35 | 100 | 460 |
| Fifth | 4 | 10 | 18 | 22 | 46 | 100 | 175 |
| Richest | 12 | 21 | 15 | 6 | 45 | 100 | 33 |
| Estimated total income | | | | | | | |
| 0-1000 | 23 | 28 | 28 | 15 | 6 | 100 | 952 |
| 1000-2000 | 4 | 13 | 38 | 33 | 11 | 100 | 505 |
| 2000-3000 | 2 | 6 | 25 | 36 | 31 | 100 | 336 |
| 3000-4000 | 1 | 4 | 16 | 25 | 54 | 100 | 160 |
| 4000+ | 6 | 7 | 15 | 19 | 53 | 100 | 508 |

n=All RSI

Table 2.18 Is your total income lower than your estimated minimum income (poor= yes, not poor=no)

| | | Poor | Not poor | Total | Total |
|------------------------------------|-------------------------------|-----------|-----------|------------|--------------|
| | | | | | Sample size |
| Total | | 31 | 69 | 100 | 2 461 |
| DHS wealth index tertiles | Poor third | 18 | 82 | 100 | 779 |
| | Mid third | 26 | 74 | 100 | 811 |
| | Rich third | 47 | 53 | 100 | 854 |
| Highest education completed | Primary or Preparatory school | 24 | 76 | 100 | 478 |
| | Secondary school | 24 | 76 | 100 | 1 119 |
| | Upper intermediate | 33 | 67 | 100 | 178 |
| | University or higher | 47 | 53 | 100 | 653 |
| Age of RSI | 18-34 | 30 | 70 | 100 | 1 330 |
| | 35-49 | 29 | 71 | 100 | 732 |
| | 50-64 | 39 | 61 | 100 | 366 |
| Socioeconomic status | We live well | 40 | 60 | 100 | 1 107 |
| | We are neither rich nor poor | 25 | 75 | 100 | 1 159 |
| | We are poor | 13 | 87 | 100 | 188 |
| Rank of the situation of household | Poorest | 18 | 82 | 100 | 100 |
| | Second | 15 | 85 | 100 | 596 |
| | Third | 30 | 70 | 100 | 1 092 |
| | Fourth | 45 | 55 | 100 | 460 |
| | Fifth | 64 | 36 | 100 | 175 |
| | Richest | 64 | 36 | 100 | 33 |
| Estimated total income | 0-1000 | 7 | 93 | 100 | 952 |
| | 1000-2000 | 15 | 85 | 100 | 505 |
| | 2000-3000 | 29 | 71 | 100 | 336 |
| | 3000-4000 | 44 | 56 | 100 | 160 |
| | 4000+ | 91 | 9 | 100 | 508 |

n=All RSI

Chapter 3: Background variables for Random Selected Individuals (RSIs)

Summary

This chapter presents data on the socioeconomic situation, schooling and migration history of the randomly selected individuals (RSIs) in the sample. This sample is a representative sample of residents in Greater Cairo (including Cairo and parts of Giza and Qalyubiyya), between 18 and 64 years old that have completed preparatory education or higher. The education criteria for selection was included because the main part of the survey concerns writing practices. In order to ensure that the respondents were literate, we choose to exclude those without any education or with only completed primary school.

In the first part of the chapter, data on age, gender education, location and marital status is presented (table 3.1 – 3.5). We see in table 3.1 that the majority of this population is young with 55 percent between 18 and 34 years, and only 15 percent over 50 years old. Women constitute 60 percent of the sample population while 40 percent are male as shown in table 3.2. This difference is due to that there are more men that have not completed preparatory education (table 1.4). Regarding education (table 3.4), 27 percent of the RSI population have University education, while only 1 percent have education that is higher than university (PhD and above). Almost half (46 percent) have completed secondary school while one fifth have only completed preparatory. The male part of the population has somewhat higher education, and the rich third of the population have significantly higher education. Less than 10 percent of the poorest third have completed university, while 47 of the rich third have university education.

The second part of this chapter (table 3.5 – 3.10) presents data on specific schooling background for the RSIs, their employment situation as well as their migration history. In general, the vast majority of the population has not lived in many different countries outside Egypt. 99 percent of the respondents have not lived outside Egypt for more than three months (table 3.7). 67 percent report living another place in Cairo/Giza before the place they live now, while only 6 percent have lived in another village and 26 percent come from another city in Egypt. 10 percent have travelled to “other Arab countries” for less than three months, but less than 1 percent have travelled for more than three months outside of Egypt. Regarding education (table 3.8 – 3.9), the vast majority (92 percent) went to government school, while only 4 percent went to private school. 97 percent were taught mainly in Arabic, while 3 percent went to an English language school.

Table 3.1 Age distribution of RSIs

| | 18-34 | 35-49 | 50-64 | Total | Sample size |
|-------------------------------|-----------|-----------|-----------|------------|--------------|
| Total | 55 | 30 | 15 | 100 | 2 416 |
| Gender of RSI respondent | | | | | |
| Male | 50 | 29 | 21 | 100 | 956 |
| Female | 58 | 31 | 11 | 100 | 1 460 |
| DHS wealth index tertiles | | | | | |
| Poor third | 66 | 26 | 9 | 100 | 762 |
| Mid third | 55 | 31 | 14 | 100 | 803 |
| Rich third | 44 | 33 | 22 | 100 | 834 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 57 | 25 | 17 | 100 | 477 |
| Secondary school | 57 | 32 | 11 | 100 | 1 115 |
| Upper intermediate | 45 | 35 | 20 | 100 | 177 |
| University or higher | 51 | 30 | 19 | 100 | 647 |
| Socioeconomic status | | | | | |
| We live well | 52 | 31 | 18 | 100 | 1 085 |
| We are neither rich nor poor | 56 | 31 | 13 | 100 | 1 140 |
| We are poor | 62 | 24 | 14 | 100 | 184 |

n=All RSI

Table 3.2 Gender distribution of RSIs

| | Male | Female | Total | Sample size |
|-------------------------------|-----------|-----------|------------|--------------|
| Total | 40 | 60 | 100 | 2 416 |
| Age category | | | | |
| 18-34 | 36 | 64 | 100 | 1 323 |
| 35-49 | 39 | 61 | 100 | 730 |
| 50-64 | 55 | 45 | 100 | 363 |
| DHS wealth index tertiles | | | | |
| Poor third | 39 | 61 | 100 | 762 |
| Mid third | 39 | 61 | 100 | 803 |
| Rich third | 41 | 59 | 100 | 834 |
| Highest education completed | | | | |
| Primary or Preparatory school | 35 | 65 | 100 | 477 |
| Secondary school | 35 | 65 | 100 | 1 115 |
| Upper intermediate | 53 | 47 | 100 | 177 |
| University or higher | 47 | 53 | 100 | 647 |
| Socioeconomic status | | | | |
| We live well | 39 | 61 | 100 | 1 085 |
| We are neither rich nor poor | 40 | 60 | 100 | 1 140 |
| We are poor | 42 | 58 | 100 | 184 |

n=All RSI

Table 3.3 Location of RSIs

| | Giza | | | Cairo | | | Qalyoubiyya | | | Total | Sample size |
|-------------------------------|-----------|-----------|-----------|------------|------------|------------|-------------|------------|------------|--------------|-------------|
| | | | | | | | | | | | |
| Total | 38 | 51 | 11 | 100 | 100 | 100 | 100 | 100 | 100 | 2 428 | |
| Gender of RSI respondent | | | | | | | | | | | |
| Male | 36 | 53 | 11 | 100 | 100 | 100 | 100 | 100 | 100 | 956 | |
| Female | 40 | 49 | 11 | 100 | 100 | 100 | 100 | 100 | 100 | 1 460 | |
| Age category | | | | | | | | | | | |
| 18-34 | 39 | 49 | 12 | 100 | 100 | 100 | 100 | 100 | 100 | 1 323 | |
| 35-49 | 39 | 49 | 12 | 100 | 100 | 100 | 100 | 100 | 100 | 730 | |
| 50-64 | 33 | 59 | 8 | 100 | 100 | 100 | 100 | 100 | 100 | 363 | |
| DHS wealth index tertiles | | | | | | | | | | | |
| Poor third | 43 | 44 | 14 | 100 | 100 | 100 | 100 | 100 | 100 | 763 | |
| Mid third | 39 | 48 | 14 | 100 | 100 | 100 | 100 | 100 | 100 | 806 | |
| Rich third | 34 | 59 | 7 | 100 | 100 | 100 | 100 | 100 | 100 | 842 | |
| Highest education completed | | | | | | | | | | | |
| Primary or Preparatory school | 43 | 45 | 12 | 100 | 100 | 100 | 100 | 100 | 100 | 478 | |
| Secondary school | 40 | 47 | 13 | 100 | 100 | 100 | 100 | 100 | 100 | 1 119 | |
| Upper intermediate | 33 | 60 | 8 | 100 | 100 | 100 | 100 | 100 | 100 | 178 | |
| University or higher | 34 | 59 | 8 | 100 | 100 | 100 | 100 | 100 | 100 | 653 | |
| Socioeconomic status | | | | | | | | | | | |
| We live well | 42 | 53 | 5 | 100 | 100 | 100 | 100 | 100 | 100 | 1 092 | |
| We are neither rich nor poor | 33 | 50 | 17 | 100 | 100 | 100 | 100 | 100 | 100 | 1 145 | |
| We are poor | 43 | 43 | 14 | 100 | 100 | 100 | 100 | 100 | 100 | 184 | |

n=All RSI

Table 3.4 Highest level of school attended

| | Primary or Preparatory school | | | | Secondary school | | | | Upper intermediate | | | | University or higher | | | | Total | Sample size |
|---------------------------|-------------------------------|-----------|----------|-----------|------------------|------------|------------|------------|--------------------|------------|------------|------------|----------------------|------------|------------|--------------|-------|-------------|
| | | | | | | | | | | | | | | | | | | |
| Total | 20 | 46 | 7 | 27 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 2 428 | | |
| Age category | | | | | | | | | | | | | | | | | | |
| 18-34 | 21 | 48 | 6 | 25 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 1 323 | | |
| 35-49 | 17 | 49 | 8 | 26 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 730 | | |
| 50-64 | 23 | 33 | 10 | 34 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 363 | | |
| Gender of RSI respondent | | | | | | | | | | | | | | | | | | |
| Male | 17 | 41 | 10 | 32 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 956 | | |
| Female | 21 | 50 | 6 | 23 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 1 460 | | |
| DHS wealth index tertiles | | | | | | | | | | | | | | | | | | |
| Poor third | 33 | 51 | 8 | 8 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 763 | | |
| Mid third | 19 | 52 | 7 | 21 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 806 | | |
| Rich third | 9 | 36 | 7 | 49 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 842 | | |

n=All RSI

Table 3.5 Marital status of RSIs

| | Widow/Divorced/Se parated | | | | Total | Sample size |
|-------------------------------|------------------------------|-----------|-----------------|------------|------------|--------------|
| | Single | Married | Signed contract | parated | | |
| Total | 29 | 63 | 8 | 100 | 100 | 2 428 |
| Gender of RSI respondent | | | | | | |
| Male | 37 | 59 | 1 | 4 | 100 | 956 |
| Female | 23 | 66 | 10 | 10 | 100 | 1 460 |
| Age category | | | | | | |
| 18-34 | 49 | 47 | 1 | 3 | 100 | 1 323 |
| 35-49 | 5 | 86 | - | 10 | 100 | 730 |
| 50-64 | 2 | 75 | - | 22 | 100 | 363 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 33 | 58 | 1 | 8 | 100 | 763 |
| Mid third | 29 | 64 | | 7 | 100 | 806 |
| Rich third | 24 | 67 | | 9 | 100 | 842 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 31 | 57 | | 11 | 100 | 478 |
| Secondary school | 30 | 64 | | 6 | 100 | 1 119 |
| Upper intermediate | 18 | 71 | 1 | 10 | 100 | 178 |
| University or higher | 27 | 64 | | 8 | 100 | 653 |
| Socioeconomic status | | | | | | |
| We live well | 28 | 65 | | 7 | 100 | 1 092 |
| We are neither rich nor poor | 29 | 63 | | 8 | 100 | 1 145 |
| We are poor | 34 | 54 | 1 | 11 | 100 | 184 |

n=All RSI

Table 3.6 Where did you live before your current residence

| | Cairo/Giza | | | Village | Other | Total | Sample size |
|-------------------------------|------------|----------|-----------|------------|------------|------------|-------------|
| | Cairo/Giza | Village | Other | | | | |
| Total | 67 | 6 | 26 | 100 | 100 | 100 | 749 |
| Age category | | | | | | | |
| 18-34 | 61 | 8 | 31 | 100 | 100 | 397 | |
| 35-49 | 76 | 4 | 20 | 100 | 100 | 250 | |
| 50-64 | 74 | 6 | 21 | 100 | 100 | 102 | |
| Gender of RSI respondent | | | | | | | |
| Male | 73 | 7 | 20 | 100 | 100 | 218 | |
| Female | 65 | 6 | 29 | 100 | 100 | 531 | |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 57 | 13 | 30 | 100 | 100 | 127 | |
| Secondary school | 64 | 6 | 30 | 100 | 100 | 350 | |
| Upper intermediate | 78 | 5 | 16 | 100 | 100 | 55 | |
| University or higher | 76 | 4 | 20 | 100 | 100 | 217 | |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 55 | 10 | 35 | 100 | 100 | 252 | |
| Mid third | 67 | 7 | 26 | 100 | 100 | 226 | |
| Rich third | 79 | 2 | 19 | 100 | 100 | 269 | |

n=All RSI

Table 3.7 Have you travelled outside Egypt for less than three months?

| | Arab countries | | Other Non-Arab countries | | Total | Sample size |
|-------------------------------|----------------|------------|--------------------------|-----------|------------|--------------|
| | No | % | No | % | | |
| Total | 10 | 100 | 1 | 89 | 100 | 2 416 |
| Age category | | | | | | |
| 18-34 | 4 | 40 | 1 | 96 | 100 | 1 323 |
| 35-49 | 13 | 130 | 1 | 86 | 100 | 730 |
| 50-64 | 27 | 270 | 3 | 70 | 100 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 15 | 150 | 2 | 84 | 100 | 956 |
| Female | 7 | 70 | 1 | 92 | 100 | 1 460 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 5 | 50 | - | 95 | 100 | 477 |
| Secondary school | 6 | 60 | 1 | 93 | 100 | 1 115 |
| Upper intermediate | 13 | 130 | - | 87 | 100 | 177 |
| University or higher | 19 | 190 | 3 | 78 | 100 | 647 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 3 | 30 | | 97 | 100 | 762 |
| Mid third | 8 | 80 | - | 92 | 100 | 803 |
| Rich third | 18 | 180 | 3 | 79 | 100 | 834 |

n=All RSI

Table 3.8 Type of school attended

| | Governmental | | Private | | Total | Sample size |
|-------------------------------|--------------|-----------|----------|------------|------------|--------------|
| | No | % | No | % | | |
| Total | 95 | 95 | 5 | 100 | 100 | 2 413 |
| Age category | | | | | | |
| 18-34 | 94 | 94 | 6 | 100 | 100 | 1 321 |
| 35-49 | 96 | 96 | 4 | 100 | 100 | 729 |
| 50-64 | 98 | 98 | 2 | 100 | 100 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 95 | 95 | 5 | 100 | 100 | 955 |
| Female | 95 | 95 | 5 | 100 | 100 | 1 458 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 97 | 97 | 3 | 100 | 100 | 477 |
| Secondary school | 98 | 98 | 2 | 100 | 100 | 1 113 |
| Upper intermediate | 99 | 99 | 1 | 100 | 100 | 177 |
| University or higher | 89 | 89 | 11 | 100 | 100 | 646 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 99 | 99 | 1 | 100 | 100 | 761 |
| Mid third | 98 | 98 | 2 | 100 | 100 | 802 |
| Rich third | 90 | 90 | 10 | 100 | 100 | 833 |

n=All RSI

Table 3.9 Language of instruction in school

| | Language of instruction | | Total | Sample size |
|-------------------------------|-------------------------|----------|------------|--------------|
| | Arabic | English | | |
| Total | 97 | 3 | 100 | 2 416 |
| Age category | | | | |
| 18-34 | 97 | 3 | 100 | 1 323 |
| 35-49 | 97 | 3 | 100 | 730 |
| 50-64 | 97 | 3 | 100 | 363 |
| Gender of RSI respondent | | | | |
| Male | 96 | 4 | 100 | 956 |
| Female | 97 | 3 | 100 | 1 460 |
| Highest education completed | | | | |
| Primary or Preparatory school | 99 | 1 | 100 | 477 |
| Secondary school | 99 | 1 | 100 | 1 115 |
| Upper intermediate | 99 | 1 | 100 | 177 |
| University or higher | 91 | 9 | 100 | 647 |
| DHS wealth index tertiles | | | | |
| Poor third | 99 | 1 | 100 | 762 |
| Mid third | 100 | | 100 | 803 |
| Rich third | 92 | 8 | 100 | 834 |
| n=All RSI | | | | |

Table 3.10 Have you done any work the last 7 days

| | Response | | Total | Sample size |
|-------------------------------|-----------|-----------|------------|--------------|
| | Yes | No | | |
| Total | 41 | 59 | 100 | 2 415 |
| Age category | | | | |
| 18-34 | 34 | 66 | 100 | 1 322 |
| 35-49 | 50 | 50 | 100 | 730 |
| 50-64 | 47 | 53 | 100 | 363 |
| Gender of RSI respondent | | | | |
| Male | 74 | 26 | 100 | 956 |
| Female | 20 | 80 | 100 | 1 459 |
| Highest education completed | | | | |
| Primary or Preparatory school | 31 | 69 | 100 | 477 |
| Secondary school | 36 | 64 | 100 | 1 115 |
| Upper intermediate | 53 | 47 | 100 | 177 |
| University or higher | 54 | 46 | 100 | 646 |
| DHS wealth index tertiles | | | | |
| Poor third | 40 | 60 | 100 | 762 |
| Mid third | 39 | 61 | 100 | 803 |
| Rich third | 45 | 55 | 100 | 833 |
| n=All RSI | | | | |

Chapter 4 Reading practices

Definitions

Newspapers refer to only printed newspapers, not newspapers they have read online. **News websites** refer newspapers that they have read online. These can be news websites that also have a print version or it can be a news website which only exists online. **Blogs and other websites** are websites where one can read articles, or similar texts, that are not newspapers. It can be blogs, but also other websites where texts are published. Social media like Facebook or Twitter is not included in this category. **Literature** refers to printed fiction books. **Comic or graphic books** refer to comics such as *Flash*, or graphic novels such as *Metro*, or *18 days*. It does not refer to comics for children. **Scholarly journals** refer to books or articles that are non-fiction. **Religious books** refer to all books on religious subjects, but not the Quran. **Textbooks** refer to books used for school or university.

Summary

This chapter explores [the] reading practices among the residents in Greater Cairo between 18 and 64 years old with completed preparatory education or above (the RSI population). The questions address how often the respondents read different types of publications and some questions of their knowledge of specific publications in written *‘ammiyya*. The main part of the chapter (table 4.9 – 4.24) contains data on the frequency of reading the following publications: Newspapers, news websites, blogs and other websites, scholarly journals, textbooks, literature and comic books. The general finding is that none of these publications are read by more than half of the population. For some of these publications, like scholarly journals, 91 percent never read it. And even newspapers, which are considered quite common, are never read by 50 percent of the respondents, while 16 percent read it “every day” and 20 percent “at least once a month.” When asked specifically about what they read last week, the numbers of readers are lower, with 64 percent not reading newspapers, 74 percent not reading news websites, 73 percent not reading religious books, and higher numbers for the other publications. The more educated respondents read more, with as much as 31 percent of the university graduates reading newspapers every day compared to 5 percent for those with only preparatory school. We also see that the rich third of the population as defined by the wealth index reads more than the poorer two thirds. For example, 33 percent of the rich third read news websites every day, while only 3 percent of the poor third report the same. Males also read more than females with 58 percent of the male respondents report to “never” read news websites while the figure is 76 percent for females.

When asked about specific publications in *‘ammiyya* only a very select few reported to have heard of these publications. The number of people who reported to have read them do not amount to one percent for any of the publications. Generally, there is a slight difference among the different age groups, where more young people have heard of these publications. However, no more than 5 percent of 18-24 year olds had heard of any of the publications, except for the blog novel *Ayza atgawwiz*, which 8 percent in the 18-24 age group had heard of, and 1 percent in the same age group had read.

Respondents with education that is “higher than university” consistently read much more than any other group included in these tables. For example, while only 5 percent of the respondents overall report to read “literature” every day or at least once a week, 30 percent of those with “higher than university” education report the same thing. And while only 3 percent of the respondents overall had heard of the “18 days” graphic novel 30 per cent of those with “higher than university” education reported the same. One should however be careful with putting too much emphasis on this group, as it only represents 20 individuals, around 1 percent of the sample.

This chapter also includes questions on where people normally obtain information about what is happening in the world (table 4.1 – 4.8). The majority of the respondents prefer non-written sources of information. 87 percent report using TV news as a daily source of information, and 48 percent say talk with friends or colleagues, compared with 1 percent who use printed magazine and 16 percent who use the newspaper as a daily source of information.

Table 4.1 Do you use the following as a source of information: Daily news paper

| | Less than monthly | | | | Total | Sample size |
|-------------------------------|-------------------|-----------|----------|-----------|------------|--------------|
| | Daily | Weekly | Monthly | Never | | |
| Total | 16 | 19 | 7 | 50 | 100 | 2 416 |
| Age category | | | | | | |
| 18-34 | 10 | 17 | 8 | 55 | 100 | 1 323 |
| 35-49 | 17 | 22 | 8 | 48 | 100 | 730 |
| 50-64 | 34 | 22 | 4 | 34 | 100 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 24 | 21 | 7 | 41 | 100 | 956 |
| Female | 11 | 18 | 8 | 56 | 100 | 1 460 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 6 | 13 | 7 | 66 | 100 | 477 |
| Secondary school | 11 | 19 | 7 | 54 | 100 | 1 115 |
| Upper intermediate | 13 | 20 | 10 | 47 | 100 | 177 |
| University or higher | 32 | 24 | 6 | 33 | 100 | 647 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 5 | 16 | 9 | 63 | 100 | 762 |
| Mid third | 11 | 20 | 8 | 52 | 100 | 803 |
| Rich third | 30 | 22 | 5 | 37 | 100 | 834 |

n=All RSI

Table 4.2 Do you use the following as a source of information: Printed Magazines

| | Less than monthly | | | | Total | Sample size |
|-------------------------------|-------------------|----------|----------|----------|-----------|-------------|
| | Daily | Weekly | Monthly | Never | | |
| Total | 1 | 4 | 4 | 5 | 86 | 100 |
| Age category | | | | | | |
| 18-34 | 1 | 3 | 4 | 5 | 87 | 1 323 |
| 35-49 | | 4 | 5 | 6 | 86 | 730 |
| 50-64 | 1 | 6 | 3 | 5 | 84 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 1 | 3 | 4 | 5 | 87 | 956 |
| Female | | 4 | 4 | 5 | 86 | 1 460 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | | 2 | 1 | 4 | 93 | 477 |
| Secondary school | | 3 | 4 | 4 | 89 | 1 115 |
| Upper intermediate | 1 | 3 | 2 | 6 | 87 | 177 |
| University or higher | 2 | 7 | 6 | 8 | 77 | 647 |
| DHS wealth index tertiles | | | | | | |
| Poor third | - | 1 | 2 | 4 | 92 | 762 |
| Mid third | 1 | 3 | 4 | 5 | 88 | 803 |
| Rich third | 1 | 7 | 6 | 6 | 80 | 834 |

n=All RSI

Table 4.3 Do you use the following as a source of information: TV

| | Less than monthly | | | | | Total | Sample size |
|-------------------------------|-------------------|----------|----------|----------|------------|--------------|-------------|
| | Daily | Weekly | Monthly | Never | Total | | |
| Total | 87 | 9 | 1 | 3 | 100 | 2 416 | |
| Age category | | | | | | | |
| 18-34 | 81 | 12 | 1 | 4 | 100 | 1 323 | |
| 35-49 | 91 | 7 | | 2 | 100 | 730 | |
| 50-64 | 96 | 2 | - | 2 | 100 | 363 | |
| Gender of RSI respondent | | | | | | | |
| Male | 86 | 9 | 1 | 4 | 100 | 956 | |
| Female | 87 | 9 | 1 | 3 | 100 | 1 460 | |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 83 | 12 | 1 | 4 | 100 | 477 | |
| Secondary school | 86 | 10 | 1 | 3 | 100 | 1 115 | |
| Upper intermediate | 86 | 7 | 1 | 6 | 100 | 177 | |
| University or higher | 90 | 6 | 1 | 3 | 100 | 647 | |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 83 | 11 | 1 | 5 | 100 | 762 | |
| Mid third | 86 | 11 | 1 | 2 | 100 | 803 | |
| Rich third | 91 | 6 | | 2 | 100 | 834 | |

n=All RSI

Table 4.4 Do you use the following as a source of information: Radio

| | Less than monthly | | | | | Total | Sample size |
|-------------------------------|-------------------|----------|----------|-----------|------------|--------------|-------------|
| | Daily | Weekly | Monthly | Never | Total | | |
| Total | 11 | 5 | 2 | 80 | 100 | 2 416 | |
| Age category | | | | | | | |
| 18-34 | 8 | 5 | 2 | 83 | 100 | 1 323 | |
| 35-49 | 12 | 6 | 2 | 78 | 100 | 730 | |
| 50-64 | 19 | 6 | 1 | 72 | 100 | 363 | |
| Gender of RSI respondent | | | | | | | |
| Male | 13 | 5 | 2 | 77 | 100 | 956 | |
| Female | 10 | 6 | 2 | 82 | 100 | 1 460 | |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 10 | 4 | 1 | 83 | 100 | 477 | |
| Secondary school | 10 | 6 | 2 | 80 | 100 | 1 115 | |
| Upper intermediate | 9 | 5 | 2 | 82 | 100 | 177 | |
| University or higher | 13 | 6 | 2 | 76 | 100 | 647 | |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 8 | 3 | 1 | 85 | 100 | 762 | |
| Mid third | 10 | 7 | 1 | 80 | 100 | 803 | |
| Rich third | 15 | 7 | 1 | 75 | 100 | 834 | |

n=All RSI

Table 4.5 Do you use the following as a source of information: Mobile Phone

| | Less than monthly | | | | | Total | Sample size |
|-------------------------------|-------------------|----------|----------|----------|-----------|------------|--------------|
| | Daily | Weekly | Monthly | Never | Total | | |
| Total | 15 | 4 | 1 | 2 | 79 | 100 | 2 416 |
| Age category | | | | | | | |
| 18-34 | 15 | 4 | 1 | 1 | 78 | 100 | 1 323 |
| 35-49 | 14 | 4 | 1 | 2 | 80 | 100 | 730 |
| 50-64 | 14 | 2 | | 2 | 81 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 19 | 5 | 1 | 2 | 74 | 100 | 956 |
| Female | 12 | 3 | 1 | 2 | 82 | 100 | 1 460 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 9 | 2 | 1 | 2 | 86 | 100 | 477 |
| Secondary school | 13 | 4 | | 2 | 81 | 100 | 1 115 |
| Upper intermediate | 18 | 3 | - | 2 | 77 | 100 | 177 |
| University or higher | 22 | 5 | 1 | 2 | 70 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 9 | 3 | 1 | 2 | 85 | 100 | 762 |
| Mid third | 11 | 3 | 1 | 2 | 84 | 100 | 803 |
| Rich third | 24 | 6 | 1 | 1 | 69 | 100 | 834 |

n=All RSI

Table 4.6 Do you use the following as a source of information: E-mail

| | Less than monthly | | | | | Total | Sample size |
|-------------------------------|-------------------|----------|----------|----------|-----------|------------|--------------|
| | Daily | Weekly | Monthly | Never | Total | | |
| Total | 14 | 5 | 1 | 2 | 77 | 100 | 2 416 |
| Age category | | | | | | | |
| 18-34 | 17 | 6 | 2 | 2 | 73 | 100 | 1 323 |
| 35-49 | 12 | 4 | 1 | 2 | 81 | 100 | 730 |
| 50-64 | 9 | 5 | 1 | 2 | 83 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 20 | 6 | 2 | 2 | 70 | 100 | 956 |
| Female | 10 | 4 | 1 | 2 | 82 | 100 | 1 460 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 5 | 2 | 1 | 2 | 90 | 100 | 477 |
| Secondary school | 9 | 5 | 1 | 3 | 83 | 100 | 1 115 |
| Upper intermediate | 14 | 3 | 1 | 2 | 80 | 100 | 177 |
| University or higher | 30 | 9 | 2 | 2 | 56 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 2 | 2 | | 3 | 92 | 100 | 762 |
| Mid third | 11 | 5 | 1 | 2 | 81 | 100 | 803 |
| Rich third | 28 | 9 | 2 | 2 | 59 | 100 | 834 |

n=All RSI

Table 4.7 Do you use the following as a source of information: Internet

| | Less than monthly | | | | Total | Sample size |
|-------------------------------|-------------------|----------|----------|----------|------------|--------------|
| | Daily | Weekly | Monthly | Never | | |
| Total | 21 | 7 | 2 | 3 | 100 | 2 416 |
| Age category | | | | | | |
| 18-34 | 24 | 9 | 3 | 3 | 100 | 1 323 |
| 35-49 | 19 | 6 | 3 | 2 | 100 | 730 |
| 50-64 | 14 | 4 | 1 | 3 | 100 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 28 | 8 | 3 | 3 | 100 | 956 |
| Female | 16 | 7 | 2 | 3 | 100 | 1 460 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 7 | 4 | 2 | 3 | 100 | 477 |
| Secondary school | 15 | 7 | 2 | 3 | 100 | 1 115 |
| Upper intermediate | 23 | 3 | 1 | 3 | 100 | 177 |
| University or higher | 42 | 12 | 3 | 3 | 100 | 647 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 5 | 2 | 2 | 4 | 100 | 762 |
| Mid third | 17 | 8 | 3 | 1 | 100 | 803 |
| Rich third | 39 | 12 | 3 | 2 | 100 | 834 |
| n=All RSI | | | | | | |

4.8 Do you use the following as a source of information: Talk with freinds or colleagues

| | Less than monthly | | | | Total | Sample size |
|-------------------------------|-------------------|-----------|----------|----------|------------|--------------|
| | Daily | Weekly | Monthly | Never | | |
| Total | 48 | 22 | 4 | 1 | 100 | 2 416 |
| Age category | | | | | | |
| 18-34 | 49 | 23 | 4 | 1 | 100 | 1 323 |
| 35-49 | 48 | 23 | 4 | 1 | 100 | 730 |
| 50-64 | 47 | 20 | 4 | 2 | 100 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 61 | 19 | 2 | 1 | 100 | 956 |
| Female | 40 | 25 | 5 | 1 | 100 | 1 460 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 36 | 22 | 4 | 1 | 100 | 477 |
| Secondary school | 48 | 23 | 4 | 1 | 100 | 1 115 |
| Upper intermediate | 54 | 18 | 4 | 1 | 100 | 177 |
| University or higher | 56 | 22 | 3 | 1 | 100 | 647 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 41 | 22 | 3 | 3 | 100 | 762 |
| Mid third | 48 | 23 | 4 | 1 | 100 | 803 |
| Rich third | 56 | 22 | 4 | 1 | 100 | 834 |
| n=All RSI | | | | | | |

Table 4.9 How often do you read: Newspapers

| | Frequency | | | | Total | Sample size |
|-------------------------------|-----------|----------------------|-----------------------|------------------------|------------|--------------|
| | Everyday | At least once a week | At least once a month | Once or twice per year | | |
| Total | 16 | 20 | 13 | 1 | 100 | 2 390 |
| Age category | | | | | | |
| 18-34 | 10 | 19 | 14 | 1 | 100 | 1 306 |
| 35-49 | 17 | 22 | 11 | 2 | 100 | 722 |
| 50-64 | 33 | 22 | 9 | 1 | 100 | 362 |
| Gender of RSI respondent | | | | | | |
| Male | 24 | 22 | 12 | 1 | 100 | 944 |
| Female | 10 | 19 | 13 | 1 | 100 | 1 446 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 5 | 14 | 14 | 2 | 100 | 473 |
| Secondary school | 11 | 20 | 13 | 1 | 100 | 1 097 |
| Upper intermediate | 14 | 20 | 16 | 3 | 100 | 176 |
| University or higher | 31 | 25 | 10 | 1 | 100 | 644 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 5 | 16 | 14 | 2 | 100 | 749 |
| Mid third | 12 | 20 | 15 | 1 | 100 | 793 |
| Rich third | 29 | 24 | 10 | 1 | 100 | 831 |

Table 4.10 How often do you read: News websites

| | Frequency | | | | Total | Sample size |
|-------------------------------|-----------|----------------------|-----------------------|------------------------|------------|--------------|
| | Everyday | At least once a week | At least once a month | Once or twice per year | | |
| Total | 17 | 10 | 4 | 1 | 100 | 2 367 |
| Age category | | | | | | |
| 18-34 | 19 | 11 | 5 | | 100 | 1 299 |
| 35-49 | 16 | 10 | 2 | 1 | 100 | 710 |
| 50-64 | 11 | 6 | 2 | 1 | 100 | 358 |
| Gender of RSI respondent | | | | | | |
| Male | 24 | 12 | 5 | 1 | 100 | 930 |
| Female | 12 | 8 | 3 | | 100 | 1 437 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 6 | 3 | 3 | | 100 | 467 |
| Secondary school | 11 | 9 | 4 | | 100 | 1 086 |
| Upper intermediate | 17 | 7 | 5 | 1 | 100 | 173 |
| University or higher | 35 | 18 | 4 | 1 | 100 | 641 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 3 | 3 | 3 | 1 | 100 | 743 |
| Mid third | 13 | 9 | 5 | | 100 | 783 |
| Rich third | 33 | 17 | 3 | 1 | 100 | 824 |

n=All RSI

Table 4.11 How often do you read: Blogs and other web sites

| | At least once a | | | | | Once or twice per year | Total | Sample size |
|-------------------------------|-----------------|----------|----------|----------|-----------|---------------------------|--------------|-------------|
| | Everyday | week | month | per year | Never | | | |
| Total | 12 | 7 | 3 | 1 | 77 | 100 | 2 365 | |
| Age category | | | | | | | | |
| 18-34 | 15 | 8 | 4 | 1 | 72 | 100 | 1 296 | |
| 35-49 | 10 | 7 | 3 | 1 | 80 | 100 | 711 | |
| 50-64 | 9 | 4 | 2 | | 84 | 100 | 358 | |
| Gender of RSI respondent | | | | | | | | |
| Male | 17 | 9 | 4 | 1 | 69 | 100 | 932 | |
| Female | 9 | 6 | 3 | | 82 | 100 | 1 433 | |
| Highest education completed | | | | | | | | |
| Primary or Preparatory school | 4 | 1 | 3 | | 92 | 100 | 466 | |
| Secondary school | 8 | 7 | 3 | | 83 | 100 | 1 086 | |
| Upper intermediate | 10 | 6 | 2 | 2 | 80 | 100 | 172 | |
| University or higher | 27 | 13 | 5 | 1 | 54 | 100 | 641 | |
| DHS wealth index tertiles | | | | | | | | |
| Poor third | 2 | 2 | 2 | 1 | 93 | 100 | 742 | |
| Mid third | 8 | 7 | 3 | 1 | 82 | 100 | 783 | |
| Rich third | 26 | 13 | 5 | 1 | 56 | 100 | 823 | |

n=All RSI

Table 4.12 How often do you read: Literature

| | At least once a | | | | | Once or twice per year | Total | Sample size |
|-------------------------------|-----------------|----------|----------|----------|-----------|---------------------------|--------------|-------------|
| | Everyday | week | month | per year | Never | | | |
| Total | 1 | 4 | 5 | 2 | 88 | 100 | 2 370 | |
| Age category | | | | | | | | |
| 18-34 | 2 | 3 | 5 | 2 | 87 | 100 | 1 298 | |
| 35-49 | 1 | 3 | 5 | 2 | 88 | 100 | 713 | |
| 50-64 | 1 | 6 | 5 | 1 | 87 | 100 | 359 | |
| Gender of RSI respondent | | | | | | | | |
| Male | 2 | 5 | 5 | 2 | 86 | 100 | 932 | |
| Female | 1 | 3 | 5 | 2 | 88 | 100 | 1 438 | |
| Highest education completed | | | | | | | | |
| Primary or Preparatory school | | 1 | 1 | | 97 | 100 | 467 | |
| Secondary school | 1 | 2 | 4 | 2 | 91 | 100 | 1 092 | |
| Upper intermediate | 1 | 2 | 5 | 1 | 91 | 100 | 172 | |
| University or higher | 3 | 9 | 10 | 4 | 74 | 100 | 639 | |
| DHS wealth index tertiles | | | | | | | | |
| Poor third | | 1 | 2 | 1 | 96 | 100 | 745 | |
| Mid third | 1 | 3 | 5 | 2 | 90 | 100 | 786 | |
| Rich third | 3 | 7 | 9 | 3 | 77 | 100 | 822 | |

n=All RSI

Table 4.13 How often do you read: Comics or graphic books

| | At least once a | | | | | Once or twice per year | Total | Sample size |
|-------------------------------|-----------------|----------|----------|----------|-----------|---------------------------|--------------|-------------|
| | Everyday | week | month | per year | Never | | | |
| Total | 2 | 4 | 4 | 1 | 89 | 100 | 2 368 | |
| Age category | | | | | | | | |
| 18-34 | 2 | 5 | 4 | 1 | 88 | 100 | 1 300 | |
| 35-49 | 1 | 4 | 3 | 1 | 90 | 100 | 709 | |
| 50-64 | 1 | 1 | 3 | 1 | 94 | 100 | 359 | |
| Gender of RSI respondent | | | | | | | | |
| Male | 2 | 4 | 3 | 1 | 90 | 100 | 930 | |
| Female | 1 | 4 | 4 | 2 | 89 | 100 | 1 438 | |
| Highest education completed | | | | | | | | |
| Primary or Preparatory school | 1 | 1 | 2 | 1 | 96 | 100 | 468 | |
| Secondary school | 1 | 4 | 3 | 1 | 90 | 100 | 1 091 | |
| Upper intermediate | 1 | 3 | 2 | - | 94 | 100 | 172 | |
| University or higher | 3 | 6 | 6 | 2 | 81 | 100 | 637 | |
| DHS wealth index tertiles | | | | | | | | |
| Poor third | 1 | 1 | 3 | 1 | 95 | 100 | 744 | |
| Mid third | 1 | 4 | 3 | 1 | 90 | 100 | 786 | |
| Rich third | 3 | 6 | 5 | 2 | 83 | 100 | 821 | |

n=All RSI

Table 4.14 How often do you read: Scholarly journals

| | At least once a | | | | | Once or twice per year | Total | Sample size |
|-------------------------------|-----------------|----------|----------|----------|-----------|---------------------------|--------------|-------------|
| | Everyday | week | month | per year | Never | | | |
| Total | 1 | 3 | 4 | 2 | 91 | 100 | 2 369 | |
| Age category | | | | | | | | |
| 18-34 | 1 | 2 | 3 | 2 | 92 | 100 | 1 300 | |
| 35-49 | 1 | 2 | 5 | 2 | 91 | 100 | 710 | |
| 50-64 | 1 | 3 | 4 | 1 | 90 | 100 | 359 | |
| Gender of RSI respondent | | | | | | | | |
| Male | 1 | 3 | 5 | 1 | 90 | 100 | 928 | |
| Female | 1 | 2 | 3 | 2 | 92 | 100 | 1 441 | |
| Highest education completed | | | | | | | | |
| Primary or Preparatory school | 1 | 1 | 1 | 1 | 98 | 100 | 468 | |
| Secondary school | 1 | 1 | 2 | 1 | 94 | 100 | 1 091 | |
| Upper intermediate | - | - | 4 | 2 | 94 | 100 | 173 | |
| University or higher | 2 | 6 | 9 | 2 | 81 | 100 | 637 | |
| DHS wealth index tertiles | | | | | | | | |
| Poor third | 1 | 2 | 2 | 2 | 97 | 100 | 743 | |
| Mid third | 1 | 2 | 3 | 2 | 92 | 100 | 785 | |
| Rich third | 2 | 5 | 7 | 2 | 85 | 100 | 824 | |

n=All RSI

Table 4.15 How often do you read: Religious books

| | Everyday | At least once a week | At least once a month | Once or twice per year | Never | Total | Sample size |
|-------------------------------|----------|----------------------|-----------------------|------------------------|-----------|------------|--------------|
| Total | 5 | 19 | 17 | 9 | 49 | 100 | 2 385 |
| Age category | | | | | | | |
| 18-34 | 4 | 17 | 17 | 9 | 53 | 100 | 1 306 |
| 35-49 | 6 | 23 | 18 | 9 | 46 | 100 | 718 |
| 50-64 | 11 | 23 | 17 | 7 | 41 | 100 | 361 |
| Gender of RSI respondent | | | | | | | |
| Male | 5 | 18 | 15 | 9 | 54 | 100 | 938 |
| Female | 6 | 20 | 19 | 9 | 46 | 100 | 1 447 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 5 | 13 | 12 | 7 | 63 | 100 | 469 |
| Secondary school | 5 | 19 | 19 | 9 | 48 | 100 | 1 099 |
| Upper intermediate | 1 | 20 | 13 | 6 | 60 | 100 | 173 |
| University or higher | 8 | 25 | 18 | 11 | 39 | 100 | 644 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 4 | 14 | 14 | 7 | 60 | 100 | 745 |
| Mid third | 6 | 20 | 17 | 9 | 48 | 100 | 796 |
| Rich third | 7 | 24 | 20 | 10 | 40 | 100 | 827 |
| n=All RSI | | | | | | | |

Table 4.16 How often do you read: Textbooks

| | Everyday | At least once a week | At least once a month | Once or twice per year | Never | Total | Sample size |
|-------------------------------|----------|----------------------|-----------------------|------------------------|-----------|------------|--------------|
| Total | 8 | 3 | 2 | 1 | 86 | 100 | 2 373 |
| Age category | | | | | | | |
| 18-34 | 13 | 4 | 2 | 1 | 81 | 100 | 1 303 |
| 35-49 | 4 | 3 | 2 | 1 | 91 | 100 | 712 |
| 50-64 | 1 | 1 | 1 | - | 97 | 100 | 358 |
| Gender of RSI respondent | | | | | | | |
| Male | 7 | 3 | 2 | 2 | 86 | 100 | 933 |
| Female | 9 | 3 | 2 | | 87 | 100 | 1 440 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 13 | 4 | 2 | | 80 | 100 | 469 |
| Secondary school | 8 | 3 | 1 | 1 | 87 | 100 | 1 094 |
| Upper intermediate | 6 | 2 | 2 | 2 | 88 | 100 | 172 |
| University or higher | 5 | 3 | 2 | 1 | 90 | 100 | 638 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 6 | 2 | 1 | | 90 | 100 | 746 |
| Mid third | 7 | 3 | 3 | 1 | 86 | 100 | 787 |
| Rich third | 10 | 4 | 1 | 1 | 84 | 100 | 823 |
| n=All RSI | | | | | | | |

Table 4.17 How often did you read last week: Newspapers

| | More than four days | | | | | Total | Sample size |
|-------------------------------|---------------------|----------|------------|-----------|-----------|------------|--------------|
| | One day | Two days | Three days | Four days | None | | |
| Total | 11 | 6 | 4 | 3 | 13 | 100 | 2 412 |
| Age category | | | | | | | |
| 18-34 | 11 | 5 | 3 | 2 | 8 | 100 | 1 320 |
| 35-49 | 11 | 7 | 4 | 3 | 14 | 100 | 729 |
| 50-64 | 12 | 7 | 7 | 3 | 27 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 13 | 7 | 6 | 3 | 17 | 100 | 953 |
| Female | 10 | 5 | 3 | 2 | 9 | 100 | 1 459 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 6 | 4 | 2 | 1 | 5 | 100 | 475 |
| Secondary school | 12 | 5 | 4 | 2 | 9 | 100 | 1 114 |
| Upper intermediate | 11 | 9 | 4 | 2 | 14 | 100 | 176 |
| University or higher | 13 | 9 | 6 | 5 | 24 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 9 | 3 | 4 | 1 | 4 | 100 | 760 |
| Mid third | 12 | 5 | 3 | 2 | 10 | 100 | 802 |
| Rich third | 13 | 9 | 6 | 4 | 22 | 100 | 833 |

n=All RSI

Table 4.18 How often did you read last week: News websites

| | More than four days | | | | | Total | Sample size |
|-------------------------------|---------------------|----------|------------|-----------|-----------|------------|--------------|
| | One day | Two days | Three days | Four days | None | | |
| Total | 4 | 5 | 4 | 2 | 11 | 100 | 2 409 |
| Age category | | | | | | | |
| 18-34 | 5 | 5 | 4 | 3 | 13 | 100 | 1 318 |
| 35-49 | 4 | 4 | 4 | 2 | 10 | 100 | 728 |
| 50-64 | 2 | 6 | 2 | 1 | 9 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 7 | 7 | 5 | 4 | 15 | 100 | 953 |
| Female | 3 | 3 | 3 | 2 | 9 | 100 | 1 456 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 1 | 2 | 1 | 1 | 3 | 100 | 475 |
| Secondary school | 4 | 4 | 3 | 2 | 7 | 100 | 1 111 |
| Upper intermediate | 8 | 3 | 3 | 2 | 9 | 100 | 176 |
| University or higher | 6 | 9 | 6 | 5 | 25 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 1 | 2 | 1 | 1 | 2 | 100 | 759 |
| Mid third | 6 | 4 | 3 | 2 | 7 | 100 | 801 |
| Rich third | 5 | 9 | 6 | 5 | 24 | 100 | 832 |

n=All RSI

Table 4.19 How often did you read last week: Blogs and other websites

| | More than four days | | | | | Total | Sample size |
|-------------------------------|---------------------|----------|------------|-----------|----------|------------|--------------|
| | One day | Two days | Three days | Four days | None | | |
| Total | 3 | 3 | 3 | 2 | 9 | 100 | 2 409 |
| Age category | | | | | | | |
| 18-34 | 3 | 3 | 3 | 3 | 10 | 100 | 1 317 |
| 35-49 | 3 | 2 | 2 | 2 | 7 | 100 | 729 |
| 50-64 | 1 | 5 | 1 | 1 | 8 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 4 | 4 | 4 | 3 | 12 | 100 | 953 |
| Female | 2 | 3 | 2 | 2 | 7 | 100 | 1 456 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | | | | 1 | 2 | 100 | 474 |
| Secondary school | 3 | 3 | 2 | 1 | 6 | 100 | 1 112 |
| Upper intermediate | 4 | 2 | 2 | 1 | 6 | 100 | 176 |
| University or higher | 5 | 6 | 5 | 4 | 20 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 1 | 1 | 1 | | 1 | 100 | 758 |
| Mid third | 3 | 3 | 2 | 1 | 6 | 100 | 801 |
| Rich third | 5 | 5 | 5 | 4 | 19 | 100 | 833 |
| n=All RSI | | | | | | | |

Table 4.20 How often did you read last week: Literature

| | More than four days | | | | | Total | Sample size |
|-------------------------------|---------------------|----------|------------|-----------|----------|------------|--------------|
| | One day | Two days | Three days | Four days | None | | |
| Total | 2 | 1 | 1 | 1 | 2 | 100 | 2 413 |
| Age category | | | | | | | |
| 18-34 | 2 | 1 | 1 | 1 | 2 | 100 | 1 321 |
| 35-49 | 2 | 1 | 1 | 1 | 2 | 100 | 729 |
| 50-64 | 4 | 2 | | 1 | 3 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 3 | 1 | 1 | 1 | 3 | 100 | 955 |
| Female | 2 | 1 | 1 | | 2 | 100 | 1 458 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | | - | | - | 1 | 100 | 476 |
| Secondary school | 1 | 1 | | 1 | 2 | 100 | 1 114 |
| Upper intermediate | 3 | 1 | 1 | 1 | - | 100 | 176 |
| University or higher | 6 | 3 | 2 | 1 | 4 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 1 | | 1 | | 1 | 100 | 759 |
| Mid third | 2 | 1 | 1 | 1 | 2 | 100 | 803 |
| Rich third | 5 | 2 | 1 | 1 | 4 | 100 | 834 |
| n=All RSI | | | | | | | |

Table 4.21 How often did you read last week: Comics or graphic books

| | More than four days | | | | | Total | Sample size |
|-------------------------------|---------------------|----------|------------|-----------|----------|------------|--------------|
| | One day | Two days | Three days | Four days | None | | |
| Total | 2 | 1 | 1 | 1 | 2 | 100 | 2 413 |
| Age category | | | | | | | |
| 18-34 | 3 | 1 | 1 | 1 | 2 | 100 | 1 321 |
| 35-49 | 2 | | 1 | | 2 | 100 | 729 |
| 50-64 | 2 | 1 | 1 | | 3 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 3 | 1 | 1 | 1 | 2 | 100 | 955 |
| Female | 2 | 1 | 1 | 1 | 2 | 100 | 1 458 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 1 | - | | - | | 100 | 476 |
| Secondary school | 2 | 1 | 1 | | 2 | 100 | 1 114 |
| Upper intermediate | 1 | 1 | - | 1 | 1 | 100 | 176 |
| University or higher | 5 | 2 | 1 | 2 | 3 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | | | | 1 | 1 | 100 | 759 |
| Mid third | 2 | 1 | 1 | 1 | 1 | 100 | 803 |
| Rich third | 4 | 1 | 1 | 1 | 3 | 100 | 834 |

n=All RSI

Table 4.22 How often did you read last week: Scholarly journals

| | More than four days | | | | | Total | Sample size |
|-------------------------------|---------------------|----------|------------|-----------|----------|------------|--------------|
| | One day | Two days | Three days | Four days | None | | |
| Total | 1 | 1 | 1 | 1 | 1 | 100 | 2 412 |
| Age category | | | | | | | |
| 18-34 | 1 | 1 | 1 | | 1 | 100 | 1 320 |
| 35-49 | 2 | 1 | | - | 1 | 100 | 729 |
| 50-64 | 2 | 1 | 1 | 1 | 2 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 2 | 1 | 1 | | 1 | 100 | 955 |
| Female | 1 | 1 | | | 1 | 100 | 1 457 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | | | - | | | 100 | 476 |
| Secondary school | 1 | | | | 1 | 100 | 1 113 |
| Upper intermediate | 1 | 1 | 1 | - | | 100 | 176 |
| University or higher | 4 | 2 | 2 | 1 | 3 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | | 1 | | - | 1 | 100 | 759 |
| Mid third | 1 | | | | 1 | 100 | 803 |
| Rich third | 3 | 2 | 1 | 1 | 3 | 100 | 833 |

n=All RSI

Table 4.23 How often did you read last week: Religious books

| | More than four days | | | | | Total | Sample size |
|-------------------------------|---------------------|----------|------------|-----------|----------|------------|--------------|
| | One day | Two days | Three days | Four days | None | | |
| Total | 10 | 5 | 4 | 2 | 6 | 100 | 2 402 |
| Age category | | | | | | | |
| 18-34 | 10 | 5 | 3 | 2 | 4 | 100 | 1 310 |
| 35-49 | 11 | 6 | 4 | 2 | 6 | 100 | 729 |
| 50-64 | 12 | 6 | 5 | 2 | 12 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 10 | 5 | 4 | 1 | 6 | 100 | 951 |
| Female | 11 | 6 | 4 | 2 | 6 | 100 | 1 451 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 7 | 4 | 2 | | 5 | 100 | 473 |
| Secondary school | 10 | 6 | 4 | 2 | 5 | 100 | 1 107 |
| Upper intermediate | 10 | 5 | 3 | 1 | 2 | 100 | 176 |
| University or higher | 13 | 7 | 5 | 2 | 9 | 100 | 646 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 8 | 5 | 3 | 1 | 4 | 100 | 755 |
| Mid third | 10 | 6 | 5 | 1 | 6 | 100 | 803 |
| Rich third | 13 | 6 | 4 | 3 | 8 | 100 | 827 |
| n=All RSI | | | | | | | |

Table 4.24 How often did you read last week: Textbooks

| | More than four days | | | | | Total | Sample size |
|-------------------------------|---------------------|----------|------------|-----------|----------|------------|--------------|
| | One day | Two days | Three days | Four days | None | | |
| Total | 2 | 1 | 1 | 1 | 6 | 100 | 2 407 |
| Age category | | | | | | | |
| 18-34 | 3 | 2 | 1 | 2 | 9 | 100 | 1 316 |
| 35-49 | 1 | 1 | 1 | 1 | 3 | 100 | 728 |
| 50-64 | 1 | 1 | - | | 2 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 2 | 2 | 1 | 1 | 5 | 100 | 955 |
| Female | 2 | 1 | 1 | 1 | 6 | 100 | 1 452 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 3 | 2 | 1 | 2 | 9 | 100 | 475 |
| Secondary school | 2 | 1 | 1 | 1 | 6 | 100 | 1 110 |
| Upper intermediate | 1 | 2 | 1 | 2 | 3 | 100 | 176 |
| University or higher | 1 | 1 | 1 | 1 | 4 | 100 | 646 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 1 | 1 | 1 | 1 | 5 | 100 | 758 |
| Mid third | 2 | 2 | 1 | 1 | 5 | 100 | 800 |
| Rich third | 2 | 1 | 2 | 1 | 8 | 100 | 832 |
| n=All RSI | | | | | | | |

Table 4.25 Weekly newspapers/Magazines: Most often read

| | 'aqidati | Idha'a wa telefizion | Kurrat al-mala'ib | Al-Osboua | Al-Ahly | Akhar al-Hawdith | None | Total | Total Sample size |
|-------------------------------|----------|----------------------|-------------------|-----------|---------|------------------|------|-------|-------------------|
| Age category | | | | | | | | | |
| 18-34 | 1 | 2 | 1 | 1 | 2 | 4 | 91 | 100 | 1 323 |
| 35-49 | 1 | 2 | 2 | 1 | 2 | 5 | 91 | 100 | 730 |
| 50-64 | 1 | 4 | 1 | 1 | 1 | 4 | 91 | 100 | 363 |
| Gender of RSI respondent | | | | | | | | | |
| Male | 2 | 2 | 3 | 1 | 3 | 4 | 90 | 100 | 956 |
| Female | 1 | 3 | | | | 5 | 92 | 100 | 1 460 |
| Highest education completed | | | | | | | | | |
| Primary or Preparatory school | 1 | 1 | | | 1 | 4 | 94 | 100 | 477 |
| Secondary school | 2 | 2 | 1 | 1 | 1 | 4 | 92 | 100 | 1 115 |
| Upper intermediate | 1 | 1 | 1 | - | 1 | 5 | 92 | 100 | 177 |
| University or higher | 2 | 6 | 1 | 1 | 2 | 6 | 87 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | | | |
| Poor third | 1 | 1 | 1 | 1 | 1 | 4 | 94 | 100 | 762 |
| Mid third | 1 | 1 | 1 | 1 | 2 | 3 | 92 | 100 | 803 |
| Rich third | 2 | 5 | 1 | 1 | 2 | 6 | 87 | 100 | 834 |

Percent of respondents that have chosen each weekly newspaper/magazine

Table 4.26 Have you heard of or read:

| | Heard of it | | Never heard of it | | Total Sample size |
|-------------------------------|-------------|-----------|-------------------|--------------|-------------------|
| | Read it | of it | Read it | of it | |
| Total | 2 | 98 | 100 | 2 416 | |
| Age category | | | | | |
| 18-34 | 2 | 98 | 100 | 1 323 | |
| 35-49 | 2 | 98 | 100 | 730 | |
| 50-64 | 1 | 99 | 100 | 363 | |
| Gender of RSI respondent | | | | | |
| Male | 2 | 98 | 100 | 956 | |
| Female | 2 | 98 | 100 | 1 460 | |
| Highest education completed | | | | | |
| Primary or Preparatory school | 1 | 99 | 100 | 477 | |
| Secondary school | 1 | 99 | 100 | 1 115 | |
| Upper intermediate | 1 | 99 | 100 | 177 | |
| University or higher | 4 | 96 | 100 | 647 | |
| DHS wealth index tertiles | | | | | |
| Poor third | 1 | 99 | 100 | 762 | |
| Mid third | 1 | 99 | 100 | 803 | |
| Rich third | 4 | 96 | 100 | 834 | |

n=All RSI

Table 4.27 Have you heard of or read: Tok tok

| | Heard of it | | Never heard of it | | Total | Sample size |
|-------------------------------|-------------|-----------|-------------------|--------------|-------|-------------|
| | Read it | Read it | Read it | Read it | | |
| Total | 2 | 98 | 100 | 2 416 | | |
| Age category | | | | | | |
| 18-34 | 2 | 98 | 100 | 1 323 | | |
| 35-49 | 2 | 98 | 100 | 730 | | |
| 50-64 | 1 | 99 | 100 | 363 | | |
| Gender of RSI respondent | | | | | | |
| Male | 2 | 98 | 100 | 956 | | |
| Female | 2 | 98 | 100 | 1 460 | | |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 1 | 99 | 100 | 477 | | |
| Secondary school | 2 | 98 | 100 | 1 115 | | |
| Upper intermediate | 2 | 98 | 100 | 177 | | |
| University or higher | 3 | 97 | 100 | 647 | | |
| DHS wealth index tertiles | | | | | | |
| Poor third | 1 | 99 | 100 | 762 | | |
| Mid third | 2 | 98 | 100 | 803 | | |
| Rich third | 3 | 97 | 100 | 834 | | |

n=All RSI

Table 4.28 Have you heard of or read: AYZA atgawwiz novel

| | Heard of it | | Never heard of it | | Total | Sample size |
|-------------------------------|-------------|-----------|-------------------|--------------|-------|-------------|
| | Read it | Read it | Read it | Read it | | |
| Total | 6 | 93 | 100 | 2 416 | | |
| Age category | | | | | | |
| 18-34 | 8 | 91 | 100 | 1 323 | | |
| 35-49 | 4 | 96 | 100 | 730 | | |
| 50-64 | 4 | 95 | 100 | 363 | | |
| Gender of RSI respondent | | | | | | |
| Male | 5 | 94 | 100 | 956 | | |
| Female | 7 | 93 | 100 | 1 460 | | |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 3 | 97 | 100 | 477 | | |
| Secondary school | 5 | 94 | 100 | 1 115 | | |
| Upper intermediate | 6 | 94 | 100 | 177 | | |
| University or higher | 11 | 88 | 100 | 647 | | |
| DHS wealth index tertiles | | | | | | |
| Poor third | 3 | 97 | 100 | 762 | | |
| Mid third | 3 | 96 | 100 | 803 | | |
| Rich third | 12 | 87 | 100 | 834 | | |

n=All RSI

Table 4.29 Have you heard of or read: 18 Days Comic

| | Heard of it | | Never heard of it | | Total | Sample size |
|-------------------------------|-------------|-------------------|-------------------|-------------------|-------|-------------|
| | Read it | Never heard of it | Read it | Never heard of it | | |
| Total | 3 | 96 | 100 | 2 416 | | |
| Age category | | | | | | |
| 18-34 | 4 | 1 | 100 | 1 323 | | |
| 35-49 | 3 | | 100 | 730 | | |
| 50-64 | 2 | | 100 | 363 | | |
| Gender of RSI respondent | | | | | | |
| Male | 3 | 1 | 100 | 956 | | |
| Female | 4 | | 100 | 1 460 | | |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 1 | - | 100 | 477 | | |
| Secondary school | 2 | 1 | 100 | 1 115 | | |
| Upper intermediate | 2 | - | 100 | 177 | | |
| University or higher | 8 | 1 | 100 | 647 | | |
| DHS wealth index tertiles | | | | | | |
| Poor third | 1 | | 100 | 762 | | |
| Mid third | 2 | 1 | 100 | 803 | | |
| Rich third | 7 | 1 | 100 | 834 | | |

n=All RSI

Table 4.30 Have you heard of or read: Kitab malhosh ism

| | Heard of it | | Never heard of it | | Total | Sample size |
|-------------------------------|-------------|-------------------|-------------------|-------------------|-------|-------------|
| | Read it | Never heard of it | Read it | Never heard of it | | |
| Total | 2 | 98 | 100 | 2 416 | | |
| Age category | | | | | | |
| 18-34 | 2 | | 100 | 1 323 | | |
| 35-49 | 1 | - | 100 | 730 | | |
| 50-64 | 1 | - | 100 | 363 | | |
| Gender of RSI respondent | | | | | | |
| Male | 2 | | 100 | 956 | | |
| Female | 1 | | 100 | 1 460 | | |
| Highest education completed | | | | | | |
| Primary or Preparatory school | | - | 100 | 477 | | |
| Secondary school | 1 | | 100 | 1 115 | | |
| Upper intermediate | 1 | - | 100 | 177 | | |
| University or higher | 4 | | 100 | 647 | | |
| DHS wealth index tertiles | | | | | | |
| Poor third | | | 100 | 762 | | |
| Mid third | 1 | | 100 | 803 | | |
| Rich third | 4 | | 100 | 834 | | |

n=All RSI

Table 4.31 Have you heard of or read: Autostrade comic

| | Heard of it | | Never heard of it | | Total | Sample size |
|-------------------------------|-------------|---------|-------------------|---------|------------|--------------|
| | Heard of it | Read it | Heard of it | Read it | | |
| Total | 1 | | 98 | | 100 | 2 416 |
| Age category | | | | | | |
| 18-34 | 1 | | 98 | | 100 | 1 323 |
| 35-49 | 1 | | 99 | | 100 | 730 |
| 50-64 | 2 | - | 98 | | 100 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 1 | | 98 | | 100 | 956 |
| Female | 1 | | 98 | | 100 | 1 460 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | | - | 100 | | 100 | 477 |
| Secondary school | 1 | | 99 | | 100 | 1 115 |
| Upper intermediate | 1 | - | 99 | | 100 | 177 |
| University or higher | 3 | | 97 | | 100 | 647 |
| DHS wealth index tertiles | | | | | | |
| Poor third | | | 99 | | 100 | 762 |
| Mid third | 2 | | 98 | | 100 | 803 |
| Rich third | 2 | | 98 | | 100 | 834 |

n=All RSI

Table 4.32 Have you heard of or read: Taksi novel

| | Heard of it | | Never heard of it | | Total | Sample size |
|-------------------------------|-------------|----------|-------------------|---------|------------|--------------|
| | Heard of it | Read it | Heard of it | Read it | | |
| Total | 3 | 1 | 97 | | 100 | 2 416 |
| Age category | | | | | | |
| 18-34 | 4 | 1 | 95 | | 100 | 1 323 |
| 35-49 | 2 | | 98 | | 100 | 730 |
| 50-64 | 1 | | 99 | | 100 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 3 | 1 | 96 | | 100 | 956 |
| Female | 2 | 1 | 97 | | 100 | 1 460 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 1 | - | 99 | | 100 | 477 |
| Secondary school | 2 | 1 | 97 | | 100 | 1 115 |
| Upper intermediate | 2 | - | 98 | | 100 | 177 |
| University or higher | 6 | 1 | 94 | | 100 | 647 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 1 | | 99 | | 100 | 762 |
| Mid third | 2 | 1 | 97 | | 100 | 803 |
| Rich third | 5 | 1 | 94 | | 100 | 834 |

n=All RSI

Table 4.33 Do you read aloud to someone in Arabic

| | At least once | | | | Once or twice per year | Total | Sample size |
|-------------------------------|---------------|-----------|----------|-----------|---------------------------|--------------|-------------|
| | Everyday | a week | a month | Never | | | |
| Total | 15 | 11 | 4 | 69 | 100 | 2 392 | |
| Age category | | | | | | | |
| 18-34 | 14 | 11 | 5 | 70 | 100 | 1 311 | |
| 35-49 | 22 | 14 | 3 | 60 | 100 | 722 | |
| 50-64 | 6 | 6 | 4 | 84 | 100 | 359 | |
| Gender of RSI respondent | | | | | | | |
| Male | 5 | 9 | 3 | 83 | 100 | 951 | |
| Female | 22 | 13 | 5 | 60 | 100 | 1 441 | |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 12 | 10 | 4 | 74 | 100 | 472 | |
| Secondary school | 15 | 12 | 4 | 69 | 100 | 1 100 | |
| Upper intermediate | 17 | 16 | 3 | 63 | 100 | 175 | |
| University or higher | 18 | 10 | 4 | 68 | 100 | 645 | |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 12 | 10 | 4 | 73 | 100 | 755 | |
| Mid third | 15 | 12 | 5 | 68 | 100 | 797 | |
| Rich third | 18 | 11 | 4 | 67 | 100 | 823 | |

n=All RSI

Table 4.34 Materials readout

| | Materials readout | | | | | | | | | | Total | Sample size |
|-------------------------------|-------------------|-----------------------------|-------------------------|-----------------|-----------------------------|----------------|--------|------|-------|-------------|-------|-------------|
| | Newspapers | Literature/Scientific books | Comics or graphic books | Religious books | Quran/The holy book (Bible) | Children books | Poetry | None | Total | Sample size | | |
| Age category | | | | | | | | | | | | |
| 18-34 | 19 | 8 | 11 | 19 | 33 | 35 | 4 | 1 | 100 | 175 | | |
| 35-49 | 11 | 2 | 9 | 27 | 42 | 33 | - | - | 100 | 85 | | |
| 50-64 | 28 | - | 11 | 17 | 50 | 8 | 3 | - | 100 | 36 | | |
| Gender of RSI respondent | | | | | | | | | | | | |
| Male | 27 | 6 | 1 | 18 | 48 | 10 | 3 | - | 100 | 77 | | |
| Female | 15 | 5 | 14 | 22 | 34 | 38 | 3 | - | 100 | 219 | | |
| Highest education completed | | | | | | | | | | | | |
| Primary or Preparatory school | 16 | 7 | 4 | 18 | 33 | 36 | 2 | - | 100 | 45 | | |
| Secondary school | 18 | 4 | 11 | 21 | 43 | 32 | 1 | - | 100 | 136 | | |
| Upper intermediate | 37 | - | - | 26 | 47 | 5 | - | - | 100 | 19 | | |
| University or higher | 15 | 7 | 16 | 22 | 30 | 32 | 5 | 1 | 100 | 96 | | |
| DHS wealth index tertiles | | | | | | | | | | | | |
| Poor third | 15 | 5 | 7 | 19 | 49 | 25 | 1 | - | 100 | 85 | | |
| Mid third | 20 | 4 | 6 | 21 | 35 | 31 | - | - | 100 | 108 | | |
| Rich third | 17 | 7 | 20 | 24 | 30 | 36 | 6 | 1 | 100 | 102 | | |

Percent of respondents that have chosen each materials

Chapter 5 Perceptions and labels for fusha and ‘ammiyya

Definitions

When the respondents were asked to identify whether sentences were in *‘ammiyya*, *fusha* or both they were given cards showing them the sentences (table 5.1 – 5.8 and 5.10 to 5.13). The interviewer did not read the sentences out loud. This was to ensure that the respondents did not answer what the realization of these sentences sounded like, by if the sentences looked like *‘ammiyya* or *fusha* in writing. The sentences are shown below:

Table 5.1 الناس تحب الكلام عن اولادها

Table 5.2 الزوج آخر من يعلم

Table 5.3 يحب الناس الكلام عن اولادهم

Table 5.4 الحساب بيدرس في كافة المدارس الحكومية

Table 5.5 رفض صاحب البيت مناقشة الإيجار

Table 5.6 تحب الناس الكلام عن اولادها

Table 5.7 البنت كتبت اسمها على الورقة

Table 5.8 راحت تبحث عن شخص يساعدها

In the question about the main difference between *fusha* and *‘ammiyya* (table 5.10), *I‘rab* refers to grammar rules, especially case endings.

Summary

This chapter presents data on what the respondents perceive as being *fusha* and *‘ammiyya*, as well as what labels they use to define the different varieties. In the first set of questions (table 5.1 – 5.8), the respondents were asked to classify sentences containing different degrees of mixed Arabic as *fusha*, *‘ammiyya*, both, or neither. In general, the respondents have different perceptions about which language the different sentences represent. To map out the specific reasons and triggers that lead people to identify the different sentences as *fusha*, *‘ammiyya* or a mix, requires detailed analysis. However, the majority of the respondents think all the sentences are either *‘ammiyya* or a mix. None of the sentences are identified as *fusha* by a majority of the respondents. Respondents who “disagree” or “strongly disagree” that *‘ammiyya* has a place as a written language identifies the sentences as *fusha* to a larger extent than those who “agree” or “strongly” agree that *‘ammiyya* has a place as a written language. No clear differences

are visible in terms of gender, education or socioeconomic position on how the respondents identify the sentences.

Regarding the how they label *fusha* and *'ammiyya* (table 5.13 and 5.14) the majority of the respondents (77 percent) refer to the language they learned in school, the written variety of Arabic, as *al-lughā al-fusha*, while *'arabi* is the second most common label (13 percent) used in describing the language they learnt in school. Two thirds (66 percent) refer to the language they normally speak as *'ammiyya*, while 14 percent refer it as *al-'adi* (the normal/regular) and the remaining 12 percent refer it as *masri* (Egyptian). These questions were asked without presenting the alternatives to the respondents. If they replied any other alternative than the categories provided in the questionnaire, the interviewer would only record "other". We see that the less than 1 percent gave a different label than the ones provided in the questionnaire.

The majority (64 percent) of the respondents identify the notion *lughat al-umm* (the mother's language) as *'ammiyya* while only 25 percent identify it as *fusha* (table 5.15). The opposite is true for *al-lughā al-umm* (the mother language) which 73 percent identifies as *fusha*, while only 20 percent think it represents *'ammiyya* (table 5.16).

Only 8 percent of the respondents had heard of *al-lughā al-wusta* (middle, or intermediate, language) which is a term usually used to define a form of the language that is a mix or somewhere in between pure *fusha* and pure *'ammiyya* (table 5.17). Among those with university education the number was higher (16 percent). Almost all who had heard of *al-lughā al-wusta* (87 percent) did identify it as meaning a mix between *fusha* and *'ammiyya* (table 5.18). 43 percent of those who had heard of it would use it to denote both written and spoken language, while 24 percent would only use it for spoken language and 22 percent would only use it for written language (table 5.19).

Table 5.1

How would you describe the language in the following sentence: الناس تحب الكلام عن اولادها

| | Fusha | 'Ammiyya | Both | Neither | Total | Sample size |
|---|-----------|-----------|-----------|---------|------------|--------------|
| Total | 19 | 70 | 11 | | 100 | 2 365 |
| Age category | | | | | | |
| 18-34 | 19 | 70 | 11 | | 100 | 1 291 |
| 35-49 | 17 | 71 | 12 | | 100 | 720 |
| 50-64 | 23 | 68 | 9 | | 100 | 354 |
| Gender of RSI respondent | | | | | | |
| Male | 20 | 69 | 10 | 1 | 100 | 943 |
| Female | 19 | 70 | 11 | | 100 | 1 422 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 18 | 72 | 10 | | 100 | 443 |
| Secondary school | 19 | 71 | 9 | | 100 | 1 102 |
| Upper intermediate | 17 | 74 | 9 | - | 100 | 176 |
| University or higher | 21 | 64 | 14 | | 100 | 644 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 18 | 72 | 10 | | 100 | 741 |
| Mid third | 17 | 71 | 11 | 1 | 100 | 778 |
| Rich third | 23 | 66 | 11 | | 100 | 829 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 21 | 70 | 9 | | 100 | 514 |
| Agree | 19 | 71 | 10 | | 100 | 832 |
| Neither agree nor disagree | 20 | 64 | 15 | 1 | 100 | 89 |
| Disagree | 18 | 69 | 12 | 1 | 100 | 340 |
| Strongly disagree | 22 | 64 | 14 | 1 | 100 | 390 |

n=All RSI

Table 5.2

How would you describe the language in the following sentence: **الزوج آخر من يعلم**.

| | Fusha | 'Ammiyya | Both | Neither | Total | Sample size |
|---|-----------|-----------|----------|----------|------------|--------------|
| Total | 28 | 63 | 8 | 1 | 100 | 2 340 |
| Age category | | | | | | |
| 18-34 | 29 | 61 | 9 | 1 | 100 | 1 272 |
| 35-49 | 27 | 65 | 8 | | 100 | 713 |
| 50-64 | 26 | 63 | 8 | 3 | 100 | 355 |
| Gender of RSI respondent | | | | | | |
| Male | 27 | 64 | 8 | 1 | 100 | 937 |
| Female | 28 | 62 | 9 | 1 | 100 | 1 403 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 22 | 72 | 6 | 1 | 100 | 439 |
| Secondary school | 28 | 63 | 9 | | 100 | 1 085 |
| Upper intermediate | 20 | 72 | 7 | 1 | 100 | 174 |
| University or higher | 34 | 55 | 10 | 2 | 100 | 642 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 25 | 66 | 8 | 1 | 100 | 733 |
| Mid third | 26 | 66 | 8 | 1 | 100 | 764 |
| Rich third | 33 | 57 | 9 | 1 | 100 | 826 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 20 | 71 | 8 | 1 | 100 | 509 |
| Agree | 28 | 65 | 6 | 1 | 100 | 828 |
| Neither agree nor disagree | 25 | 64 | 10 | - | 100 | 87 |
| Disagree | 30 | 56 | 13 | 1 | 100 | 336 |
| Strongly disagree | 39 | 52 | 9 | - | 100 | 387 |

n=All RSI

Table 5.3

How would you describe the language in the following sentence: **يحب الناس الكلام عن اولادهم**

| | Fusha | 'Ammiyya | Both | Neither | Total | Sample size |
|---|-----------|-----------|-----------|------------|------------|--------------|
| Total | 35 | 53 | 12 | 100 | 100 | 2 352 |
| Age category | | | | | | |
| 18-34 | 35 | 52 | 12 | | 100 | 1 282 |
| 35-49 | 35 | 53 | 12 | | 100 | 716 |
| 50-64 | 33 | 56 | 9 | 1 | 100 | 354 |
| Gender of RSI respondent | | | | | | |
| Male | 33 | 54 | 13 | 1 | 100 | 935 |
| Female | 37 | 53 | 11 | | 100 | 1 417 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 28 | 61 | 11 | | 100 | 444 |
| Secondary school | 35 | 54 | 11 | - | 100 | 1 089 |
| Upper intermediate | 30 | 60 | 9 | 1 | 100 | 176 |
| University or higher | 41 | 44 | 14 | 1 | 100 | 643 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 28 | 61 | 11 | - | 100 | 734 |
| Mid third | 33 | 54 | 13 | | 100 | 773 |
| Rich third | 43 | 45 | 11 | 1 | 100 | 828 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 30 | 60 | 10 | | 100 | 510 |
| Agree | 32 | 56 | 11 | | 100 | 828 |
| Neither agree nor disagree | 33 | 49 | 18 | - | 100 | 90 |
| Disagree | 40 | 49 | 11 | 1 | 100 | 340 |
| Strongly disagree | 45 | 45 | 10 | - | 100 | 385 |

n=All RSI

Table 5.4

How would you describe the language in the following sentence: الحساب ببيدس في كافة المدارس الحكومية

| | الحساب ببيدس في كافة المدارس الحكومية | | | Total | Sample size |
|---|---------------------------------------|-----------|-----------|------------|--------------|
| | Fusha | 'Ammiyya | Both | | |
| Total | 43 | 42 | 15 | 100 | 2 348 |
| Age category | | | | | |
| 18-34 | 42 | 44 | 14 | 100 | 1 287 |
| 35-49 | 45 | 39 | 15 | 100 | 712 |
| 50-64 | 41 | 41 | 18 | 100 | 349 |
| Gender of RSI respondent | | | | | |
| Male | 42 | 42 | 16 | 100 | 939 |
| Female | 43 | 42 | 14 | 100 | 1 409 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 40 | 47 | 13 | 100 | 441 |
| Secondary school | 44 | 42 | 14 | 100 | 1 089 |
| Upper intermediate | 40 | 46 | 14 | 100 | 175 |
| University or higher | 44 | 36 | 19 | 100 | 643 |
| DHS wealth index tertiles | | | | | |
| Poor third | 43 | 48 | 9 | 100 | 734 |
| Mid third | 44 | 40 | 16 | 100 | 774 |
| Rich third | 42 | 39 | 19 | 100 | 823 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | |
| Strongly agree | 38 | 52 | 10 | 100 | 507 |
| Agree | 43 | 41 | 16 | 100 | 831 |
| Neither agree nor disagree | 33 | 42 | 26 | 100 | 89 |
| Disagree | 48 | 37 | 15 | 100 | 340 |
| Strongly disagree | 45 | 41 | 14 | 100 | 385 |

n=All RSI

Table 5.5

How would you describe the language in the following sentence: رفض صاحب البيت مناقشة الإيجار

| | Fusha | 'Ammiyya | Both | Neither | Total | Sample size |
|---|-----------|-----------|-----------|---------|------------|--------------|
| Total | 48 | 39 | 13 | | 100 | 2 354 |
| Age category | | | | | | |
| 18-34 | 48 | 40 | 12 | 1 | 100 | 1 287 |
| 35-49 | 48 | 38 | 13 | | 100 | 713 |
| 50-64 | 46 | 38 | 17 | - | 100 | 354 |
| Gender of RSI respondent | | | | | | |
| Male | 47 | 40 | 13 | | 100 | 939 |
| Female | 48 | 39 | 13 | 1 | 100 | 1 415 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 43 | 43 | 14 | 1 | 100 | 443 |
| Secondary school | 47 | 40 | 12 | | 100 | 1 095 |
| Upper intermediate | 38 | 47 | 15 | - | 100 | 174 |
| University or higher | 54 | 32 | 14 | | 100 | 642 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 46 | 44 | 10 | 1 | 100 | 740 |
| Mid third | 44 | 41 | 14 | 1 | 100 | 771 |
| Rich third | 52 | 33 | 15 | | 100 | 826 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 41 | 50 | 9 | | 100 | 511 |
| Agree | 42 | 43 | 14 | | 100 | 828 |
| Neither agree nor disagree | 39 | 35 | 26 | - | 100 | 88 |
| Disagree | 57 | 32 | 11 | | 100 | 341 |
| Strongly disagree | 59 | 31 | 10 | - | 100 | 387 |

n=All RSI

Table 5.6

How would you describe the language in the following sentence: **تُحِبُّ النَّاسَ الْكَلَامَ عَنْ أَوْلَادِهَا**

| | Fusha | 'Ammiyya | Both | Neither | Total | Sample size |
|---|-----------|-----------|-----------|----------|------------|--------------|
| Total | 24 | 63 | 12 | 1 | 100 | 2 347 |
| Age category | | | | | | |
| 18-34 | 25 | 62 | 13 | | 100 | 1 285 |
| 35-49 | 24 | 64 | 11 | 1 | 100 | 711 |
| 50-64 | 21 | 66 | 12 | 1 | 100 | 351 |
| Gender of RSI respondent | | | | | | |
| Male | 23 | 63 | 13 | 1 | 100 | 935 |
| Female | 24 | 63 | 12 | 1 | 100 | 1 412 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 18 | 70 | 11 | 1 | 100 | 439 |
| Secondary school | 25 | 64 | 11 | | 100 | 1 093 |
| Upper intermediate | 21 | 65 | 13 | 1 | 100 | 173 |
| University or higher | 27 | 57 | 15 | 1 | 100 | 642 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 19 | 70 | 11 | | 100 | 739 |
| Mid third | 25 | 63 | 12 | 1 | 100 | 771 |
| Rich third | 28 | 58 | 14 | 1 | 100 | 820 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 21 | 70 | 9 | | 100 | 510 |
| Agree | 24 | 63 | 13 | 1 | 100 | 830 |
| Neither agree nor disagree | 31 | 58 | 11 | - | 100 | 90 |
| Disagree | 30 | 57 | 13 | 1 | 100 | 336 |
| Strongly disagree | 23 | 62 | 14 | 1 | 100 | 384 |

n=All RSI

Table 5.7

How would you describe the language in the following sentence:

البنيت كتبت اسمها على الورقة.

| | البنيت كتبت اسمها على الورقة. | | | Total | Sample size |
|---|-------------------------------|-----------|-----------|------------|--------------|
| | Fusha | 'Ammiyya | Neither | | |
| Total | 31 | 54 | 14 | 100 | 2 345 |
| Age category | | | | | |
| 18-34 | 31 | 55 | 13 | 100 | 1 287 |
| 35-49 | 33 | 53 | 14 | 100 | 705 |
| 50-64 | 27 | 54 | 19 | 100 | 353 |
| Gender of RSI respondent | | | | | |
| Male | 29 | 54 | 16 | 100 | 932 |
| Female | 32 | 54 | 13 | 100 | 1 413 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 31 | 56 | 12 | 100 | 439 |
| Secondary school | 31 | 56 | 13 | 100 | 1 086 |
| Upper intermediate | 31 | 55 | 13 | 100 | 176 |
| University or higher | 31 | 50 | 18 | 100 | 644 |
| DHS wealth index tertiles | | | | | |
| Poor third | 29 | 58 | 12 | 100 | 735 |
| Mid third | 32 | 55 | 13 | 100 | 765 |
| Rich third | 31 | 50 | 18 | 100 | 828 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | |
| Strongly agree | 28 | 62 | 10 | 100 | 508 |
| Agree | 26 | 58 | 15 | 100 | 825 |
| Neither agree nor disagree | 36 | 39 | 25 | 100 | 89 |
| Disagree | 31 | 54 | 15 | 100 | 340 |
| Strongly disagree | 40 | 46 | 13 | 100 | 387 |

n=All RSI

Table 5.8

How would you describe the language in the following sentence:

راحت تبحث عن شخص يساعدها

| | Fusha | 'Ammiyya | Both | Neither | Total | Sample size |
|---|-----------|-----------|-----------|---------|------------|--------------|
| Total | 31 | 49 | 19 | | 100 | 2 345 |
| Age category | | | | | | |
| 18-34 | 31 | 49 | 19 | 1 | 100 | 1 283 |
| 35-49 | 33 | 48 | 19 | | 100 | 708 |
| 50-64 | 29 | 49 | 22 | 1 | 100 | 354 |
| Gender of RSI respondent | | | | | | |
| Male | 29 | 52 | 19 | 1 | 100 | 936 |
| Female | 33 | 47 | 20 | | 100 | 1 409 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 29 | 53 | 17 | 1 | 100 | 443 |
| Secondary school | 34 | 47 | 18 | | 100 | 1 083 |
| Upper intermediate | 29 | 53 | 18 | - | 100 | 176 |
| University or higher | 29 | 48 | 22 | 1 | 100 | 643 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 29 | 55 | 15 | | 100 | 732 |
| Mid third | 33 | 48 | 19 | | 100 | 772 |
| Rich third | 32 | 44 | 23 | 1 | 100 | 824 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 29 | 58 | 12 | | 100 | 506 |
| Agree | 33 | 47 | 19 | 1 | 100 | 830 |
| Neither agree nor disagree | 33 | 39 | 28 | - | 100 | 89 |
| Disagree | 32 | 46 | 21 | 1 | 100 | 339 |
| Strongly disagree | 30 | 48 | 21 | | 100 | 384 |

n=All RSI

Table 5.9 What is the most important difference between fusha and 'ammiyya

| | Vocabulary/The words | | | Total | Sample size |
|-------------------------------|----------------------|-----------|-----------|------------|--------------|
| | Pronunciation | 'irab | Total | | |
| Total | 46 | 44 | 10 | 100 | 2 317 |
| Age category | | | | | |
| 18-34 | 49 | 43 | 8 | 100 | 1 268 |
| 35-49 | 45 | 44 | 11 | 100 | 706 |
| 50-64 | 39 | 47 | 14 | 100 | 343 |
| Gender of RSI respondent | | | | | |
| Male | 49 | 41 | 10 | 100 | 923 |
| Female | 45 | 46 | 10 | 100 | 1 394 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 55 | 38 | 7 | 100 | 421 |
| Secondary school | 46 | 45 | 9 | 100 | 1 080 |
| Upper intermediate | 58 | 34 | 8 | 100 | 176 |
| University or higher | 39 | 49 | 13 | 100 | 640 |
| DHS wealth index tertiles | | | | | |
| Poor third | 52 | 39 | 9 | 100 | 709 |
| Mid third | 46 | 45 | 9 | 100 | 767 |
| Rich third | 41 | 47 | 12 | 100 | 824 |

n=All RSI

خطي في العربي وحش
 Table 5.10 What does the word 'arabi mean in the following sentence:

| | Fusha | 'Ammiyya | Both | Total | Sample size |
|-------------------------------|-----------|-----------|----------|------------|--------------|
| Total | 13 | 78 | 9 | 100 | 2 344 |
| Age category | | | | | |
| 18-34 | 13 | 77 | 9 | 100 | 1 282 |
| 35-49 | 13 | 78 | 9 | 100 | 709 |
| 50-64 | 13 | 79 | 7 | 100 | 353 |
| Gender of RSI respondent | | | | | |
| Male | 12 | 78 | 9 | 100 | 941 |
| Female | 14 | 78 | 8 | 100 | 1 403 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 10 | 84 | 6 | 100 | 441 |
| Secondary school | 15 | 76 | 9 | 100 | 1 085 |
| Upper intermediate | 13 | 79 | 9 | 100 | 176 |
| University or higher | 14 | 77 | 10 | 100 | 642 |
| DHS wealth index tertiles | | | | | |
| Poor third | 11 | 81 | 8 | 100 | 728 |
| Mid third | 15 | 75 | 9 | 100 | 774 |
| Rich third | 14 | 78 | 8 | 100 | 825 |

n=All RSI

مش فاهم منك حاجة، كلمتي عربي
 Table 5.11 What does the word 'arabi mean in the following sentence:

| | Fusha | 'Ammiyya | Both | Total | Sample size |
|-------------------------------|----------|-----------|----------|------------|--------------|
| Total | 7 | 86 | 6 | 100 | 2 343 |
| Age category | | | | | |
| 18-34 | 8 | 85 | 7 | 100 | 1 284 |
| 35-49 | 6 | 88 | 6 | 100 | 709 |
| 50-64 | 6 | 88 | 6 | 100 | 350 |
| Gender of RSI respondent | | | | | |
| Male | 6 | 88 | 6 | 100 | 937 |
| Female | 8 | 85 | 7 | 100 | 1 406 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 7 | 88 | 5 | 100 | 442 |
| Secondary school | 7 | 86 | 7 | 100 | 1 088 |
| Upper intermediate | 8 | 87 | 5 | 100 | 174 |
| University or higher | 7 | 86 | 7 | 100 | 639 |
| DHS wealth index tertiles | | | | | |
| Poor third | 7 | 87 | 6 | 100 | 729 |
| Mid third | 7 | 86 | 7 | 100 | 776 |
| Rich third | 8 | 86 | 6 | 100 | 821 |

n=All RSI

Table 5.12 What does the word 'arabi mean in the following sentence: العربي بتاعي مكسر

| | Fusha | | 'Ammiyya | | Both | | Total | | Sample size |
|-------------------------------|-----------|-----------|----------|------------|----------|------------|------------|--------------|-------------|
| | | | | | | | | | |
| Total | 13 | 80 | 7 | 100 | 7 | 100 | 100 | 2 329 | |
| Age category | | | | | | | | | |
| 18-34 | 12 | 80 | 8 | 100 | 8 | 100 | 100 | 1 277 | |
| 35-49 | 14 | 80 | 7 | 100 | 7 | 100 | 100 | 705 | |
| 50-64 | 12 | 82 | 6 | 100 | 6 | 100 | 100 | 347 | |
| Gender of RSI respondent | | | | | | | | | |
| Male | 11 | 83 | 7 | 100 | 7 | 100 | 100 | 931 | |
| Female | 14 | 78 | 8 | 100 | 8 | 100 | 100 | 1 398 | |
| Highest education completed | | | | | | | | | |
| Primary or Preparatory school | 11 | 83 | 6 | 100 | 6 | 100 | 100 | 438 | |
| Secondary school | 13 | 79 | 8 | 100 | 8 | 100 | 100 | 1 079 | |
| Upper intermediate | 11 | 84 | 5 | 100 | 5 | 100 | 100 | 177 | |
| University or higher | 14 | 79 | 8 | 100 | 8 | 100 | 100 | 635 | |
| DHS wealth index tertiles | | | | | | | | | |
| Poor third | 11 | 83 | 6 | 100 | 6 | 100 | 100 | 725 | |
| Mid third | 13 | 80 | 7 | 100 | 7 | 100 | 100 | 771 | |
| Rich third | 15 | 77 | 8 | 100 | 8 | 100 | 100 | 816 | |

n=All RSI

Table 5.13 Label for the arabic you learn in school

| | al-lugha al-'arabiyya | | al-lugha al-fusha | | al-lugha al-fasiha | | al-lugha al-maktaba | | Other | | Total | | Sample size |
|-------------------------------|-----------------------|----------|-------------------|-----------|--------------------|-----------|---------------------|------------|----------|----------|------------|--------------|-------------|
| | | | | | | | | | | | | | |
| Total | 77 | 7 | 1 | 13 | 1 | 15 | 1 | 100 | 1 | 1 | 100 | 2 402 | |
| Age category | | | | | | | | | | | | | |
| 18-34 | 77 | 6 | 1 | 15 | 1 | 100 | 1 | 100 | 1 | 1 | 100 | 1 316 | |
| 35-49 | 78 | 8 | 1 | 12 | 1 | 100 | 1 | 100 | 1 | 1 | 100 | 728 | |
| 50-64 | 78 | 9 | 2 | 9 | 2 | 100 | 2 | 100 | 1 | 1 | 100 | 358 | |
| Gender of RSI respondent | | | | | | | | | | | | | |
| Male | 75 | 9 | 1 | 14 | 1 | 100 | 1 | 100 | 1 | 1 | 100 | 949 | |
| Female | 79 | 6 | 1 | 13 | 1 | 100 | 1 | 100 | 1 | 1 | 100 | 1 453 | |
| Highest education completed | | | | | | | | | | | | | |
| Primary or Preparatory school | 79 | 5 | 1 | 15 | 1 | 100 | 1 | 100 | 1 | 1 | 100 | 469 | |
| Secondary school | 78 | 7 | 1 | 13 | 1 | 100 | 1 | 100 | 1 | 1 | 100 | 1 112 | |
| Upper intermediate | 78 | 7 | - | 14 | - | 100 | - | 100 | - | - | 100 | 176 | |
| University or higher | 76 | 8 | 1 | 13 | 1 | 100 | 2 | 100 | 1 | 1 | 100 | 645 | |
| DHS wealth index tertiles | | | | | | | | | | | | | |
| Poor third | 76 | 6 | 1 | 16 | 1 | 100 | 1 | 100 | 1 | 1 | 100 | 756 | |
| Mid third | 80 | 7 | 1 | 11 | 1 | 100 | 1 | 100 | 1 | 1 | 100 | 798 | |
| Rich third | 77 | 8 | 1 | 13 | 1 | 100 | 1 | 100 | 1 | 1 | 100 | 831 | |

n=All RSI

Table 5.14 Label for the arabic you normally speak

| | al-'ammiyya | al-'adi | al-lahga | al-dariga | masri | Other | Total | Sample size |
|-------------------------------|-------------|-----------|----------|-----------|-----------|-------|------------|--------------|
| Total | 65 | 14 | 4 | 5 | 12 | | 100 | 2 404 |
| Age category | | | | | | | | |
| 18-34 | 64 | 14 | 4 | 5 | 13 | | 100 | 1 317 |
| 35-49 | 65 | 14 | 4 | 5 | 12 | | 100 | 727 |
| 50-64 | 69 | 12 | 4 | 6 | 10 | | 100 | 360 |
| Gender of RSI respondent | | | | | | | | |
| Male | 65 | 14 | 5 | 5 | 11 | | 100 | 954 |
| Female | 65 | 14 | 4 | 5 | 13 | | 100 | 1 450 |
| Highest education completed | | | | | | | | |
| Primary or Preparatory school | 65 | 14 | 4 | 3 | 14 | | 100 | 472 |
| Secondary school | 63 | 16 | 4 | 4 | 12 | | 100 | 1 109 |
| Upper intermediate | 75 | 6 | 3 | 5 | 11 | - | 100 | 177 |
| University or higher | 65 | 11 | 5 | 7 | 10 | | 100 | 646 |
| DHS wealth index tertiles | | | | | | | | |
| Poor third | 61 | 15 | 4 | 3 | 16 | | 100 | 759 |
| Mid third | 66 | 15 | 4 | 4 | 11 | | 100 | 798 |
| Rich third | 68 | 11 | 5 | 7 | 9 | | 100 | 830 |

n=All RSI

Table 5.15 Meaning of lughat al-umm

| | Fusha | 'Ammiyya | Both | Total | Sample size |
|-------------------------------|-----------|-----------|-----------|------------|--------------|
| Total | 25 | 64 | 11 | 100 | 1 840 |
| Age category | | | | | |
| 18-34 | 25 | 65 | 10 | 100 | 1 005 |
| 35-49 | 25 | 64 | 11 | 100 | 569 |
| 50-64 | 26 | 61 | 14 | 100 | 266 |
| Gender of RSI respondent | | | | | |
| Male | 24 | 66 | 10 | 100 | 707 |
| Female | 25 | 63 | 11 | 100 | 1 133 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 21 | 72 | 8 | 100 | 326 |
| Secondary school | 24 | 64 | 12 | 100 | 856 |
| Upper intermediate | 13 | 83 | 4 | 100 | 132 |
| University or higher | 32 | 56 | 12 | 100 | 526 |
| DHS wealth index tertiles | | | | | |
| Poor third | 20 | 71 | 9 | 100 | 547 |
| Mid third | 28 | 61 | 11 | 100 | 624 |
| Rich third | 27 | 61 | 12 | 100 | 657 |

n=All RSI

Table 5.16 Meaning of al-lugha al-umm

| | Fusha | 'Ammiyya | Both | Total | Sample size |
|-------------------------------|-----------|-----------|----------|------------|--------------|
| Total | 73 | 20 | 7 | 100 | 2 133 |
| Age category | | | | | |
| 18-34 | 72 | 21 | 7 | 100 | 1 156 |
| 35-49 | 73 | 20 | 7 | 100 | 649 |
| 50-64 | 75 | 16 | 9 | 100 | 328 |
| Gender of RSI respondent | | | | | |
| Male | 72 | 20 | 8 | 100 | 864 |
| Female | 73 | 20 | 7 | 100 | 1 269 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 67 | 26 | 7 | 100 | 375 |
| Secondary school | 68 | 23 | 9 | 100 | 972 |
| Upper intermediate | 79 | 18 | 3 | 100 | 169 |
| University or higher | 83 | 11 | 6 | 100 | 617 |
| DHS wealth index tertiles | | | | | |
| Poor third | 66 | 26 | 8 | 100 | 625 |
| Mid third | 73 | 20 | 7 | 100 | 713 |
| Rich third | 79 | 15 | 7 | 100 | 779 |

n=All RSI

Table 5.17 Are you familiar with the term al-lugha al-wusta

| | Yes | No | Total | Sample size |
|-------------------------------|----------|-----------|------------|--------------|
| Total | 8 | 92 | 100 | 2 369 |
| Age category | | | | |
| 18-34 | 8 | 92 | 100 | 1 298 |
| 35-49 | 10 | 90 | 100 | 714 |
| 50-64 | 7 | 93 | 100 | 357 |
| Gender of RSI respondent | | | | |
| Male | 9 | 91 | 100 | 932 |
| Female | 8 | 92 | 100 | 1 437 |
| Highest education completed | | | | |
| Primary or Preparatory school | 1 | 99 | 100 | 467 |
| Secondary school | 7 | 93 | 100 | 1 092 |
| Upper intermediate | 8 | 92 | 100 | 169 |
| University or higher | 16 | 84 | 100 | 641 |
| DHS wealth index tertiles | | | | |
| Poor third | 4 | 96 | 100 | 744 |
| Mid third | 7 | 93 | 100 | 783 |
| Rich third | 14 | 86 | 100 | 825 |

n=All RSI

Table 5.18 What does the term al-lugha al-wusta refer to

| | Basically | | | Total | Sample size |
|-------------------------------|-----------------|----------|-----------|------------|-------------|
| | Basically fusha | 'ammiyya | A mix | | |
| Total | 9 | 4 | 87 | 100 | 184 |
| Age category | | | | | |
| 18-34 | 12 | 3 | 85 | 100 | 93 |
| 35-49 | 5 | 3 | 92 | 100 | 66 |
| 50-64 | 12 | 8 | 80 | 100 | 25 |
| Gender of RSI respondent | | | | | |
| Male | 11 | 4 | 85 | 100 | 75 |
| Female | 8 | 4 | 88 | 100 | 109 |
| Highest education completed | | | | | |
| Primary or Preparatory school | - | - | 100 | 100 | 3 |
| Secondary school | 6 | 5 | 89 | 100 | 65 |
| Upper intermediate | 8 | 17 | 75 | 100 | 12 |
| University or higher | 12 | 2 | 87 | 100 | 104 |
| DHS wealth index tertiles | | | | | |
| Poor third | 9 | 9 | 82 | 100 | 22 |
| Mid third | 8 | 8 | 85 | 100 | 52 |
| Rich third | 10 | 1 | 89 | 100 | 108 |

n=All RSI

Table 5.19 Would you use al-lugha al-wusta for spoken language, written language or both

| | Written | | Both | Total | Sample size |
|-------------------------------|-----------|-----------|-----------|------------|-------------|
| | Written | Spoken | | | |
| Total | 22 | 34 | 43 | 100 | 175 |
| Age category | | | | | |
| 18-34 | 24 | 30 | 46 | 100 | 87 |
| 35-49 | 22 | 41 | 38 | 100 | 64 |
| 50-64 | 17 | 33 | 50 | 100 | 24 |
| Gender of RSI respondent | | | | | |
| Male | 24 | 37 | 39 | 100 | 70 |
| Female | 21 | 32 | 47 | 100 | 105 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 25 | 25 | 50 | 100 | 4 |
| Secondary school | 28 | 27 | 45 | 100 | 64 |
| Upper intermediate | 17 | 25 | 58 | 100 | 12 |
| University or higher | 19 | 41 | 40 | 100 | 95 |
| DHS wealth index tertiles | | | | | |
| Poor third | 28 | 24 | 48 | 100 | 25 |
| Mid third | 33 | 39 | 28 | 100 | 46 |
| Rich third | 17 | 35 | 48 | 100 | 102 |

n=All RSI

Chapter 6 Attitudes to fusha and ‘ammiyya

Definitions

By **blogs** we mean blogs published on the internet. By **printed advertisements** we mean both ads in the newspaper, but also billboards or ads with written material that are shown on TV. By **subtitles** we mean subtitles in foreign language movies, which are today subtitled in *fusha* in addition to TV-series from other Arab countries that are sometimes subtitled in *fusha*.

Summary

This chapter presents data on the respondents’ attitudes and perceptions of *fusha* and *‘ammiyya* as written languages. It contains general questions on how they perceive the different varieties, and specific questions about whether *‘ammiyya* is suitable for writing in different domains. First, the respondents were asked to rank the following subjects according to how much they liked them in school: Arabic (*fusha*), English, mathematics, social studies and science (table 6.1 – 6.5). A majority of the respondents liked learning Arabic in school. 45 percent place it as their first choice, 22 percent as their second. The respondents with lower education enjoyed Arabic more than those with higher education. 52 percent of those with preparatory school rank Arabic as their first choice while only 36 percent of those with university education and 25 percent of those with higher than university answered the same. The responses do not vary by age, meaning that the older generation and the younger generation have similar views on learning Arabic in school.

Only 12 percent of the respondents had heard of *taysir al-lugha*, a policy proposing to simplify Arabic grammar (table 6.6). The number is higher (20 percent) among those with a university degree. Among those who had heard of this policy, 78 percent agreed or strongly agreed to it. 20 percent disagreed or strongly disagreed. Most of the respondents (70 percent) also thought that on a general level, that simplification of Arabic grammar would make it easier for people to learn reading and writing, while 30 percent of the respondents disagreed (table 6.9).

A majority of the respondents (63 percent) agreed or strongly agreed that *‘ammiyya* “has a place as a written language” (table 6.10). 24 percent disagreed or strongly disagreed while only 4 percent said neither. Those with higher education disagree more with this statement compared to those with lower education. There are no large differences by age or gender in the responses. When asked whether *‘ammiyya* is suitable or not suitable for different platforms (Facebook, blogs, comics, novels, short stories, poems, newspaper columns, printed ads, subtitles in movies), the respondents were in three groups: Those who find *‘ammiyya* suitable

for the specific medium, those who find it not suitable and those who do not know (table 6.11-6.19). For Facebook, blogs and comics, the do not know category amounted to around one third of the population. For the other mediums, 5-10 percent replied do not know. The suitable and not suitable groups are similar in size except for Facebook where only 19 percent find *'ammiyya* not suitable while 48 percent find it suitable, and poems where 70 percent found *'ammiyya* not suitable and 22 percent find it suitable. There are no differences by age, but highly educated people are more skeptical to using *'ammiyya* than the less educated. Those who write on Facebook in *'ammiyya* also think that *'ammiyya* is suitable for Facebook, but 16 percent of those who report to only use *'ammiyya* on Facebook report that *'ammiyya* is not suitable to use on Facebook.

The respondents were also asked to rank the importance of *fusha*, *'ammiyya* and English to themselves, and to Egypt (table 6.21-6.26). A majority report that *'ammiyya*, *fusha* and English are all important languages to Egypt and themselves. Over 70 percent think all three languages are important or very important. The least important language is *fusha*, especially among the less educated. Over one third of those with only preparatory school think *fusha* is less important or not important for themselves (6.22).

Table 6.1 How well did you like the following subject in school (1=best, 5=worst): Arabic

| | First | Second | Third | Forth | Fifth | Total | Sample size |
|---|-----------|-----------|-----------|-----------|----------|------------|--------------|
| Total | 45 | 22 | 15 | 11 | 7 | 100 | 2 416 |
| Age category | | | | | | | |
| 18-34 | 44 | 23 | 15 | 11 | 6 | 100 | 1 323 |
| 35-49 | 48 | 21 | 13 | 11 | 7 | 100 | 730 |
| 50-64 | 45 | 22 | 15 | 10 | 7 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 41 | 22 | 16 | 12 | 9 | 100 | 956 |
| Female | 48 | 23 | 14 | 10 | 5 | 100 | 1 460 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 52 | 23 | 11 | 9 | 4 | 100 | 477 |
| Secondary school | 48 | 24 | 14 | 9 | 5 | 100 | 1 115 |
| Upper intermediate | 45 | 25 | 14 | 12 | 4 | 100 | 177 |
| University or higher | 36 | 18 | 19 | 15 | 13 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 51 | 24 | 13 | 8 | 4 | 100 | 762 |
| Mid third | 47 | 23 | 15 | 10 | 6 | 100 | 803 |
| Rich third | 38 | 20 | 16 | 15 | 11 | 100 | 834 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | | |
| Strongly agree | 44 | 22 | 15 | 12 | 7 | 100 | 528 |
| Agree | 47 | 24 | 13 | 10 | 6 | 100 | 848 |
| Neither agree nor disagree | 60 | 18 | 8 | 7 | 8 | 100 | 90 |
| Disagree | 41 | 23 | 17 | 12 | 7 | 100 | 341 |
| Strongly disagree | 35 | 22 | 18 | 15 | 10 | 100 | 391 |
| Type of school attended | | | | | | | |
| Governmental | 47 | 22 | 15 | 10 | 6 | 100 | 2 301 |
| Private | 18 | 21 | 17 | 25 | 20 | 100 | 112 |

n=All RSI

Table 6.2 How well did you like the following subject in school (1=best, 5=worst): English

| | First | Second | Third | Forth | Fifth | Total | Sample size |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|------------|--------------|
| Total | 12 | 15 | 15 | 16 | 42 | 100 | 2 416 |
| Age category | | | | | | | |
| 18-34 | 13 | 15 | 15 | 17 | 41 | 100 | 1 323 |
| 35-49 | 11 | 16 | 16 | 15 | 43 | 100 | 730 |
| 50-64 | 12 | 14 | 12 | 15 | 46 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 13 | 17 | 14 | 15 | 40 | 100 | 956 |
| Female | 11 | 14 | 15 | 16 | 44 | 100 | 1 460 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 6 | 9 | 10 | 14 | 60 | 100 | 477 |
| Secondary school | 9 | 15 | 16 | 18 | 43 | 100 | 1 115 |
| Upper intermediate | 15 | 14 | 12 | 17 | 42 | 100 | 177 |
| University or higher | 21 | 20 | 17 | 15 | 28 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 8 | 13 | 14 | 16 | 49 | 100 | 762 |
| Mid third | 10 | 14 | 14 | 16 | 45 | 100 | 803 |
| Rich third | 18 | 18 | 16 | 15 | 33 | 100 | 834 |

n=All RSI

Table 6.3 How well did you like the following subject in school (1=best, 5=worst): Mathematics

| | First | Second | Third | Forth | Fifth | Total | Sample size |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|------------|--------------|
| Total | 21 | 24 | 20 | 21 | 14 | 100 | 2 416 |
| Age category | | | | | | | |
| 18-34 | 20 | 24 | 20 | 21 | 14 | 100 | 1 323 |
| 35-49 | 20 | 23 | 18 | 22 | 16 | 100 | 730 |
| 50-64 | 24 | 26 | 22 | 19 | 9 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 24 | 24 | 23 | 18 | 12 | 100 | 956 |
| Female | 19 | 25 | 18 | 23 | 16 | 100 | 1 460 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 20 | 28 | 18 | 24 | 10 | 100 | 477 |
| Secondary school | 21 | 23 | 19 | 21 | 16 | 100 | 1 115 |
| Upper intermediate | 22 | 25 | 24 | 14 | 15 | 100 | 177 |
| University or higher | 22 | 24 | 21 | 19 | 14 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 20 | 25 | 19 | 23 | 14 | 100 | 762 |
| Mid third | 21 | 24 | 19 | 21 | 15 | 100 | 803 |
| Rich third | 23 | 23 | 21 | 20 | 14 | 100 | 834 |

n=All RSI

Table 6.4 How well did you like the following subject in school (1=best, 5=worst): Social studies

| | First | Second | Third | Forth | Fifth | Total | Sample size |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|------------|--------------|
| Total | 11 | 19 | 25 | 29 | 16 | 100 | 2 416 |
| Age category | | | | | | | |
| 18-34 | 12 | 18 | 23 | 29 | 18 | 100 | 1 323 |
| 35-49 | 10 | 21 | 27 | 28 | 13 | 100 | 730 |
| 50-64 | 11 | 18 | 27 | 31 | 14 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 12 | 20 | 22 | 31 | 15 | 100 | 956 |
| Female | 11 | 19 | 27 | 27 | 16 | 100 | 1 460 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 11 | 21 | 34 | 25 | 9 | 100 | 477 |
| Secondary school | 12 | 19 | 24 | 30 | 15 | 100 | 1 115 |
| Upper intermediate | 10 | 19 | 29 | 32 | 9 | 100 | 177 |
| University or higher | 10 | 18 | 20 | 29 | 23 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 12 | 21 | 26 | 30 | 10 | 100 | 762 |
| Mid third | 11 | 19 | 26 | 29 | 15 | 100 | 803 |
| Rich third | 11 | 18 | 23 | 27 | 22 | 100 | 834 |

n=All RSI

Table 6.5 How well did you like the following subject in school (1=best, 5=worst): Science

| | First | Second | Third | Forth | Fifth | Total | Sample size |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|------------|--------------|
| Total | 11 | 19 | 26 | 23 | 21 | 100 | 2 416 |
| Age category | | | | | | | |
| 18-34 | 11 | 19 | 27 | 22 | 21 | 100 | 1 323 |
| 35-49 | 11 | 20 | 25 | 24 | 20 | 100 | 730 |
| 50-64 | 8 | 20 | 24 | 25 | 24 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 10 | 18 | 25 | 23 | 24 | 100 | 956 |
| Female | 11 | 20 | 27 | 23 | 19 | 100 | 1 460 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 10 | 19 | 28 | 28 | 15 | 100 | 477 |
| Secondary school | 11 | 20 | 27 | 22 | 21 | 100 | 1 115 |
| Upper intermediate | 8 | 17 | 20 | 24 | 31 | 100 | 177 |
| University or higher | 11 | 20 | 25 | 22 | 22 | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 10 | 17 | 28 | 23 | 23 | 100 | 762 |
| Mid third | 11 | 20 | 25 | 24 | 19 | 100 | 803 |
| Rich third | 10 | 21 | 25 | 23 | 20 | 100 | 834 |

n=All RSI

Table 6.6 Do you know the term taysiir al-lugha

| | Yes | No | Total | Sample size |
|-------------------------------|-----------|-----------|------------|--------------|
| Total | 12 | 88 | 100 | 2 386 |
| Age category | | | | |
| 18-34 | 10 | 90 | 100 | 1 309 |
| 35-49 | 14 | 86 | 100 | 718 |
| 50-64 | 13 | 87 | 100 | 359 |
| Gender of RSI respondent | | | | |
| Male | 12 | 88 | 100 | 947 |
| Female | 11 | 89 | 100 | 1 439 |
| Highest education completed | | | | |
| Primary or Preparatory school | 3 | 97 | 100 | 468 |
| Secondary school | 10 | 90 | 100 | 1 103 |
| Upper intermediate | 15 | 85 | 100 | 175 |
| University or higher | 20 | 80 | 100 | 640 |
| DHS wealth index tertiles | | | | |
| Poor third | 6 | 94 | 100 | 752 |
| Mid third | 10 | 90 | 100 | 788 |
| Rich third | 18 | 82 | 100 | 829 |

n=All RSI

Table 6.7 Do you agree with taysiir al-lugha

| | Strongly agree | | | | Neither agree nor disagree | | Disagree | | Strongly disagree | | Total | Sample size |
|-------------------------------|----------------|-----------|----------------------------|----------|----------------------------|-------------------|------------|------------|-------------------|--|-------|-------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Disagree | Strongly disagree | Total | Total | | | | |
| Total | 41 | 36 | 2 | 9 | 9 | 12 | 100 | 100 | 266 | | | |
| Age category | | | | | | | | | | | | |
| 18-34 | 50 | 30 | 2 | 8 | 8 | 11 | 100 | 100 | 133 | | | |
| 35-49 | 34 | 45 | 2 | 10 | 10 | 9 | 100 | 100 | 91 | | | |
| 50-64 | 31 | 38 | 2 | 7 | 7 | 21 | 100 | 100 | 42 | | | |
| Gender of RSI respondent | | | | | | | | | | | | |
| Male | 40 | 40 | 3 | 7 | 7 | 10 | 100 | 100 | 112 | | | |
| Female | 42 | 34 | 1 | 10 | 10 | 13 | 100 | 100 | 154 | | | |
| Highest education completed | | | | | | | | | | | | |
| Primary or Preparatory school | 50 | 21 | 14 | 7 | 7 | 7 | 100 | 100 | 14 | | | |
| Secondary school | 47 | 34 | - | 7 | 7 | 13 | 100 | 100 | 103 | | | |
| Upper intermediate | 28 | 52 | 4 | 8 | 8 | 8 | 100 | 100 | 25 | | | |
| University or higher | 39 | 37 | 2 | 10 | 10 | 12 | 100 | 100 | 124 | | | |
| DHS wealth index tertiles | | | | | | | | | | | | |
| Poor third | 51 | 31 | - | 2 | 2 | 16 | 100 | 100 | 45 | | | |
| Mid third | 36 | 36 | 3 | 8 | 8 | 18 | 100 | 100 | 73 | | | |
| Rich third | 41 | 38 | 2 | 11 | 11 | 7 | 100 | 100 | 147 | | | |

n=All RSI

Table 6.8 Do you think tabsit al-lugha would make it easier for people to learn to read and write

| | | Yes | No | Total | Total |
|---|-------------------------------|-----------|-----------|------------|--------------|
| | | | | | Sample size |
| Total | | 70 | 30 | 100 | 2 246 |
| Age category | 18-34 | 71 | 29 | 100 | 1 227 |
| | 35-49 | 68 | 32 | 100 | 681 |
| | 50-64 | 67 | 33 | 100 | 338 |
| Gender of RSI respondent | Male | 68 | 32 | 100 | 897 |
| | Female | 70 | 30 | 100 | 1 349 |
| Highest education completed | Primary or Preparatory school | 77 | 23 | 100 | 424 |
| | Secondary school | 69 | 31 | 100 | 1 037 |
| | Upper intermediate | 80 | 20 | 100 | 168 |
| | University or higher | 62 | 38 | 100 | 617 |
| DHS wealth index tertiles | Poor third | 72 | 28 | 100 | 690 |
| | Mid third | 71 | 29 | 100 | 746 |
| | Rich third | 66 | 34 | 100 | 793 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | Strongly agree | 83 | 17 | 100 | 499 |
| | Agree | 79 | 21 | 100 | 768 |
| | Neither agree nor disagree | 59 | 41 | 100 | 81 |
| | Disagree | 54 | 46 | 100 | 334 |
| | Strongly disagree | 46 | 54 | 100 | 380 |
| Type of school attended | Governmental | 70 | 30 | 100 | 2 135 |
| | Private | 60 | 40 | 100 | 108 |

n=All RSI

Table 6.9 Some things are written in 'ammiyya. Do you think it is easier to understand things written in 'ammiyya

| | | Yes | No | Total | Total |
|---|-------------------------------|-----------|-----------|------------|--------------|
| | | | | | Sample size |
| Total | | 76 | 24 | 100 | 2 308 |
| Age category | 18-34 | 77 | 23 | 100 | 1 265 |
| | 35-49 | 77 | 23 | 100 | 697 |
| | 50-64 | 73 | 27 | 100 | 346 |
| Gender of RSI respondent | Male | 74 | 26 | 100 | 911 |
| | Female | 78 | 22 | 100 | 1 397 |
| Highest education completed | Primary or Preparatory school | 80 | 20 | 100 | 440 |
| | Secondary school | 79 | 21 | 100 | 1 070 |
| | Upper intermediate | 81 | 19 | 100 | 169 |
| | University or higher | 69 | 31 | 100 | 629 |
| DHS wealth index tertiles | Poor third | 80 | 20 | 100 | 710 |
| | Mid third | 77 | 23 | 100 | 773 |
| | Rich third | 73 | 27 | 100 | 809 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | Strongly agree | 94 | 6 | 100 | 527 |
| | Agree | 86 | 14 | 100 | 841 |
| | Neither agree nor disagree | 58 | 42 | 100 | 81 |
| | Disagree | 53 | 47 | 100 | 331 |
| | Strongly disagree | 52 | 48 | 100 | 380 |

n=All RSI

Table 6.10 Do you agree that 'ammiyya has a place as a written language'.

| | Neither | | | | | Total |
|--|----------------|-----------|----------------------------|-----------|-------------------|------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | |
| Total | 22 | 35 | 4 | 14 | 16 | 100 |
| Age category | | | | | | |
| 18-34 | 24 | 35 | 4 | 14 | 14 | 100 |
| 35-49 | 21 | 35 | 4 | 13 | 19 | 100 |
| 50-64 | 16 | 36 | 4 | 16 | 18 | 100 |
| Gender of RSI respondent | | | | | | |
| Male | 21 | 35 | 4 | 16 | 15 | 100 |
| Female | 22 | 35 | 3 | 13 | 17 | 100 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 23 | 35 | 3 | 8 | 11 | 100 |
| Secondary school | 23 | 37 | 4 | 13 | 16 | 100 |
| Upper intermediate | 23 | 36 | 4 | 11 | 12 | 100 |
| University or higher | 19 | 32 | 3 | 21 | 21 | 100 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 23 | 37 | 3 | 11 | 14 | 100 |
| Mid third | 23 | 35 | 3 | 13 | 16 | 100 |
| Rich third | 20 | 34 | 4 | 18 | 19 | 100 |
| Opinion about the possibility of being easier to understand things | | | | | | |
| Yes | 28 | 41 | 3 | 10 | 11 | 100 |
| No | 6 | 22 | 6 | 29 | 34 | 100 |

n=All RSI

Table 6.11 Is 'ammiyya suitable for Facebook and twitter posts

| | Suitable | | | Not suitable | | | Do not know | | | Total | |
|--|-----------|-----------|-----------|--------------|------------|------------|-------------|------------|------------|--------------|--|
| | 48 | 19 | 33 | 100 | 100 | 100 | 100 | 100 | 100 | Sample size | |
| Total | 48 | 19 | 33 | 100 | 100 | 100 | 100 | 100 | 100 | 2 406 | |
| Age category | | | | | | | | | | | |
| 18-34 | 54 | 17 | 29 | 100 | 100 | 100 | 100 | 100 | 100 | 1 318 | |
| 35-49 | 44 | 23 | 33 | 100 | 100 | 100 | 100 | 100 | 100 | 726 | |
| 50-64 | 36 | 18 | 46 | 100 | 100 | 100 | 100 | 100 | 100 | 362 | |
| Gender of RSI respondent | | | | | | | | | | | |
| Male | 54 | 18 | 28 | 100 | 100 | 100 | 100 | 100 | 100 | 953 | |
| Female | 44 | 20 | 36 | 100 | 100 | 100 | 100 | 100 | 100 | 1 453 | |
| Highest education completed | | | | | | | | | | | |
| Primary or Preparatory school | 29 | 14 | 58 | 100 | 100 | 100 | 100 | 100 | 100 | 473 | |
| Secondary school | 45 | 21 | 34 | 100 | 100 | 100 | 100 | 100 | 100 | 1 110 | |
| Upper intermediate | 49 | 17 | 34 | 100 | 100 | 100 | 100 | 100 | 100 | 177 | |
| University or higher | 68 | 20 | 12 | 100 | 100 | 100 | 100 | 100 | 100 | 646 | |
| DHS wealth index tertiles | | | | | | | | | | | |
| Poor third | 35 | 18 | 48 | 100 | 100 | 100 | 100 | 100 | 100 | 756 | |
| Mid third | 46 | 21 | 34 | 100 | 100 | 100 | 100 | 100 | 100 | 801 | |
| Rich third | 63 | 19 | 18 | 100 | 100 | 100 | 100 | 100 | 100 | 832 | |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | | | | | | |
| Strongly agree | 62 | 10 | 28 | 100 | 100 | 100 | 100 | 100 | 100 | 527 | |
| Agree | 50 | 11 | 39 | 100 | 100 | 100 | 100 | 100 | 100 | 848 | |
| Neither agree nor disagree | 46 | 12 | 42 | 100 | 100 | 100 | 100 | 100 | 100 | 89 | |
| Disagree | 51 | 24 | 25 | 100 | 100 | 100 | 100 | 100 | 100 | 339 | |
| Strongly disagree | 37 | 49 | 14 | 100 | 100 | 100 | 100 | 100 | 100 | 387 | |
| Opinion about the possibility of being easier to understand things written in 'ammiyya | | | | | | | | | | | |
| Yes | 51 | 14 | 35 | 100 | 100 | 100 | 100 | 100 | 100 | 1 762 | |
| No | 43 | 34 | 24 | 100 | 100 | 100 | 100 | 100 | 100 | 537 | |
| Writing in Arabic: facebook and twitter messages | | | | | | | | | | | |
| Only fusha | 43 | 54 | 3 | 100 | 100 | 100 | 100 | 100 | 100 | 37 | |
| Only 'ammiyya | 80 | 15 | 5 | 100 | 100 | 100 | 100 | 100 | 100 | 394 | |
| Alternate | 80 | 18 | 2 | 100 | 100 | 100 | 100 | 100 | 100 | 276 | |
| A mix | 84 | 14 | 2 | 100 | 100 | 100 | 100 | 100 | 100 | 50 | |
| Do not use this medium | 40 | 50 | 10 | 100 | 100 | 100 | 100 | 100 | 100 | 30 | |

n=All RSI

Table 6.12 Is 'ammiyya suitable for: Blogs

| | Suitable | | | Not suitable | | | Do not know | | | Total | Sample size |
|--|-----------|-----------|-----------|--------------|-----------|-----------|-------------|-----------|-----------|------------|--------------|
| | 32 | 32 | 36 | 32 | 32 | 36 | 32 | 32 | 36 | | |
| Total | 32 | 32 | 36 | 32 | 32 | 36 | 32 | 32 | 36 | 100 | 2 406 |
| Age category | | | | | | | | | | | |
| 18-34 | 34 | 32 | 34 | 32 | 32 | 34 | 32 | 32 | 34 | 100 | 1 318 |
| 35-49 | 30 | 35 | 36 | 35 | 35 | 36 | 35 | 35 | 36 | 100 | 726 |
| 50-64 | 27 | 29 | 44 | 29 | 29 | 44 | 29 | 29 | 44 | 100 | 362 |
| Gender of RSI respondent | | | | | | | | | | | |
| Male | 37 | 32 | 31 | 32 | 32 | 31 | 32 | 32 | 31 | 100 | 953 |
| Female | 28 | 33 | 39 | 33 | 33 | 39 | 33 | 33 | 39 | 100 | 1 453 |
| Highest education completed | | | | | | | | | | | |
| Primary or Preparatory school | 19 | 20 | 61 | 20 | 20 | 61 | 20 | 20 | 61 | 100 | 473 |
| Secondary school | 30 | 33 | 37 | 33 | 33 | 37 | 33 | 33 | 37 | 100 | 1 110 |
| Upper intermediate | 31 | 33 | 36 | 33 | 33 | 36 | 33 | 33 | 36 | 100 | 177 |
| University or higher | 45 | 41 | 15 | 41 | 41 | 15 | 41 | 41 | 15 | 100 | 646 |
| DHS wealth index tertiles | | | | | | | | | | | |
| Poor third | 23 | 30 | 48 | 30 | 30 | 48 | 30 | 30 | 48 | 100 | 756 |
| Mid third | 28 | 33 | 39 | 33 | 33 | 39 | 33 | 33 | 39 | 100 | 801 |
| Rich third | 44 | 34 | 22 | 34 | 34 | 22 | 34 | 34 | 22 | 100 | 832 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | | | | | |
| Strongly agree | 48 | 19 | 33 | 19 | 19 | 33 | 19 | 19 | 33 | 100 | 527 |
| Agree | 32 | 27 | 41 | 27 | 27 | 41 | 27 | 27 | 41 | 100 | 848 |
| Neither agree nor disagree | 28 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 100 | 89 |
| Disagree | 29 | 43 | 28 | 43 | 43 | 28 | 43 | 43 | 28 | 100 | 339 |
| Strongly disagree | 26 | 59 | 16 | 59 | 59 | 16 | 59 | 59 | 16 | 100 | 387 |
| Opinion about the possibility of being easier to understand things written in 'ammiyya | | | | | | | | | | | |
| Yes | 34 | 28 | 38 | 28 | 28 | 38 | 28 | 28 | 38 | 100 | 1 762 |
| No | 28 | 47 | 25 | 47 | 47 | 25 | 47 | 47 | 25 | 100 | 537 |

n=All RSI

Table 6.13 Is 'ammiyya suitable for: Comics

| | Total | | | Sample size |
|--|-----------|--------------|-------------|--------------|
| | Suitable | Not suitable | Do not know | |
| Total | 46 | 28 | 26 | 2 408 |
| Age category | | | | |
| 18-34 | 50 | 25 | 24 | 1 317 |
| 35-49 | 42 | 32 | 26 | 729 |
| 50-64 | 38 | 31 | 31 | 362 |
| Gender of RSI respondent | | | | |
| Male | 47 | 27 | 26 | 952 |
| Female | 45 | 29 | 26 | 1 456 |
| Highest education completed | | | | |
| Primary or Preparatory school | 38 | 20 | 42 | 473 |
| Secondary school | 46 | 29 | 26 | 1 113 |
| Upper intermediate | 42 | 28 | 30 | 176 |
| University or higher | 53 | 34 | 13 | 646 |
| DHS wealth index tertiles | | | | |
| Poor third | 45 | 24 | 31 | 757 |
| Mid third | 44 | 29 | 27 | 802 |
| Rich third | 49 | 32 | 19 | 832 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | |
| Strongly agree | 62 | 17 | 21 | 528 |
| Agree | 47 | 24 | 30 | 847 |
| Neither agree nor disagree | 34 | 31 | 35 | 89 |
| Disagree | 42 | 37 | 22 | 339 |
| Strongly disagree | 43 | 49 | 8 | 388 |
| Opinion about the possibility of being easier to understand things written in 'ammiyya | | | | |
| Yes | 49 | 23 | 27 | 1 765 |
| No | 40 | 42 | 18 | 536 |

n=All RSI

Table 6.14 Is 'ammiyya suitable for: Novels

| | Suitable | | | Not suitable | | | Do not know | | | Total | |
|--|-----------|--------------|-------------|--------------|--------------|----------|--------------|-------------|-------|-------------|--|
| | Suitable | Not suitable | Do not know | Total | Sample size | Suitable | Not suitable | Do not know | Total | Sample size | |
| Total | 35 | 55 | 10 | 100 | 2 410 | | | | | | |
| Age category | | | | | | | | | | | |
| 18-34 | 37 | 53 | 10 | 100 | 1 318 | | | | | | |
| 35-49 | 33 | 56 | 11 | 100 | 729 | | | | | | |
| 50-64 | 33 | 57 | 10 | 100 | 363 | | | | | | |
| Gender of RSI respondent | | | | | | | | | | | |
| Male | 33 | 56 | 11 | 100 | 952 | | | | | | |
| Female | 36 | 54 | 10 | 100 | 1 458 | | | | | | |
| Highest education completed | | | | | | | | | | | |
| Primary or Preparatory school | 34 | 42 | 25 | 100 | 473 | | | | | | |
| Secondary school | 39 | 54 | 8 | 100 | 1 114 | | | | | | |
| Upper intermediate | 25 | 59 | 16 | 100 | 176 | | | | | | |
| University or higher | 34 | 64 | 2 | 100 | 647 | | | | | | |
| DHS wealth index tertiles | | | | | | | | | | | |
| Poor third | 34 | 51 | 15 | 100 | 757 | | | | | | |
| Mid third | 36 | 52 | 12 | 100 | 802 | | | | | | |
| Rich third | 37 | 59 | 4 | 100 | 834 | | | | | | |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | | | | | | |
| Strongly agree | 51 | 41 | 8 | 100 | 528 | | | | | | |
| Agree | 39 | 51 | 10 | 100 | 847 | | | | | | |
| Neither agree nor disagree | 24 | 65 | 11 | 100 | 89 | | | | | | |
| Disagree | 29 | 65 | 6 | 100 | 339 | | | | | | |
| Strongly disagree | 21 | 76 | 3 | 100 | 390 | | | | | | |
| Opinion about the possibility of being easier to understand things written in 'ammiyya | | | | | | | | | | | |
| Yes | 40 | 50 | 10 | 100 | 1 765 | | | | | | |
| No | 22 | 70 | 8 | 100 | 538 | | | | | | |

n=All RSI

Table 6.15 Is 'ammiyya suitable for: Short stories

| | Suitable | | | Not suitable | | | Do not know | | | Total | | |
|--|-------------------------------|-----------|-----------|--------------|------------|------------|-------------|----------|------------|------------|------------|--------------|
| | | | | | | | | | | | | |
| Total | | 47 | 45 | 8 | 100 | 100 | 100 | 8 | 100 | 100 | 100 | 2 410 |
| Age category | 18-34 | 50 | 43 | 8 | 100 | 100 | 100 | 8 | 100 | 100 | 100 | 1 318 |
| | 35-49 | 43 | 47 | 10 | 100 | 100 | 100 | 10 | 100 | 100 | 100 | 729 |
| | 50-64 | 43 | 49 | 8 | 100 | 100 | 100 | 8 | 100 | 100 | 100 | 363 |
| Gender of RSI respondent | Male | 45 | 46 | 9 | 100 | 100 | 100 | 9 | 100 | 100 | 100 | 952 |
| | Female | 48 | 45 | 8 | 100 | 100 | 100 | 8 | 100 | 100 | 100 | 1 458 |
| Highest education completed | Primary or Preparatory school | 47 | 33 | 20 | 100 | 100 | 100 | 20 | 100 | 100 | 100 | 473 |
| | Secondary school | 49 | 45 | 6 | 100 | 100 | 100 | 6 | 100 | 100 | 100 | 1 114 |
| | Upper intermediate | 35 | 49 | 16 | 100 | 100 | 100 | 16 | 100 | 100 | 100 | 176 |
| | University or higher | 45 | 53 | 2 | 100 | 100 | 100 | 2 | 100 | 100 | 100 | 647 |
| DHS wealth index tertiles | Poor third | 47 | 39 | 13 | 100 | 100 | 100 | 13 | 100 | 100 | 100 | 757 |
| | Mid third | 48 | 43 | 9 | 100 | 100 | 100 | 9 | 100 | 100 | 100 | 802 |
| | Rich third | 45 | 52 | 3 | 100 | 100 | 100 | 3 | 100 | 100 | 100 | 834 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | Strongly agree | 66 | 29 | 5 | 100 | 100 | 100 | 5 | 100 | 100 | 100 | 528 |
| | Agree | 54 | 38 | 8 | 100 | 100 | 100 | 8 | 100 | 100 | 100 | 847 |
| | Neither agree nor disagree | 33 | 54 | 13 | 100 | 100 | 100 | 13 | 100 | 100 | 100 | 89 |
| | Disagree | 34 | 61 | 5 | 100 | 100 | 100 | 5 | 100 | 100 | 100 | 339 |
| | Strongly disagree | 27 | 71 | 2 | 100 | 100 | 100 | 2 | 100 | 100 | 100 | 390 |
| Opinion about the possibility of being easier to understand things written in 'ammiyya | Yes | 52 | 40 | 8 | 100 | 100 | 100 | 8 | 100 | 100 | 100 | 1 765 |
| | No | 33 | 61 | 6 | 100 | 100 | 100 | 6 | 100 | 100 | 100 | 538 |

n=All RSI

Table 6.16 Is 'ammiyya suitable for: Poems

| | Suitable | Not suitable | Do not know | Total | Sample size |
|--|-----------|--------------|-------------|------------|--------------|
| Total | 22 | 70 | 8 | 100 | 2 409 |
| Age category | | | | | |
| 18-34 | 24 | 68 | 8 | 100 | 1 318 |
| 35-49 | 20 | 70 | 9 | 100 | 728 |
| 50-64 | 16 | 77 | 7 | 100 | 363 |
| Gender of RSI respondent | | | | | |
| Male | 20 | 72 | 8 | 100 | 951 |
| Female | 22 | 70 | 8 | 100 | 1 458 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 26 | 53 | 21 | 100 | 473 |
| Secondary school | 24 | 71 | 6 | 100 | 1 114 |
| Upper intermediate | 20 | 67 | 13 | 100 | 176 |
| University or higher | 15 | 83 | 2 | 100 | 646 |
| DHS wealth index tertiles | | | | | |
| Poor third | 25 | 63 | 13 | 100 | 757 |
| Mid third | 23 | 68 | 9 | 100 | 802 |
| Rich third | 18 | 79 | 3 | 100 | 833 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | |
| Strongly agree | 38 | 56 | 6 | 100 | 528 |
| Agree | 21 | 70 | 8 | 100 | 846 |
| Neither agree nor disagree | 13 | 76 | 10 | 100 | 89 |
| Disagree | 13 | 83 | 4 | 100 | 339 |
| Strongly disagree | 13 | 86 | 1 | 100 | 390 |
| Opinion about the possibility of being easier to understand things written in 'ammiyya | | | | | |
| Yes | 25 | 67 | 8 | 100 | 1 765 |
| No | 12 | 83 | 5 | 100 | 537 |

n=All RSI

Table 6.17 Is 'ammiyya suitable for: Newspaper columns

| | Total | | |
|--|-----------|--------------|--------------|
| | Suitable | Not suitable | Do not know |
| Total | 45 | 47 | 8 |
| | | | 100 |
| | | | 2 410 |
| Age category | | | |
| 18-34 | 46 | 45 | 10 |
| 35-49 | 45 | 49 | 7 |
| 50-64 | 40 | 54 | 6 |
| Gender of RSI respondent | | | |
| Male | 43 | 49 | 8 |
| Female | 46 | 46 | 8 |
| Highest education completed | | | |
| Primary or Preparatory school | 45 | 37 | 18 |
| Secondary school | 48 | 45 | 7 |
| Upper intermediate | 45 | 46 | 9 |
| University or higher | 39 | 58 | 2 |
| DHS wealth index tertiles | | | |
| Poor third | 43 | 41 | 15 |
| Mid third | 46 | 46 | 7 |
| Rich third | 44 | 53 | 3 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | |
| Strongly agree | 62 | 33 | 5 |
| Agree | 49 | 40 | 10 |
| Neither agree nor disagree | 33 | 61 | 7 |
| Disagree | 30 | 62 | 8 |
| Strongly disagree | 29 | 70 | 1 |
| Opinion about the possibility of being easier to understand things written in 'ammiyya | | | |
| Yes | 50 | 42 | 8 |
| No | 31 | 63 | 6 |
| | | | 100 |
| | | | 1 764 |
| | | | 100 |
| | | | 539 |

n=All RSI

Table 6.18 Is 'ammiyya suitable for: Printed ads

| | Suitable | | | Not suitable | | | Do not know | | | Total | |
|--|-----------|--------------|-------------|--------------|--------------|----------|--------------|-------------|-------|-------------|--|
| | Suitable | Not suitable | Do not know | Total | Sample size | Suitable | Not suitable | Do not know | Total | Sample size | |
| Total | 58 | 36 | 6 | 100 | 2 410 | | | | | | |
| Age category | | | | | | | | | | | |
| 18-34 | 60 | 35 | 6 | 100 | 1 318 | | | | | | |
| 35-49 | 57 | 38 | 5 | 100 | 729 | | | | | | |
| 50-64 | 54 | 39 | 7 | 100 | 363 | | | | | | |
| Gender of RSI respondent | | | | | | | | | | | |
| Male | 57 | 37 | 6 | 100 | 952 | | | | | | |
| Female | 58 | 36 | 5 | 100 | 1 458 | | | | | | |
| Highest education completed | | | | | | | | | | | |
| Primary or Preparatory school | 56 | 31 | 13 | 100 | 473 | | | | | | |
| Secondary school | 59 | 36 | 4 | 100 | 1 113 | | | | | | |
| Upper intermediate | 62 | 30 | 8 | 100 | 177 | | | | | | |
| University or higher | 56 | 43 | 2 | 100 | 647 | | | | | | |
| DHS wealth index tertiles | | | | | | | | | | | |
| Poor third | 56 | 34 | 10 | 100 | 757 | | | | | | |
| Mid third | 58 | 37 | 6 | 100 | 802 | | | | | | |
| Rich third | 60 | 38 | 2 | 100 | 834 | | | | | | |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | | | | | | |
| Strongly agree | 74 | 22 | 4 | 100 | 528 | | | | | | |
| Agree | 64 | 30 | 6 | 100 | 848 | | | | | | |
| Neither agree nor disagree | 47 | 42 | 11 | 100 | 89 | | | | | | |
| Disagree | 45 | 51 | 4 | 100 | 339 | | | | | | |
| Strongly disagree | 41 | 58 | 1 | 100 | 389 | | | | | | |
| Opinion about the possibility of being easier to understand things written in 'ammiyya | | | | | | | | | | | |
| Yes | 64 | 31 | 5 | 100 | 1 764 | | | | | | |
| No | 41 | 54 | 5 | 100 | 539 | | | | | | |

n=All RSI

Table 6.19 Is 'ammiyya suitable for: Subtitles in movies

| | Suitable | Not suitable | Do not know | Total | Sample size |
|--|-----------|--------------|-------------|------------|--------------|
| Total | 55 | 39 | 5 | 100 | 2 408 |
| Age category | | | | | |
| 18-34 | 57 | 38 | 5 | 100 | 1 317 |
| 35-49 | 55 | 41 | 5 | 100 | 729 |
| 50-64 | 49 | 42 | 9 | 100 | 362 |
| Gender of RSI respondent | | | | | |
| Male | 54 | 40 | 6 | 100 | 952 |
| Female | 57 | 39 | 5 | 100 | 1 456 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 58 | 31 | 12 | 100 | 473 |
| Secondary school | 56 | 40 | 4 | 100 | 1 111 |
| Upper intermediate | 63 | 28 | 9 | 100 | 177 |
| University or higher | 51 | 48 | 1 | 100 | 647 |
| DHS wealth index tertiles | | | | | |
| Poor third | 55 | 35 | 10 | 100 | 756 |
| Mid third | 58 | 38 | 5 | 100 | 802 |
| Rich third | 53 | 45 | 2 | 100 | 833 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | |
| Strongly agree | 73 | 23 | 4 | 100 | 528 |
| Agree | 60 | 35 | 5 | 100 | 847 |
| Neither agree nor disagree | 46 | 43 | 11 | 100 | 89 |
| Disagree | 41 | 55 | 4 | 100 | 339 |
| Strongly disagree | 36 | 63 | 1 | 100 | 388 |
| Opinion about the possibility of being easier to understand things written in 'ammiyya | | | | | |
| Yes | 62 | 33 | 5 | 100 | 1 763 |
| No | 36 | 59 | 5 | 100 | 538 |

n=All RSI

Table 6.20 Reading preference to materials in 'ammiya

| | Sarcastic commentary | Religious articles | Short stories or novels | News stories | Celebrity news | Culture | Sports | Politics | None | Total | Sample size |
|--|----------------------|--------------------|-------------------------|--------------|----------------|---------|--------|----------|------|-------|-------------|
| Age category | | | | | | | | | | | |
| 18-34 | 37 | 12 | 18 | 1 | 30 | 17 | 5 | 30 | 20 | 100 | 1 188 |
| 35-49 | 32 | 15 | 18 | | 32 | 14 | 6 | 26 | 27 | 100 | 675 |
| 50-64 | 28 | 13 | 13 | 1 | 32 | 10 | 5 | 22 | 32 | 100 | 323 |
| Gender of RSI respondent | | | | | | | | | | | |
| Male | 37 | 10 | 15 | | 35 | 13 | 5 | 26 | 27 | 100 | 846 |
| Female | 32 | 15 | 19 | | 28 | 16 | 6 | 28 | 22 | 100 | 1 340 |
| Highest education completed | | | | | | | | | | | |
| Primary or Preparatory school | 27 | 12 | 13 | | 25 | 13 | 3 | 25 | 29 | 100 | 435 |
| Secondary school | 33 | 14 | 18 | | 32 | 15 | 6 | 31 | 23 | 100 | 1 016 |
| Upper intermediate | 38 | 16 | 14 | 1 | 28 | 14 | 3 | 18 | 20 | 100 | 159 |
| University or higher | 40 | 11 | 20 | 1 | 34 | 17 | 7 | 25 | 24 | 100 | 576 |
| DHS wealth index tertiles | | | | | | | | | | | |
| Poor third | 29 | 14 | 13 | | 29 | 12 | 4 | 26 | 26 | 100 | 678 |
| Mid third | 32 | 12 | 18 | 1 | 28 | 13 | 4 | 29 | 25 | 100 | 726 |
| Rich third | 39 | 13 | 20 | | 35 | 19 | 7 | 28 | 21 | 100 | 765 |
| Percent of respondents that have chosen each materials | | | | | | | | | | | |

Table 6.21 How important is ... to you personally: 'ammiya misriyya

| | Very important | | | Important | | | Neither important nor unimportant | | | Less important | | | Not important | | | Total | | | | |
|---|-----------------|-----------|-----------------------------------|----------------|---------------|------------|-----------------------------------|-----------|-----------------------------------|----------------|---------------|-----------|-----------------|-----------|-----------------------------------|----------------|---------------|--------------|-------------|--|
| | Very .important | Important | Neither important nor unimportant | Less important | Not important | Total | Very .important | Important | Neither important nor unimportant | Less important | Not important | Total | Very .important | Important | Neither important nor unimportant | Less important | Not important | Total | Sample size | |
| Total | 54 | 37 | 3 | 5 | 1 | 100 | 37 | 3 | 5 | 1 | 100 | 54 | 37 | 3 | 5 | 1 | 100 | 2 413 | | |
| Age category | | | | | | | | | | | | | | | | | | | | |
| 18-34 | 58 | 35 | 2 | 4 | 1 | 100 | 35 | 2 | 4 | 1 | 100 | 58 | 35 | 2 | 4 | 1 | 100 | 1 322 | | |
| 35-49 | 49 | 39 | 3 | 7 | 1 | 100 | 39 | 3 | 7 | 1 | 100 | 49 | 39 | 3 | 7 | 1 | 100 | 729 | | |
| 50-64 | 50 | 42 | 3 | 3 | 2 | 100 | 42 | 3 | 3 | 2 | 100 | 50 | 42 | 3 | 3 | 2 | 100 | 362 | | |
| Gender of RSI respondent | | | | | | | | | | | | | | | | | | | | |
| Male | 53 | 39 | 2 | 4 | 2 | 100 | 39 | 2 | 4 | 2 | 100 | 53 | 39 | 2 | 4 | 2 | 100 | 956 | | |
| Female | 55 | 36 | 3 | 5 | 1 | 100 | 36 | 3 | 5 | 1 | 100 | 55 | 36 | 3 | 5 | 1 | 100 | 1 457 | | |
| Highest education completed | | | | | | | | | | | | | | | | | | | | |
| Primary or Preparatory school | 56 | 36 | 2 | 4 | 1 | 100 | 36 | 2 | 4 | 1 | 100 | 56 | 36 | 2 | 4 | 1 | 100 | 475 | | |
| Secondary school | 56 | 36 | 2 | 4 | 2 | 100 | 36 | 2 | 4 | 2 | 100 | 56 | 36 | 2 | 4 | 2 | 100 | 1 115 | | |
| Upper intermediate | 45 | 43 | 2 | 8 | 2 | 100 | 43 | 2 | 8 | 2 | 100 | 45 | 43 | 2 | 8 | 2 | 100 | 177 | | |
| University or higher | 51 | 38 | 4 | 6 | 1 | 100 | 38 | 4 | 6 | 1 | 100 | 51 | 38 | 4 | 6 | 1 | 100 | 646 | | |
| DHS wealth index tertiles | | | | | | | | | | | | | | | | | | | | |
| Poor third | 54 | 37 | 2 | 4 | 2 | 100 | 37 | 2 | 4 | 2 | 100 | 54 | 37 | 2 | 4 | 2 | 100 | 760 | | |
| Mid third | 57 | 36 | 2 | 4 | 1 | 100 | 36 | 2 | 4 | 1 | 100 | 57 | 36 | 2 | 4 | 1 | 100 | 802 | | |
| Rich third | 52 | 38 | 3 | 6 | 1 | 100 | 38 | 3 | 6 | 1 | 100 | 52 | 38 | 3 | 6 | 1 | 100 | 834 | | |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | | | | | | | | | | | | | | |
| Strongly agree | 70 | 25 | 1 | 3 | 1 | 100 | 25 | 1 | 3 | 1 | 100 | 70 | 25 | 1 | 3 | 1 | 100 | 528 | | |
| Agree | 48 | 45 | 2 | 4 | 1 | 100 | 45 | 2 | 4 | 1 | 100 | 48 | 45 | 2 | 4 | 1 | 100 | 847 | | |
| Neither agree nor disagree | 49 | 43 | 8 | - | - | 100 | 43 | 8 | - | - | 100 | 49 | 43 | 8 | - | - | 100 | 90 | | |
| Disagree | 50 | 40 | 1 | 8 | 1 | 100 | 40 | 1 | 8 | 1 | 100 | 50 | 40 | 1 | 8 | 1 | 100 | 341 | | |
| Strongly disagree | 54 | 28 | 6 | 9 | 3 | 100 | 28 | 6 | 9 | 3 | 100 | 54 | 28 | 6 | 9 | 3 | 100 | 391 | | |
| n=All RSI | | | | | | | | | | | | | | | | | | | | |

Table 6.22 How important is ... to you personally: fusha

| | Neither important nor unimportant | | | | | Total | Sample size |
|---|-----------------------------------|-----------|----------------|---------------|------------|--------------|-------------|
| | Very important | Important | Less important | Not important | Total | | |
| Total | 40 | 33 | 17 | 3 | 100 | 2 403 | |
| Age category | | | | | | | |
| 18-34 | 37 | 33 | 18 | 3 | 100 | 1 317 | |
| 35-49 | 46 | 32 | 14 | 3 | 100 | 726 | |
| 50-64 | 41 | 34 | 16 | 4 | 100 | 360 | |
| Gender of RSI respondent | | | | | | | |
| Male | 40 | 34 | 16 | 4 | 100 | 949 | |
| Female | 40 | 32 | 17 | 3 | 100 | 1 454 | |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 29 | 30 | 27 | 6 | 100 | 470 | |
| Secondary school | 39 | 36 | 15 | 3 | 100 | 1 113 | |
| Upper intermediate | 38 | 35 | 20 | 1 | 100 | 176 | |
| University or higher | 52 | 31 | 10 | 1 | 100 | 644 | |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 33 | 30 | 24 | 5 | 100 | 755 | |
| Mid third | 41 | 36 | 15 | 3 | 100 | 801 | |
| Rich third | 47 | 33 | 12 | 2 | 100 | 830 | |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | |
| Strongly agree | 32 | 31 | 23 | 5 | 100 | 523 | |
| Agree | 31 | 40 | 19 | 3 | 100 | 846 | |
| Neither agree nor disagree | 35 | 39 | 10 | 3 | 100 | 89 | |
| Disagree | 53 | 32 | 10 | 1 | 100 | 340 | |
| Strongly disagree | 68 | 16 | 9 | 2 | 100 | 391 | |

n=All RSI

Table 6.23 How important is ... to you personally: English

| | Neither important nor unimportant | | | | | Total | Sample size |
|--|-----------------------------------|-----------|----------------|---------------|------------|--------------|-------------|
| | Very important | Important | Less important | Not important | Total | | |
| Total | 35 | 29 | 20 | 10 | 100 | 2 414 | |
| Age category | | | | | | | |
| 18-34 | 38 | 27 | 18 | 10 | 100 | 1 322 | |
| 35-49 | 33 | 31 | 22 | 8 | 100 | 730 | |
| 50-64 | 26 | 28 | 25 | 14 | 100 | 362 | |
| Gender of RSI respondent | | | | | | | |
| Male | 36 | 29 | 20 | 10 | 100 | 955 | |
| Female | 34 | 28 | 21 | 10 | 100 | 1 459 | |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 20 | 25 | 29 | 19 | 100 | 475 | |
| Secondary school | 31 | 29 | 22 | 11 | 100 | 1 115 | |
| Upper intermediate | 29 | 33 | 27 | 6 | 100 | 177 | |
| University or higher | 54 | 29 | 9 | 4 | 100 | 647 | |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 23 | 27 | 26 | 18 | 100 | 761 | |
| Mid third | 34 | 28 | 23 | 9 | 100 | 802 | |
| Rich third | 47 | 30 | 12 | 5 | 100 | 834 | |
| Agreement with the statement 'Ammyya has a place as a written language.' | | | | | | | |
| Strongly agree | 33 | 22 | 20 | 16 | 100 | 527 | |
| Agree | 30 | 30 | 22 | 12 | 100 | 848 | |
| Neither agree nor disagree | 40 | 23 | 16 | 6 | 100 | 90 | |
| Disagree | 40 | 35 | 15 | 5 | 100 | 341 | |
| Strongly disagree | 52 | 25 | 15 | 4 | 100 | 391 | |

n=All RSI

Table 6.24 How important is ... to Egypt: 'ammiyya misriyya

| | Neither important nor unimportant | | | | Total | Sample size |
|---|-----------------------------------|-----------|----------------|---------------|------------|--------------|
| | Very important | Important | Less important | Not important | | |
| Total | 70 | 26 | 1 | 3 | 100 | 2 413 |
| Age category | | | | | | |
| 18-34 | 71 | 25 | 1 | 2 | 100 | 1 321 |
| 35-49 | 69 | 26 | 1 | 4 | 100 | 729 |
| 50-64 | 70 | 27 | 1 | 2 | 100 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 68 | 29 | 1 | 2 | 100 | 956 |
| Female | 72 | 24 | 1 | 3 | 100 | 1 457 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 69 | 28 | 1 | 1 | 100 | 475 |
| Secondary school | 73 | 23 | 1 | 2 | 100 | 1 114 |
| Upper intermediate | 56 | 40 | 1 | 3 | 100 | 177 |
| University or higher | 69 | 24 | 2 | 4 | 100 | 647 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 69 | 28 | 1 | 2 | 100 | 759 |
| Mid third | 69 | 26 | 1 | 3 | 100 | 803 |
| Rich third | 72 | 23 | 1 | 3 | 100 | 834 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 77 | 20 | 1 | 2 | 100 | 527 |
| Agree | 63 | 34 | 1 | 2 | 100 | 847 |
| Neither agree nor disagree | 71 | 27 | 2 | - | 100 | 90 |
| Disagree | 71 | 26 | 1 | 2 | 100 | 341 |
| Strongly disagree | 77 | 14 | 1 | 6 | 100 | 391 |

n=All RSI

Table 6.25 How important is ... to Egypt: fusha

| | Neither important nor unimportant | | | | | Total | Sample size |
|--|-----------------------------------|-----------|----------------|---------------|------------|--------------|-------------|
| | Very important | Important | Less important | Not important | Total | | |
| Total | 71 | 23 | 4 | 1 | 100 | 2 403 | |
| Age category | | | | | | | |
| 18-34 | 69 | 24 | 4 | 1 | 100 | 1 315 | |
| 35-49 | 74 | 21 | 2 | | 100 | 726 | |
| 50-64 | 70 | 24 | 3 | 1 | 100 | 362 | |
| Gender of RSI respondent | | | | | | | |
| Male | 67 | 27 | 4 | 1 | 100 | 954 | |
| Female | 73 | 21 | 4 | 1 | 100 | 1 449 | |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 67 | 26 | 4 | 1 | 100 | 474 | |
| Secondary school | 73 | 21 | 3 | 1 | 100 | 1 109 | |
| Upper intermediate | 57 | 39 | 2 | - | 100 | 176 | |
| University or higher | 73 | 20 | 4 | | 100 | 644 | |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 69 | 25 | 4 | 1 | 100 | 755 | |
| Mid third | 72 | 23 | 3 | 1 | 100 | 802 | |
| Rich third | 71 | 21 | 4 | 1 | 100 | 829 | |
| Agreement with the statement ' 'Ammyya has a place as a written language. ' Neither agree nor disagree | | | | | | | |
| Strongly agree | 69 | 21 | 5 | 1 | 100 | 521 | |
| Agree | 62 | 31 | 3 | 1 | 100 | 845 | |
| Neither agree nor disagree | 72 | 22 | 1 | 1 | 100 | 89 | |
| Disagree | 76 | 20 | 3 | 1 | 100 | 341 | |
| Strongly disagree | 87 | 8 | 3 | | 100 | 391 | |

n=All RSI

Table 6.26 How important is ... to Egypt: English

| | Very important | Important | Neither important nor unimportant | | | Total | Sample size |
|--|----------------|-----------|-----------------------------------|---------------|----------|------------|--------------|
| | | | Less important | Not important | Total | | |
| Total | 75 | 19 | 2 | 3 | 1 | 100 | 2 412 |
| Age category | | | | | | | |
| 18-34 | 75 | 19 | 2 | 3 | 1 | 100 | 1 320 |
| 35-49 | 78 | 18 | 2 | 2 | 1 | 100 | 729 |
| 50-64 | 72 | 23 | 1 | 3 | 1 | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 71 | 22 | 3 | 3 | 1 | 100 | 955 |
| Female | 78 | 17 | 2 | 3 | 1 | 100 | 1 457 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 71 | 20 | 3 | 4 | 3 | 100 | 475 |
| Secondary school | 77 | 18 | 2 | 3 | 1 | 100 | 1 113 |
| Upper intermediate | 63 | 33 | 2 | 1 | 1 | 100 | 177 |
| University or higher | 79 | 17 | 2 | 2 | | 100 | 647 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 69 | 22 | 3 | 4 | 1 | 100 | 759 |
| Mid third | 78 | 18 | 2 | 1 | 1 | 100 | 803 |
| Rich third | 78 | 17 | 1 | 2 | 1 | 100 | 833 |
| Agreement with the statement 'Ammyya has a place as a written language.' | | | | | | | |
| Strongly agree | 73 | 18 | 4 | 3 | 2 | 100 | 525 |
| Agree | 73 | 22 | 1 | 3 | | 100 | 847 |
| Neither agree nor disagree | 78 | 19 | 2 | - | 1 | 100 | 90 |
| Disagree | 75 | 21 | 1 | 2 | 1 | 100 | 341 |
| Strongly disagree | 81 | 13 | 3 | 3 | 1 | 100 | 391 |

n=All RSI

Chapter 7 Writing practices

Summary

This chapter presents data on frequency of writing in *fusha*, *‘ammiyya* and English. In addition, data on what respondents wrote most recently and how confident they feel when writing the different varieties is presented.

Regarding writing in *fusha* (table 7.1-7.3), 17 percent report that they write in *fusha* “every day” while 15 percent write *fusha* “at least once a month.” A majority of 57 percent report that they “never” write in *fusha*. There are no differences by age, but those with a higher education write *fusha* more often than those without. Among those with university education, 30 percent write in *fusha* everyday whereas only 12 percent of those with preparatory education report the same. 58 percent report that “school assignments” or “work related” writings were the last thing they wrote in *fusha*, whereas only 9 percent say Facebook and 1 percent say e-mails. Despite not writing in *fusha* frequently, 72 percent report being “confident” in writing *fusha*, while only 5 percent say they are “not confident at all” or “rather uncertain”.

Regarding writing in *‘ammiyya* (table 7.4-7.7) 21 percent report to never write in *‘ammiyya* whereas 35 percent write in *‘ammiyya* every day and 29 percent at least once a week. Younger people write more in *‘ammiyya* than older and the more educated write more frequently in *‘ammiyya* than those without education. 42 percent of university graduates write in *‘ammiyya* everyday while only 26 percent of those with preparatory school report the same. 59 percent report that Facebook, twitter or SMS² was the last thing they wrote in *‘ammiyya* whereas only 5 percent answer school related assignments. A majority (76 percent) of the respondents report being confident in writing *‘ammiyya*, while only 1 percent report being “not confident at all”. 85 percent use only Arabic letters when writing *‘ammiyya*, 15 percent alternate between the alphabets while only 1 percent use only Latin letters when writing *‘ammiyya*.

A small minority of the respondents report writing in English (table 7.8-7.10). Only 11 percent write English every day whereas 65 percent never write in English. Again, those with higher education write more frequently. Among university graduates, 22 percent write in English every day while only 6 percent of those with preparatory education answer the same. Facebook, twitter, SMS and school assignments were the platforms last used to write in English for a majority of the population. A majority (52 percent) report being confident in writing in English while only 4 percent say that they are not confident at all. Among those with university education 62 percent are confident writing in English whereas 33 percent of those with only preparatory education report the same. When writing online, only 3 percent write in English only while 45 percent alternate between English and Arabic and 42 percent write in Arabic only (*fusha* and *‘ammiyya*.) Again those with more education write more frequently in English.

²SMS-Short Message Services used in Mobile phones

In the last section of the chapter (table 7.12-7.21) we asked about what language the respondents used when using different platforms. In general, a small minority write exclusively in fusha while a majority either alternate between fusha and ‘ammiyya or use exclusively ‘ammiyya. For example, only 5 percent write “only in fusha” on Facebook and Twitter, whereas 35 percent alternate and 50 percent write only in ‘ammiyya on those platforms. When writing comments on online newspapers, 6 percent write only in fusha whereas 20 percent alternate and 15 percent use ‘ammiyya only. The same trend is visible with text messages and e-mails. A small minority (between 10 and 20 percent) report using “creative writing”, “personal writing”, “personal letter”, or “work related letter”.

Table 7.1 How often do you write in fusha

| | At least once a | | | | | Total | Sample size |
|---|-----------------|-----------|----------|----------|-----------|------------|--------------|
| | Everyday | week | month | per year | Never | | |
| Total | 17 | 15 | 8 | 3 | 57 | 100 | 2 355 |
| Age category | | | | | | | |
| 18-34 | 16 | 13 | 8 | 4 | 59 | 100 | 1 291 |
| 35-49 | 18 | 17 | 8 | 3 | 54 | 100 | 710 |
| 50-64 | 18 | 18 | 9 | 2 | 53 | 100 | 354 |
| Gender of RSI respondent | | | | | | | |
| Male | 21 | 15 | 9 | 4 | 51 | 100 | 936 |
| Female | 14 | 15 | 8 | 3 | 61 | 100 | 1 419 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 12 | 10 | 4 | 2 | 73 | 100 | 462 |
| Secondary school | 12 | 14 | 8 | 3 | 62 | 100 | 1 084 |
| Upper intermediate | 16 | 12 | 11 | 5 | 57 | 100 | 175 |
| University or higher | 30 | 20 | 10 | 4 | 36 | 100 | 634 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 8 | 9 | 6 | 3 | 73 | 100 | 742 |
| Mid third | 17 | 13 | 8 | 4 | 58 | 100 | 787 |
| Rich third | 25 | 22 | 10 | 2 | 41 | 100 | 809 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | |
| Strongly agree | 13 | 11 | 7 | 4 | 65 | 100 | 525 |
| Agree | 16 | 14 | 8 | 3 | 60 | 100 | 824 |
| Neither agree nor disagree | 17 | 19 | 11 | 2 | 51 | 100 | 89 |
| Disagree | 18 | 18 | 9 | 3 | 52 | 100 | 327 |
| Strongly disagree | 27 | 19 | 11 | 3 | 40 | 100 | 388 |
| Type of school attended | | | | | | | |
| Governmental | 17 | 14 | 8 | 3 | 58 | 100 | 2 242 |
| Private | 21 | 25 | 8 | 5 | 41 | 100 | 110 |

n=All RSI

Table 7.2 What was the last thing you wrote in fusha

| | Facebook and twitter messages | | | | | | | | | | | Total | Sample size |
|-------------------------------|-------------------------------|---------------|-----------------|-------------------------------|--------------------|-----------------------------------|-------------------------|-------------------|----------|------------|--------------|-------|-------------|
| | E-mails | Text messages | Personal letter | Work related letter or notice | School assignments | Comments on electronic newspapers | Personal writings/notes | Creative writings | Other | Total | | | |
| Total | 9 | 8 | 3 | 39 | 19 | 1 | 13 | 2 | 6 | 100 | 1 000 | | |
| Age category | | | | | | | | | | | | | |
| 18-34 | 1 | 9 | 3 | 28 | 31 | 1 | 11 | 3 | 4 | 100 | 515 | | |
| 35-49 | 1 | 8 | 2 | 50 | 10 | | 12 | 1 | 7 | 100 | 322 | | |
| 50-64 | - | 6 | 2 | 54 | 1 | 1 | 18 | 2 | 8 | 100 | 163 | | |
| Gender of RSI respondent | | | | | | | | | | | | | |
| Male | 9 | 5 | 1 | 54 | 15 | | 9 | 1 | 4 | 100 | 453 | | |
| Female | 8 | 10 | 3 | 27 | 23 | 1 | 16 | 3 | 7 | 100 | 547 | | |
| Highest education completed | | | | | | | | | | | | | |
| Primary or Preparatory school | 1 | 6 | 2 | 18 | 53 | - | 12 | 2 | 7 | 100 | 123 | | |
| Secondary school | 9 | 10 | 3 | 27 | 27 | | 16 | 2 | 6 | 100 | 406 | | |
| Upper intermediate | 8 | 8 | 3 | 54 | 3 | - | 11 | 3 | 8 | 100 | 72 | | |
| University or higher | 11 | 7 | 2 | 56 | 5 | 1 | 11 | 2 | 5 | 100 | 399 | | |
| DHS wealth index tertiles | | | | | | | | | | | | | |
| Poor third | 3 | 13 | 2 | 33 | 25 | - | 14 | 3 | 7 | 100 | 195 | | |
| Mid third | 9 | 6 | 3 | 38 | 22 | 1 | 15 | 2 | 5 | 100 | 323 | | |
| Rich third | 11 | 7 | 2 | 43 | 15 | 1 | 11 | 2 | 5 | 100 | 472 | | |
| Frequency of writing in fusha | | | | | | | | | | | | | |
| Everyday | 9 | 1 | 1 | 58 | 20 | | 5 | 1 | 5 | 100 | 398 | | |
| At least once a week | 10 | 10 | 2 | 29 | 22 | 1 | 16 | 1 | 6 | 100 | 347 | | |
| At least once a month | 6 | 15 | 4 | 28 | 15 | - | 23 | 3 | 5 | 100 | 186 | | |
| Once or twice per year | 6 | 17 | 10 | 17 | 14 | - | 16 | 7 | 9 | 100 | 69 | | |

n=All RSI

Table 7.3 Do you feel confident writing in fusha

| | Confident to | | | Not confident at | | Total | Sample size |
|---|--------------|-------------|------------------|------------------|------------|--------------|-------------|
| | Confident | some extent | Rather uncertain | all | Total | | |
| Total | 72 | 23 | 4 | 1 | 100 | 1 015 | |
| Age category | | | | | | | |
| 18-34 | 66 | 28 | 4 | 2 | 100 | 523 | |
| 35-49 | 77 | 17 | 5 | | 100 | 327 | |
| 50-64 | 78 | 21 | 1 | 1 | 100 | 165 | |
| Gender of RSI respondent | | | | | | | |
| Male | 69 | 26 | 4 | 1 | 100 | 458 | |
| Female | 74 | 21 | 4 | 1 | 100 | 557 | |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 62 | 31 | 5 | 2 | 100 | 123 | |
| Secondary school | 70 | 23 | 5 | 2 | 100 | 411 | |
| Upper intermediate | 60 | 33 | 7 | - | 100 | 75 | |
| University or higher | 79 | 19 | 2 | - | 100 | 406 | |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 63 | 29 | 7 | 2 | 100 | 195 | |
| Mid third | 69 | 24 | 5 | 2 | 100 | 333 | |
| Rich third | 78 | 20 | 2 | | 100 | 477 | |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | |
| Strongly agree | 68 | 24 | 5 | 4 | 100 | 185 | |
| Agree | 67 | 28 | 5 | | 100 | 330 | |
| Neither agree nor disagree | 80 | 16 | 5 | - | 100 | 44 | |
| Disagree | 71 | 24 | 4 | 1 | 100 | 158 | |
| Strongly disagree | 83 | 14 | 2 | 1 | 100 | 231 | |
| Frequency of writing in fusha | | | | | | | |
| Everyday | 85 | 12 | 3 | | 100 | 397 | |
| At least once a week | 69 | 26 | 3 | 1 | 100 | 350 | |
| At least once a month | 58 | 35 | 6 | 1 | 100 | 192 | |
| Once or twice per year | 49 | 36 | 8 | 7 | 100 | 74 | |
| Type of school attended | | | | | | | |
| Governmental | 72 | 23 | 4 | 1 | 100 | 949 | |
| Private | 74 | 18 | 6 | 2 | 100 | 65 | |

n=All RSI

Table 7.4 How often do you write in 'ammiyya

| | Frequency | | | | | Total | Sample size |
|---|-----------|----------------------|-----------------------|------------------------|-----------|------------|--------------|
| | Everyday | At least once a week | At least once a month | Once or twice per year | Never | | |
| Total | 35 | 29 | 12 | 3 | 21 | 100 | 2 385 |
| Age category | | | | | | | |
| 18-34 | 39 | 30 | 13 | 4 | 15 | 100 | 1 309 |
| 35-49 | 30 | 31 | 11 | 3 | 26 | 100 | 720 |
| 50-64 | 30 | 22 | 11 | 3 | 33 | 100 | 356 |
| Gender of RSI respondent | | | | | | | |
| Male | 44 | 26 | 10 | 3 | 17 | 100 | 943 |
| Female | 29 | 31 | 13 | 4 | 23 | 100 | 1 442 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 26 | 25 | 13 | 6 | 30 | 100 | 468 |
| Secondary school | 32 | 33 | 13 | 3 | 19 | 100 | 1 101 |
| Upper intermediate | 44 | 27 | 7 | 5 | 17 | 100 | 174 |
| University or higher | 42 | 26 | 10 | 2 | 20 | 100 | 642 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 25 | 33 | 14 | 4 | 25 | 100 | 749 |
| Mid third | 32 | 29 | 13 | 5 | 21 | 100 | 796 |
| Rich third | 46 | 26 | 9 | 2 | 17 | 100 | 823 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | |
| Strongly agree | 40 | 28 | 11 | 3 | 18 | 100 | 526 |
| Agree | 35 | 29 | 12 | 3 | 21 | 100 | 836 |
| Neither agree nor disagree | 33 | 26 | 10 | 3 | 27 | 100 | 88 |
| Disagree | 36 | 28 | 14 | 3 | 19 | 100 | 336 |
| Strongly disagree | 31 | 35 | 10 | 1 | 23 | 100 | 389 |
| Type of school attended | | | | | | | |
| Governmental | 33 | 30 | 12 | 3 | 21 | 100 | 2 270 |
| Private | 61 | 17 | 7 | 3 | 13 | 100 | 112 |

n=All RSI

Table 7.5 What was the last thing you wrote in 'ammiya

| | Facebook and twitter messages | | E-mails | | Text messages | | Personal letter | | Work related letter or notice | | School assignments | | Comments on electronic newspapers | | Personal writings/notes | | Creative writings | | Other | | Total | | Sample size |
|---------------------------------|-------------------------------|----------|-----------|----------|---------------|----------|-----------------|----------|-------------------------------|--------------|--------------------|-----------------------------------|-----------------------------------|-------------------------|-------------------------|-------------------|-------------------|-------|-------------|--|-------|--|-------------|
| | messages | | | | messages | | Personal letter | | Work related letter or notice | | School assignments | Comments on electronic newspapers | | Personal writings/notes | | Creative writings | | Total | Sample size | | | | |
| Total | 21 | 1 | 38 | 1 | 12 | 5 | 16 | 6 | 100 | 1 856 | | | | | | | | | | | | | |
| Age category | 18-34 | 25 | 1 | 42 | 1 | 7 | 14 | 4 | 100 | 1 101 | | | | | | | | | | | | | |
| | 35-49 | 16 | 1 | 34 | 2 | 17 | 19 | 6 | 100 | 525 | | | | | | | | | | | | | |
| | 50-64 | 12 | 2 | 27 | 3 | 24 | 20 | 12 | 100 | 230 | | | | | | | | | | | | | |
| Gender of RSI respondent | Male | 27 | 1 | 32 | 1 | 22 | 10 | 5 | 100 | 771 | | | | | | | | | | | | | |
| | Female | 17 | 1 | 42 | 1 | 5 | 21 | 7 | 100 | 1 085 | | | | | | | | | | | | | |
| Highest education completed | Primary or Preparatory school | 10 | - | 37 | 1 | 11 | 21 | 7 | 100 | 321 | | | | | | | | | | | | | |
| | Secondary school | 16 | - | 43 | 1 | 13 | 16 | 6 | 100 | 883 | | | | | | | | | | | | | |
| | Upper intermediate | 17 | - | 28 | 2 | 18 | 14 | 15 | 100 | 141 | | | | | | | | | | | | | |
| | University or higher | 37 | 3 | 32 | 2 | 10 | 14 | 2 | 100 | 511 | | | | | | | | | | | | | |
| DHS wealth index tertiles | Poor third | 6 | - | 48 | 1 | 13 | 20 | 7 | 100 | 555 | | | | | | | | | | | | | |
| | Mid third | 18 | 1 | 40 | 1 | 13 | 14 | 5 | 100 | 613 | | | | | | | | | | | | | |
| | Rich third | 35 | 2 | 28 | 1 | 11 | 15 | 5 | 100 | 671 | | | | | | | | | | | | | |
| Frequency of writing in 'ammiya | Everyday | 34 | 1 | 20 | 1 | 18 | 14 | 5 | 100 | 824 | | | | | | | | | | | | | |
| | At least once a week | 13 | 1 | 46 | 1 | 8 | 19 | 7 | 100 | 686 | | | | | | | | | | | | | |
| | At least once a month | 6 | 1 | 61 | 1 | 5 | 18 | 5 | 100 | 272 | | | | | | | | | | | | | |
| | Once or twice per year | 4 | - | 72 | 4 | 3 | 9 | 4 | 100 | 74 | | | | | | | | | | | | | |

n=All RSI

Table 7.6 Do you feel confident writing in 'ammiyya

| | Confidence level | | | Total | Sample size |
|---|------------------|--------------------------|------------------|------------|--------------|
| | Confident | Confident to some extent | Rather uncertain | | |
| Total | 76 | 21 | 3 | 100 | 1 879 |
| Age category | | | | | |
| 18-34 | 75 | 21 | 3 | 100 | 1 110 |
| 35-49 | 76 | 21 | 2 | 100 | 532 |
| 50-64 | 79 | 19 | 2 | 100 | 237 |
| Gender of RSI respondent | | | | | |
| Male | 75 | 22 | 2 | 100 | 779 |
| Female | 76 | 20 | 3 | 100 | 1 100 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 68 | 30 | 2 | 100 | 327 |
| Secondary school | 78 | 19 | 2 | 100 | 894 |
| Upper intermediate | 66 | 33 | 1 | 100 | 144 |
| University or higher | 80 | 14 | 4 | 100 | 514 |
| DHS wealth index tertiles | | | | | |
| Poor third | 73 | 23 | 3 | 100 | 562 |
| Mid third | 73 | 24 | 2 | 100 | 624 |
| Rich third | 80 | 16 | 3 | 100 | 676 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | |
| Strongly agree | 83 | 14 | 3 | 100 | 429 |
| Agree | 77 | 22 | 1 | 100 | 656 |
| Neither agree nor disagree | 73 | 25 | 2 | 100 | 64 |
| Disagree | 79 | 17 | 3 | 100 | 270 |
| Strongly disagree | 69 | 21 | 5 | 100 | 298 |
| Frequency of writing in 'ammiyya | | | | | |
| Everyday | 83 | 15 | 1 | 100 | 825 |
| At least once a week | 75 | 21 | 3 | 100 | 692 |
| At least once a month | 63 | 31 | 5 | 100 | 281 |
| Once or twice per year | 52 | 42 | 6 | 100 | 81 |
| Type of school attended | | | | | |
| Governmental | 75 | 21 | 2 | 100 | 1 779 |
| Private | 84 | 10 | 3 | 100 | 98 |

n=All RSI

Table 7.7 When you write 'ammiyya, what type of letters do you use

| | Only Arabic letters | | Only Latin letters | | Total | Sample size |
|---|---------------------|--------------------|--------------------|------------|--------------|-------------|
| | Only Arabic letters | Only Latin letters | Both | Total | | |
| Total | 85 | 1 | 14 | 100 | 1 887 | |
| Age category | | | | | | |
| 18-34 | 81 | 1 | 18 | 100 | 1 112 | |
| 35-49 | 91 | | 9 | 100 | 537 | |
| 50-64 | 93 | | 7 | 100 | 238 | |
| Gender of RSI respondent | | | | | | |
| Male | 83 | 1 | 17 | 100 | 783 | |
| Female | 87 | | 12 | 100 | 1 104 | |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 91 | 1 | 8 | 100 | 329 | |
| Secondary school | 88 | 1 | 11 | 100 | 897 | |
| Upper intermediate | 90 | 1 | 10 | 100 | 146 | |
| University or higher | 75 | | 25 | 100 | 515 | |
| DHS wealth index tertiles | | | | | | |
| Poor third | 92 | 1 | 7 | 100 | 565 | |
| Mid third | 88 | | 12 | 100 | 625 | |
| Rich third | 77 | 1 | 23 | 100 | 680 | |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 84 | 1 | 15 | 100 | 431 | |
| Agree | 88 | | 12 | 100 | 659 | |
| Neither agree nor disagree | 77 | 2 | 22 | 100 | 65 | |
| Disagree | 86 | - | 14 | 100 | 271 | |
| Strongly disagree | 81 | 1 | 18 | 100 | 298 | |
| Frequency of writing in 'ammiyya | | | | | | |
| Everyday | 78 | | 22 | 100 | 829 | |
| At least once a week | 91 | 1 | 9 | 100 | 691 | |
| At least once a month | 92 | - | 8 | 100 | 283 | |
| Once or twice per year | 93 | - | 7 | 100 | 82 | |

n=All RSI

Table 7.8 How often do you write in English

| | At least once a | | | | | Total | Sample size |
|---|-----------------|-----------|----------|----------|-----------|------------|--------------|
| | Everyday | week | month | per year | Never | | |
| Total | 11 | 12 | 8 | 3 | 65 | 100 | 2 353 |
| Age category | | | | | | | |
| 18-34 | 14 | 14 | 9 | 3 | 60 | 100 | 1 289 |
| 35-49 | 9 | 11 | 8 | 3 | 70 | 100 | 709 |
| 50-64 | 8 | 8 | 7 | 2 | 75 | 100 | 355 |
| Gender of RSI respondent | | | | | | | |
| Male | 14 | 15 | 10 | 3 | 59 | 100 | 936 |
| Female | 10 | 11 | 7 | 3 | 69 | 100 | 1 417 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 6 | 8 | 4 | 2 | 80 | 100 | 465 |
| Secondary school | 7 | 10 | 8 | 3 | 72 | 100 | 1 077 |
| Upper intermediate | 9 | 10 | 6 | 6 | 69 | 100 | 176 |
| University or higher | 23 | 20 | 13 | 3 | 40 | 100 | 635 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 4 | 6 | 6 | 3 | 81 | 100 | 743 |
| Mid third | 8 | 12 | 9 | 3 | 68 | 100 | 779 |
| Rich third | 21 | 18 | 9 | 3 | 48 | 100 | 814 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | |
| Strongly agree | 12 | 11 | 6 | 3 | 69 | 100 | 527 |
| Agree | 12 | 11 | 7 | 2 | 67 | 100 | 823 |
| Neither agree nor disagree | 14 | 16 | 10 | 5 | 56 | 100 | 88 |
| Disagree | 14 | 13 | 8 | 3 | 63 | 100 | 326 |
| Strongly disagree | 12 | 15 | 14 | 4 | 55 | 100 | 386 |
| Type of school attended | | | | | | | |
| Governmental | 10 | 12 | 8 | 3 | 67 | 100 | 2 239 |
| Private | 41 | 23 | 9 | 2 | 26 | 100 | 111 |

n=All RSI

Table 7.9 What was the last thing you wrote in English

| | Facebook and twitter messages | E-mails | Text messages | Personal letter | Work related letter or notice | School assignments | Comments on electronic newspapers | Personal writings/notes | Creative writings | Other | Total | Sample size |
|---------------------------------|-------------------------------|----------|---------------|-----------------|-------------------------------|--------------------|-----------------------------------|-------------------------|-------------------|----------|------------|-------------|
| | | | | | | | | | | | | |
| Total | 25 | 7 | 12 | 1 | 18 | 22 | 1 | 9 | 5 | 5 | 100 | 803 |
| Age category | | | | | | | | | | | | |
| 18-34 | 30 | 6 | 11 | | 12 | 28 | 1 | 8 | - | 4 | 100 | 508 |
| 35-49 | 18 | 8 | 14 | | 24 | 16 | 1 | 10 | - | 9 | 100 | 211 |
| 50-64 | 15 | 8 | 11 | 2 | 37 | 4 | - | 18 | 1 | 4 | 100 | 84 |
| Gender of RSI respondent | | | | | | | | | | | | |
| Male | 26 | 8 | 12 | 1 | 24 | 17 | 1 | 7 | - | 4 | 100 | 379 |
| Female | 25 | 6 | 12 | | 12 | 27 | 1 | 11 | | 6 | 100 | 424 |
| Highest education completed | | | | | | | | | | | | |
| Primary or Preparatory school | 10 | 1 | 5 | 2 | 3 | 70 | - | 3 | - | 4 | 100 | 91 |
| Secondary school | 26 | 3 | 12 | - | 12 | 28 | 1 | 10 | - | 7 | 100 | 289 |
| Upper intermediate | 24 | 12 | 6 | - | 24 | 20 | - | 8 | - | 8 | 100 | 51 |
| University or higher | 29 | 10 | 14 | 1 | 24 | 6 | 1 | 10 | - | 4 | 100 | 372 |
| DHS wealth index tertiles | | | | | | | | | | | | |
| Poor third | 14 | 2 | 16 | - | 14 | 33 | - | 12 | - | 9 | 100 | 138 |
| Mid third | 27 | 3 | 13 | | 17 | 27 | | 7 | | 5 | 100 | 246 |
| Rich third | 28 | 11 | 10 | 1 | 19 | 16 | 1 | 10 | - | 4 | 100 | 412 |
| Frequency of writing in English | | | | | | | | | | | | |
| Everyday | 31 | 12 | 1 | | 26 | 22 | 1 | 3 | - | 4 | 100 | 267 |
| At least once a week | 25 | 6 | 11 | | 15 | 27 | 1 | 8 | - | 7 | 100 | 289 |
| At least once a month | 22 | 3 | 25 | 1 | 11 | 18 | 1 | 15 | - | 5 | 100 | 193 |
| Once or twice per year | 11 | 4 | 22 | 4 | 11 | 9 | 2 | 31 | 2 | 4 | 100 | 54 |
| Type of school attended | | | | | | | | | | | | |
| Governmental | 25 | 7 | 12 | 1 | 17 | 23 | 1 | 9 | | 5 | 100 | 721 |
| Private | 26 | 7 | 15 | - | 22 | 11 | 2 | 12 | - | 4 | 100 | 81 |

n=All RSI

Table 7.10 Do you feel confident writing in English

| | Confident to | | | Not confident | | Total | Sample size |
|---------------------------------|--------------|-------------|------------------|---------------|------------|------------|-------------|
| | Confident | some extent | Rather uncertain | at all | Total | | |
| Total | 52 | 30 | 14 | 4 | 100 | 815 | |
| Age category | | | | | | | |
| 18-34 | 49 | 32 | 15 | 4 | 100 | 517 | |
| 35-49 | 53 | 29 | 13 | 5 | 100 | 212 | |
| 50-64 | 66 | 26 | 7 | 1 | 100 | 86 | |
| Gender of RSI respondent | | | | | | | |
| Male | 53 | 31 | 11 | 5 | 100 | 385 | |
| Female | 50 | 30 | 16 | 3 | 100 | 430 | |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 33 | 32 | 26 | 9 | 100 | 91 | |
| Secondary school | 46 | 33 | 17 | 4 | 100 | 295 | |
| Upper intermediate | 35 | 35 | 26 | 4 | 100 | 54 | |
| University or higher | 63 | 27 | 7 | 3 | 100 | 375 | |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 39 | 33 | 20 | 8 | 100 | 139 | |
| Mid third | 42 | 35 | 18 | 5 | 100 | 250 | |
| Rich third | 62 | 26 | 9 | 3 | 100 | 419 | |
| Frequency of writing in English | | | | | | | |
| Everyday | 76 | 19 | 4 | 1 | 100 | 268 | |
| At least once a week | 46 | 36 | 14 | 4 | 100 | 286 | |
| At least once a month | 33 | 38 | 23 | 6 | 100 | 195 | |
| Once or twice per year | 35 | 26 | 25 | 14 | 100 | 65 | |
| Never | - | 100 | - | - | 100 | 1 | |
| Type of school attended | | | | | | | |
| Governmental | 49 | 32 | 15 | 4 | 100 | 733 | |
| Private | 79 | 14 | 2 | 5 | 100 | 81 | |

n=All RSI

Table 7.11 How often do you write online

| | Everyday | At least once a week | At least once a month | Once or twice per year | Never | Total | Sample size |
|-------------------------------|-----------|----------------------|-----------------------|------------------------|-----------|------------|--------------|
| | | | | | | | |
| Total | 19 | 11 | 3 | 1 | 66 | 100 | 2 405 |
| Age category | | | | | | | |
| 18-34 | 23 | 13 | 4 | 1 | 60 | 100 | 1 315 |
| 35-49 | 15 | 10 | 3 | 1 | 71 | 100 | 728 |
| 50-64 | 12 | 7 | 1 | - | 80 | 100 | 362 |
| Gender of RSI respondent | | | | | | | |
| Male | 25 | 14 | 4 | 1 | 57 | 100 | 953 |
| Female | 14 | 9 | 3 | | 73 | 100 | 1 452 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 7 | 4 | 4 | | 85 | 100 | 472 |
| Secondary school | 13 | 11 | 3 | 1 | 73 | 100 | 1 111 |
| Upper intermediate | 16 | 10 | 5 | 1 | 68 | 100 | 177 |
| University or higher | 38 | 17 | 4 | 1 | 40 | 100 | 645 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 4 | 4 | 4 | 1 | 87 | 100 | 759 |
| Mid third | 16 | 11 | 3 | 1 | 70 | 100 | 798 |
| Rich third | 35 | 17 | 3 | | 44 | 100 | 831 |

n=All RSI

Table 7.12 What language do you use when you write online

| | Arabic only | English only | Alternate | A mix | Other | Total | Sample size |
|-------------------------------|-------------|--------------|-----------|----------|----------|------------|-------------|
| Total | 42 | 3 | 45 | 9 | 1 | 100 | 817 |
| Age category | | | | | | | |
| 18-34 | 39 | 2 | 47 | 12 | 1 | 100 | 531 |
| 35-49 | 50 | 4 | 41 | 4 | 2 | 100 | 212 |
| 50-64 | 41 | 4 | 51 | 4 | - | 100 | 74 |
| Gender of RSI respondent | | | | | | | |
| Male | 38 | 3 | 48 | 11 | 1 | 100 | 418 |
| Female | 45 | 3 | 43 | 7 | 1 | 100 | 399 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 51 | 3 | 27 | 16 | 3 | 100 | 70 |
| Secondary school | 49 | 1 | 39 | 11 | | 100 | 301 |
| Upper intermediate | 49 | 4 | 44 | 4 | - | 100 | 57 |
| University or higher | 33 | 4 | 54 | 7 | 1 | 100 | 389 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 55 | 2 | 33 | 9 | 1 | 100 | 97 |
| Mid third | 49 | 1 | 40 | 10 | - | 100 | 243 |
| Rich third | 35 | 4 | 51 | 8 | 1 | 100 | 471 |
| Frequency of writing online | | | | | | | |
| Everyday | 30 | 3 | 53 | 13 | 1 | 100 | 452 |
| At least once a week | 53 | 1 | 40 | 4 | 1 | 100 | 265 |
| At least once a month | 66 | 4 | 25 | 5 | - | 100 | 83 |
| Once or twice per year | 69 | - | 23 | 8 | - | 100 | 13 |
| Never | - | 100 | - | - | - | 100 | 4 |
| Type of school attended | | | | | | | |
| Governmental | 45 | 2 | 45 | 8 | 1 | 100 | 734 |
| Private | 15 | 9 | 54 | 20 | 4 | 100 | 82 |

n=All RSI

Table 7.13 What language do you use when you write ... in arabic (online medium): Facebook and twitter messages

| | Do not use this medium | | | | Total | Sample size |
|---|------------------------|---------------|-----------|----------|------------|-------------|
| | Only fusha | Only 'ammiyya | Alternate | A mix | | |
| Total | 5 | 50 | 35 | 6 | 100 | 787 |
| Age category | | | | | | |
| 18-34 | 2 | 53 | 35 | 8 | 100 | 515 |
| 35-49 | 11 | 44 | 34 | 5 | 100 | 200 |
| 50-64 | 7 | 44 | 40 | 1 | 100 | 72 |
| Gender of RSI respondent | | | | | | |
| Male | 4 | 49 | 37 | 6 | 100 | 406 |
| Female | 5 | 51 | 33 | 6 | 100 | 381 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 5 | 63 | 25 | 6 | 100 | 65 |
| Secondary school | 3 | 54 | 34 | 4 | 100 | 299 |
| Upper intermediate | 4 | 54 | 30 | 11 | 100 | 54 |
| University or higher | 6 | 44 | 38 | 8 | 100 | 369 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 2 | 58 | 31 | 5 | 100 | 95 |
| Mid third | 3 | 54 | 30 | 7 | 100 | 241 |
| Rich third | 6 | 46 | 39 | 6 | 100 | 446 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 2 | 62 | 25 | 7 | 100 | 178 |
| Agree | 3 | 53 | 35 | 6 | 100 | 250 |
| Neither agree nor disagree | 11 | 21 | 61 | - | 100 | 28 |
| Disagree | 4 | 51 | 36 | 5 | 100 | 134 |
| Strongly disagree | 11 | 34 | 43 | 8 | 100 | 152 |

n=All RSI

Table 7.14 What language do you use when you write ... in arabic (online medium): E-mails

| | Do not use this medium | | | | Total | Sample size |
|---|------------------------|---------------|-----------|----------|------------|-------------|
| | Only fusha | Only 'ammiyya | Alternate | A mix | | |
| Total | 8 | 36 | 31 | 6 | 100 | 787 |
| Age category | | | | | | |
| 18-34 | 6 | 38 | 32 | 7 | 100 | 515 |
| 35-49 | 14 | 32 | 24 | 7 | 100 | 200 |
| 50-64 | 7 | 35 | 39 | 1 | 100 | 72 |
| Gender of RSI respondent | | | | | | |
| Male | 8 | 36 | 33 | 6 | 100 | 406 |
| Female | 8 | 36 | 28 | 7 | 100 | 381 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 8 | 42 | 23 | 8 | 100 | 65 |
| Secondary school | 6 | 39 | 28 | 3 | 100 | 299 |
| Upper intermediate | 6 | 43 | 22 | 7 | 100 | 54 |
| University or higher | 10 | 32 | 35 | 8 | 100 | 369 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 2 | 41 | 25 | 5 | 100 | 95 |
| Mid third | 7 | 39 | 27 | 5 | 100 | 241 |
| Rich third | 10 | 33 | 34 | 7 | 100 | 446 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 4 | 47 | 28 | 6 | 100 | 178 |
| Agree | 8 | 37 | 33 | 6 | 100 | 250 |
| Neither agree nor disagree | 21 | 14 | 43 | 7 | 100 | 28 |
| Disagree | 5 | 37 | 32 | 4 | 100 | 134 |
| Strongly disagree | 13 | 26 | 25 | 8 | 100 | 152 |

n=All RSI

Table 7.15 What language do you use when you write ... in arabic (online medium): Comments on online newspapers

| | Do not use this medium | | | | Total | Sample size |
|---|------------------------|---------------|-----------|----------|------------|-------------|
| | Only fusha | Only 'ammiyya | Alternate | A mix | | |
| Total | 6 | 15 | 20 | 5 | 100 | 786 |
| Age category | | | | | | |
| 18-34 | 5 | 15 | 20 | 6 | 100 | 514 |
| 35-49 | 11 | 14 | 20 | 5 | 100 | 200 |
| 50-64 | 7 | 19 | 24 | 3 | 100 | 72 |
| Gender of RSI respondent | | | | | | |
| Male | 6 | 16 | 22 | 7 | 100 | 406 |
| Female | 7 | 14 | 18 | 3 | 100 | 380 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 5 | 9 | 11 | 2 | 100 | 65 |
| Secondary school | 7 | 16 | 19 | 4 | 100 | 299 |
| Upper intermediate | 2 | 15 | 17 | 6 | 100 | 54 |
| University or higher | 7 | 15 | 23 | 7 | 100 | 368 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 5 | 12 | 16 | 2 | 100 | 94 |
| Mid third | 6 | 19 | 18 | 7 | 100 | 241 |
| Rich third | 7 | 14 | 22 | 5 | 100 | 446 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 4 | 21 | 19 | 3 | 100 | 178 |
| Agree | 6 | 20 | 16 | 8 | 100 | 250 |
| Neither agree nor disagree | 14 | 7 | 50 | - | 100 | 28 |
| Disagree | 5 | 13 | 26 | 6 | 100 | 133 |
| Strongly disagree | 10 | 7 | 18 | 3 | 100 | 152 |

n=All RSI

Table 7.16 What language do you use when you write ... in arabic (non-online medium): Text messages

| | Do not use this | | | | Total | Sample size |
|---|-----------------|---------------|-----------|----------|------------|--------------|
| | Only fusha | Only 'ammiyya | Alternate | A mix | | |
| Total | 4 | 53 | 18 | 3 | 100 | 2 413 |
| Age category | | | | | | |
| 18-34 | 3 | 60 | 20 | 3 | 100 | 1 320 |
| 35-49 | 6 | 49 | 15 | 3 | 100 | 730 |
| 50-64 | 4 | 36 | 19 | 1 | 100 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 4 | 56 | 21 | 2 | 100 | 954 |
| Female | 4 | 51 | 17 | 3 | 100 | 1 459 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 2 | 49 | 9 | 2 | 100 | 475 |
| Secondary school | 3 | 57 | 18 | 2 | 100 | 1 115 |
| Upper intermediate | 4 | 62 | 16 | 3 | 100 | 177 |
| University or higher | 7 | 48 | 28 | 4 | 100 | 646 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 2 | 54 | 14 | 1 | 100 | 760 |
| Mid third | 4 | 56 | 16 | 3 | 100 | 803 |
| Rich third | 6 | 50 | 25 | 4 | 100 | 833 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 2 | 63 | 13 | 2 | 100 | 528 |
| Agree | 3 | 55 | 18 | 3 | 100 | 847 |
| Neither agree nor disagree | 2 | 47 | 32 | 2 | 100 | 90 |
| Disagree | 7 | 47 | 24 | 4 | 100 | 340 |
| Strongly disagree | 9 | 47 | 22 | 4 | 100 | 390 |

n=All RSI

Table 7.17 What language do you use when you write ... in arabic (non-online medium): Personal letter

| | Do not use this medium | | | | Total | Sample size |
|---|------------------------|---------------|-----------|----------|------------|--------------|
| | Only fusha | Only 'ammiyya | Alternate | A mix | | |
| Total | 3 | 7 | 4 | 1 | 100 | 2 401 |
| Age category | | | | | | |
| 18-34 | 2 | 8 | 4 | 1 | 100 | 1 312 |
| 35-49 | 4 | 6 | 4 | 2 | 100 | 727 |
| 50-64 | 6 | 5 | 4 | 1 | 100 | 362 |
| Gender of RSI respondent | | | | | | |
| Male | 4 | 9 | 5 | 2 | 100 | 950 |
| Female | 3 | 6 | 3 | 1 | 100 | 1 451 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 1 | 4 | 1 | 1 | 100 | 473 |
| Secondary school | 2 | 7 | 3 | 1 | 100 | 1 106 |
| Upper intermediate | 5 | 9 | 6 | 1 | 100 | 176 |
| University or higher | 7 | 8 | 5 | 2 | 100 | 646 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 1 | 7 | 2 | 1 | 100 | 757 |
| Mid third | 3 | 6 | 5 | 1 | 100 | 798 |
| Rich third | 6 | 7 | 4 | 2 | 100 | 829 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 2 | 11 | 2 | 1 | 100 | 525 |
| Agree | 2 | 8 | 5 | 2 | 100 | 843 |
| Neither agree nor disagree | 9 | 7 | 12 | 1 | 100 | 90 |
| Disagree | 6 | 4 | 3 | 1 | 100 | 339 |
| Strongly disagree | 5 | 4 | 2 | 2 | 100 | 389 |

n=All RSI

Table 7.18 What language do you use when you write ... in arabic (non-online medium): Work related letter

| | Do not use | | | | Total | Sample size |
|---|------------|---------------|-----------|----------|------------|--------------|
| | Only fusha | Only 'ammiyya | Alternate | A mix | | |
| Total | 13 | 9 | 7 | 1 | 100 | 2 408 |
| Age category | | | | | | |
| 18-34 | 10 | 8 | 6 | 1 | 100 | 1 316 |
| 35-49 | 17 | 12 | 8 | 1 | 100 | 729 |
| 50-64 | 16 | 9 | 12 | - | 100 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 20 | 17 | 13 | 1 | 100 | 952 |
| Female | 8 | 4 | 4 | | 100 | 1 456 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 3 | 8 | 3 | 1 | 100 | 476 |
| Secondary school | 7 | 11 | 6 | 1 | 100 | 1 112 |
| Upper intermediate | 14 | 10 | 15 | 1 | 100 | 176 |
| University or higher | 30 | 7 | 11 | 1 | 100 | 644 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 5 | 10 | 6 | 1 | 100 | 759 |
| Mid third | 11 | 9 | 8 | 1 | 100 | 801 |
| Rich third | 21 | 8 | 8 | 1 | 100 | 831 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 12 | 12 | 6 | 1 | 100 | 524 |
| Agree | 11 | 8 | 8 | 1 | 100 | 847 |
| Neither agree nor disagree | 14 | 7 | 14 | 1 | 100 | 90 |
| Disagree | 16 | 9 | 7 | 1 | 100 | 340 |
| Strongly disagree | 21 | 7 | 6 | 1 | 100 | 390 |

n=All RSI

Table 7.19 What language do you use when you write ... in arabic (non-online medium): School assignments

| | Do not use this medium | | | | Total | Sample size |
|---|------------------------|---------------|-----------|-----------|------------|--------------|
| | Only fusha | Only 'ammiyya | Alternate | A mix | | |
| Total | 5 | 2 | 5 | 88 | 100 | 2 401 |
| Age category | | | | | | |
| 18-34 | 7 | 3 | 7 | 1 | 100 | 1 312 |
| 35-49 | 3 | 2 | 2 | | 100 | 726 |
| 50-64 | 1 | 1 | 1 | - | 100 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 5 | 2 | 4 | | 100 | 952 |
| Female | 4 | 2 | 5 | | 100 | 1 449 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 7 | 4 | 8 | 1 | 100 | 474 |
| Secondary school | 6 | 2 | 5 | 1 | 100 | 1 109 |
| Upper intermediate | 2 | 5 | 4 | - | 100 | 176 |
| University or higher | 3 | 1 | 2 | - | 100 | 642 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 4 | 2 | 4 | | 100 | 759 |
| Mid third | 5 | 2 | 5 | 1 | 100 | 797 |
| Rich third | 6 | 2 | 5 | 1 | 100 | 828 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 5 | 3 | 4 | | 100 | 524 |
| Agree | 4 | 2 | 5 | 1 | 100 | 845 |
| Neither agree nor disagree | 8 | - | 9 | - | 100 | 89 |
| Disagree | 5 | 1 | 5 | - | 100 | 338 |
| Strongly disagree | 7 | 1 | 2 | 1 | 100 | 390 |

n=All RSI

Table 7.20 What language do you use when you write ... in arabic (non-online medium): Personal writing/notes

| | Do not use this medium | | | | Total | Sample size |
|---|------------------------|---------------|-----------|----------|------------|--------------|
| | Only fusha | Only 'ammiyya | Alternate | A mix | | |
| Total | 5 | 16 | 9 | 1 | 100 | 2 404 |
| Age category | | | | | | |
| 18-34 | 4 | 18 | 9 | 2 | 100 | 1 314 |
| 35-49 | 6 | 16 | 7 | 1 | 100 | 728 |
| 50-64 | 4 | 11 | 10 | 1 | 100 | 362 |
| Gender of RSI respondent | | | | | | |
| Male | 4 | 14 | 8 | 1 | 100 | 950 |
| Female | 5 | 18 | 9 | 1 | 100 | 1 454 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 2 | 17 | 4 | 1 | 100 | 472 |
| Secondary school | 3 | 18 | 9 | 1 | 100 | 1 112 |
| Upper intermediate | 2 | 14 | 7 | 1 | 100 | 176 |
| University or higher | 9 | 15 | 12 | 2 | 100 | 644 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 1 | 17 | 6 | 1 | 100 | 758 |
| Mid third | 5 | 15 | 8 | 1 | 100 | 801 |
| Rich third | 7 | 17 | 12 | 2 | 100 | 828 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 3 | 17 | 7 | 1 | 100 | 525 |
| Agree | 3 | 14 | 9 | 2 | 100 | 846 |
| Neither agree nor disagree | 4 | 4 | 6 | 3 | 100 | 90 |
| Disagree | 8 | 9 | 8 | 1 | 100 | 338 |
| Strongly disagree | 9 | 26 | 9 | 1 | 100 | 390 |

n=All RSI

Table 7.21 What language do you use when you write ... in arabic (non-online medium): Creative writing

| | Do not use | | | | Total | Sample size |
|---|------------|---------------|-----------|----------|------------|--------------|
| | Only fusha | Only 'ammiyya | Alternate | A mix | | |
| Total | 2 | 1 | 1 | 1 | 100 | 2 410 |
| Age category | | | | | | |
| 18-34 | 2 | 2 | 1 | 1 | 100 | 1 319 |
| 35-49 | 2 | | 1 | 1 | 100 | 728 |
| 50-64 | 2 | | 1 | - | 100 | 363 |
| Gender of RSI respondent | | | | | | |
| Male | 2 | 1 | 1 | 1 | 100 | 952 |
| Female | 2 | 1 | 1 | 1 | 100 | 1 458 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 1 | 1 | | | 100 | 475 |
| Secondary school | 1 | 1 | 1 | 1 | 100 | 1 115 |
| Upper intermediate | 1 | 1 | 1 | 2 | 100 | 176 |
| University or higher | 5 | 2 | 1 | | 100 | 644 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 1 | 1 | 1 | | 100 | 761 |
| Mid third | 1 | 1 | 1 | 1 | 100 | 801 |
| Rich third | 4 | 1 | 1 | | 100 | 831 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 2 | 2 | 1 | 1 | 100 | 525 |
| Agree | 1 | 1 | 1 | 1 | 100 | 848 |
| Neither agree nor disagree | 3 | - | 1 | 1 | 100 | 90 |
| Disagree | 4 | 1 | | | 100 | 339 |
| Strongly disagree | 3 | 1 | 1 | | 100 | 390 |

n=All RSI

Chapter 8: Attitudes to language in education

This chapter presents data on respondents' attitudes to language in education. More precisely, the respondents were asked what language they thought would be best fit for teaching in primary, preparatory and secondary school, as well as in what language they were taught. In addition we asked about which languages are fit for teaching specific subjects.

Around half of the population report being taught in 'ammiyya at all levels (50 percent in primary school, 47 percent in preparatory school, 40 percent in secondary school). Being taught in fusha is rare in primary and preparatory school (15 and 14 percent), whereas about a third were taught in fusha in secondary school (table 8.1, 8.3 and 8.5). Regarding which language they wished to be used in school, the largest segment wanted a mix between 'ammiyya and fusha to be used (36 percent for primary school, 41 percent for preparatory, 40 percent for secondary), while around a third wanted only fusha used (32 percent for primary school, 34 percent for preparatory school, 35 percent for secondary school). Only around one fifth wanted only 'ammiyya to be used in teaching (28 percent for primary school, 22 percent for preparatory school, 20 percent for secondary school) (table 8.2, 8.4 and 8.6).

Regarding specific subjects, the respondents were divided about whether they wanted fusha, 'ammiyya or English to be used (table 8.7-8.10). 'Ammiyya was the popular option for teaching science (48 percent) and mathematics (57 percent) whereas fusha was deemed most suited for teaching social studies (56 percent). English was the most popular option when asked about which language should be used to teach computer science (54 percent). Also, a vast majority (83 percent) thought that English was the most important language to learn for children in order to secure them a better future, compared with three percent who answered 'ammiyya and 12 percent who answered fusha (table 8.11).

Table 8.1 What is the actual medium of instruction at the 'ibtida'i level

| | Fusha | | | 'Ammiyya | | | Both | | | English | | | Other | | | Total | |
|-------------------------------|-----------|-----------|-----------|----------|----------|------------|----------|----------|------------|----------|----------|------------|----------|----------|------------|--------------|-------------|
| | | | | | | | | | | | | | | | | | Sample size |
| Total | 15 | 50 | 32 | 2 | 2 | 100 | 2 | 2 | 100 | 2 | 2 | 100 | 2 | 2 | 100 | 2 372 | |
| Age category | | | | | | | | | | | | | | | | | |
| 18-34 | 13 | 53 | 32 | 3 | 3 | 100 | 3 | 3 | 100 | 3 | 3 | 100 | 3 | 3 | 100 | 1 308 | |
| 35-49 | 17 | 47 | 33 | 2 | 2 | 100 | 2 | 2 | 100 | 2 | 2 | 100 | 1 | 1 | 100 | 713 | |
| 50-64 | 22 | 46 | 29 | 2 | 2 | 100 | 2 | 2 | 100 | 2 | 2 | 100 | 1 | 1 | 100 | 351 | |
| Gender of RSI respondent | | | | | | | | | | | | | | | | | |
| Male | 16 | 50 | 31 | 3 | 3 | 100 | 3 | 3 | 100 | 3 | 3 | 100 | 1 | 1 | 100 | 927 | |
| Female | 15 | 50 | 33 | 2 | 2 | 100 | 2 | 2 | 100 | 2 | 2 | 100 | 1 | 1 | 100 | 1 445 | |
| Highest education completed | | | | | | | | | | | | | | | | | |
| Primary or Preparatory school | 16 | 53 | 30 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 | 470 | |
| Secondary school | 15 | 53 | 31 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 | - | - | 100 | 1 102 | |
| Upper intermediate | 14 | 45 | 39 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 | - | - | 100 | 163 | |
| University or higher | 16 | 44 | 32 | 6 | 6 | 100 | 6 | 6 | 100 | 6 | 6 | 100 | 1 | 1 | 100 | 637 | |
| DHS wealth index tertiles | | | | | | | | | | | | | | | | | |
| Poor third | 13 | 55 | 32 | - | - | 100 | - | - | 100 | - | - | 100 | - | - | 100 | 746 | |
| Mid third | 16 | 53 | 30 | 6 | 6 | 100 | 6 | 6 | 100 | 6 | 6 | 100 | 1 | 1 | 100 | 787 | |
| Rich third | 17 | 43 | 33 | 6 | 6 | 100 | 6 | 6 | 100 | 6 | 6 | 100 | 1 | 1 | 100 | 823 | |

n=All RSI

Table 8.2 What is the desired medium of instruction at the 'ibtida'i' level

| | Fusha | | | | Total | Sample size |
|---|-----------|-----------|-----------|----------|------------|--------------|
| | Fusha | 'Ammiyya | Both | English | | |
| Total | 32 | 28 | 36 | 3 | 100 | 2 397 |
| Age category | | | | | | |
| 18-34 | 29 | 32 | 37 | 3 | 100 | 1 312 |
| 35-49 | 37 | 25 | 35 | 3 | 100 | 724 |
| 50-64 | 35 | 23 | 39 | 2 | 100 | 361 |
| Gender of RSI respondent | | | | | | |
| Male | 33 | 28 | 37 | 2 | 100 | 950 |
| Female | 32 | 28 | 36 | 3 | 100 | 1 447 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 27 | 36 | 37 | - | 100 | 470 |
| Secondary school | 32 | 31 | 35 | 1 | 100 | 1 109 |
| Upper intermediate | 29 | 24 | 45 | 2 | 100 | 174 |
| University or higher | 37 | 19 | 36 | 7 | 100 | 644 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 29 | 35 | 36 | | 100 | 753 |
| Mid third | 30 | 32 | 37 | 1 | 100 | 799 |
| Rich third | 38 | 20 | 36 | 7 | 100 | 828 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 23 | 39 | 34 | 3 | 100 | 525 |
| Agree | 25 | 29 | 43 | 3 | 100 | 840 |
| Neither agree nor disagree | 38 | 8 | 50 | 2 | 100 | 88 |
| Disagree | 39 | 25 | 33 | 3 | 100 | 340 |
| Strongly disagree | 51 | 15 | 30 | 4 | 100 | 388 |
| Language of instruction when attended school at 'ibtida'i' level | | | | | | |
| Fusha | 61 | 15 | 23 | 1 | 100 | 362 |
| 'Ammiyya | 24 | 46 | 28 | 1 | 100 | 1 180 |
| Both | 32 | 8 | 58 | 2 | 100 | 758 |
| English | 13 | 2 | 17 | 63 | 100 | 48 |
| Other | 22 | 11 | 22 | 11 | 100 | 9 |

n=All RSI

Table 8.3 What is the actual medium of instruction at the 'idadi level

| | Medium of instruction | | | | Total | Sample size |
|-------------------------------|-----------------------|-----------|-----------|----------|------------|--------------|
| | Fusha | 'Ammiyya | Both | English | | |
| Total | 14 | 47 | 37 | 2 | 100 | 2 406 |
| Age category | | | | | | |
| 18-34 | 12 | 50 | 35 | 2 | 100 | 1 319 |
| 35-49 | 15 | 44 | 39 | 2 | 100 | 726 |
| 50-64 | 18 | 42 | 37 | 2 | 100 | 361 |
| Gender of RSI respondent | | | | | | |
| Male | 14 | 46 | 37 | 3 | 100 | 953 |
| Female | 14 | 47 | 37 | 2 | 100 | 1 453 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 16 | 50 | 33 | 1 | 100 | 471 |
| Secondary school | 13 | 50 | 36 | 1 | 100 | 1 111 |
| Upper intermediate | 15 | 38 | 45 | 1 | 100 | 177 |
| University or higher | 14 | 41 | 39 | 6 | 100 | 647 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 13 | 51 | 35 | | 100 | 756 |
| Mid third | 15 | 50 | 35 | | 100 | 799 |
| Rich third | 13 | 40 | 39 | 6 | 100 | 834 |

n=All RSI

Table 8.4 What is the desired medium of instruction at the 'idadi level

| | Fusha | 'Ammiyya | Both | English | Other | Total | Sample size |
|---|-----------|-----------|-----------|----------|-------|------------|--------------|
| Total | 34 | 22 | 41 | 3 | | 100 | 2 404 |
| Age category | | | | | | | |
| 18-34 | 30 | 25 | 41 | 3 | | 100 | 1 316 |
| 35-49 | 39 | 20 | 38 | 3 | | 100 | 725 |
| 50-64 | 36 | 17 | 44 | 3 | - | 100 | 363 |
| Gender of RSI respondent | | | | | | | |
| Male | 32 | 23 | 42 | 3 | | 100 | 954 |
| Female | 35 | 22 | 40 | 4 | | 100 | 1 450 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 27 | 31 | 42 | 1 | - | 100 | 472 |
| Secondary school | 34 | 24 | 41 | 1 | | 100 | 1 110 |
| Upper intermediate | 32 | 19 | 47 | 2 | - | 100 | 176 |
| University or higher | 39 | 14 | 38 | 8 | | 100 | 646 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 30 | 28 | 41 | | | 100 | 757 |
| Mid third | 33 | 25 | 42 | 1 | - | 100 | 799 |
| Rich third | 38 | 14 | 39 | 8 | | 100 | 831 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | |
| Strongly agree | 25 | 31 | 40 | 4 | | 100 | 525 |
| Agree | 24 | 23 | 49 | 3 | - | 100 | 843 |
| Neither agree nor disagree | 33 | 8 | 56 | 3 | - | 100 | 89 |
| Disagree | 42 | 18 | 36 | 4 | 1 | 100 | 341 |
| Strongly disagree | 59 | 8 | 29 | 4 | - | 100 | 389 |
| Language of instruction when attended school at 'idadi level | | | | | | | |
| Fusha | 62 | 11 | 27 | | - | 100 | 336 |
| 'Ammiyya | 27 | 40 | 31 | 1 | - | 100 | 1 115 |
| Both | 33 | 5 | 60 | 3 | - | 100 | 885 |
| English | 12 | 6 | 10 | 69 | 4 | 100 | 51 |
| Other | 25 | - | 25 | 25 | 25 | 100 | 8 |

n=All RSI

Table 8.5 What is the actual medium of instruction at the thanawi level

| | Fusha | 'Ammiyya | Both | English | Other | Did not attend | Total | Sample size |
|-------------------------------|-----------|-----------|-----------|----------|-------|----------------|------------|--------------|
| Total | 11 | 40 | 35 | 2 | | 11 | 100 | 2 405 |
| Age category | | | | | | | | |
| 18-34 | 10 | 43 | 35 | 2 | | 9 | 100 | 1 318 |
| 35-49 | 14 | 38 | 36 | 2 | | 11 | 100 | 725 |
| 50-64 | 12 | 34 | 34 | 2 | | 17 | 100 | 362 |
| Gender of RSI respondent | | | | | | | | |
| Male | 12 | 39 | 37 | 3 | - | 10 | 100 | 953 |
| Female | 11 | 41 | 34 | 2 | | 12 | 100 | 1 452 |
| Highest education completed | | | | | | | | |
| Primary or Preparatory school | 4 | 22 | 18 | | | 56 | 100 | 468 |
| Secondary school | 13 | 49 | 37 | 1 | - | | 100 | 1 115 |
| Upper intermediate | 15 | 34 | 50 | 1 | - | - | 100 | 176 |
| University or higher | 13 | 40 | 41 | 6 | | | 100 | 646 |
| DHS wealth index tertiles | | | | | | | | |
| Poor third | 11 | 39 | 32 | | | 19 | 100 | 755 |
| Mid third | 12 | 43 | 34 | | - | 11 | 100 | 802 |
| Rich third | 12 | 39 | 39 | 5 | | 4 | 100 | 832 |

n=All RSI

Table 8.6 What is the desired medium of instruction at the thanawi level

| | Total | | | | Sample size |
|---|-----------|-----------|-----------|----------|--------------|
| | Fusha | 'Ammiyya | Both | English | |
| Total | 35 | 20 | 40 | 4 | 2 354 |
| Age category | | | | | |
| 18-34 | 31 | 24 | 40 | 4 | 1 296 |
| 35-49 | 40 | 16 | 39 | 5 | 710 |
| 50-64 | 37 | 17 | 42 | 4 | 348 |
| Gender of RSI respondent | | | | | |
| Male | 33 | 21 | 42 | 4 | 935 |
| Female | 36 | 20 | 39 | 5 | 1 419 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 32 | 28 | 38 | 1 | 426 |
| Secondary school | 34 | 23 | 40 | 2 | 1 107 |
| Upper intermediate | 32 | 13 | 52 | 3 | 176 |
| University or higher | 38 | 13 | 38 | 10 | 645 |
| DHS wealth index tertiles | | | | | |
| Poor third | 33 | 26 | 40 | 1 | 731 |
| Mid third | 34 | 23 | 41 | 2 | 789 |
| Rich third | 37 | 14 | 39 | 10 | 817 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | |
| Strongly agree | 25 | 31 | 38 | 5 | 517 |
| Agree | 25 | 21 | 48 | 5 | 826 |
| Neither agree nor disagree | 31 | 5 | 55 | 9 | 87 |
| Disagree | 43 | 16 | 37 | 4 | 339 |
| Strongly disagree | 62 | 7 | 27 | 4 | 387 |
| Language of instruction when attended school at thanawi level | | | | | |
| Fusha | 67 | 9 | 23 | 1 | 272 |
| 'Ammiyya | 27 | 39 | 31 | 3 | 961 |
| Both | 35 | 2 | 58 | 4 | 847 |
| English | 14 | 2 | 2 | 77 | 44 |
| Other | - | - | - | 50 | 2 |
| Did not attend | 31 | 29 | 38 | 1 | 223 |

n=All RSI

Table 8.7 In what language should the following subject be taught in school: Social studies

| | Fusha | 'Ammiyya | English | Other | Total | Sample size |
|---|-----------|-----------|----------|----------|------------|--------------|
| Total | 56 | 41 | 3 | 1 | 100 | 2 394 |
| Age category | | | | | | |
| 18-34 | 53 | 43 | 3 | 1 | 100 | 1 308 |
| 35-49 | 59 | 38 | 2 | 1 | 100 | 727 |
| 50-64 | 58 | 40 | 2 | 1 | 100 | 359 |
| Gender of RSI respondent | | | | | | |
| Male | 56 | 41 | 2 | 1 | 100 | 948 |
| Female | 55 | 41 | 3 | 1 | 100 | 1 446 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 46 | 52 | 1 | 1 | 100 | 466 |
| Secondary school | 53 | 44 | 2 | 1 | 100 | 1 105 |
| Upper intermediate | 54 | 43 | 3 | 1 | 100 | 177 |
| University or higher | 68 | 26 | 5 | 1 | 100 | 646 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 50 | 49 | | 1 | 100 | 752 |
| Mid third | 53 | 43 | 3 | 1 | 100 | 795 |
| Rich third | 63 | 32 | 4 | 1 | 100 | 830 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 42 | 55 | 2 | 1 | 100 | 525 |
| Agree | 55 | 43 | 2 | | 100 | 839 |
| Neither agree nor disagree | 64 | 35 | 1 | - | 100 | 88 |
| Disagree | 58 | 37 | 4 | 2 | 100 | 340 |
| Strongly disagree | 78 | 19 | 3 | 1 | 100 | 389 |

n=All RSI

Table 8.8 In what language should the following subject be taught in school: Mathematics

| | Fusha | 'Ammiyya | English | Other | Total | Sample size |
|---|-----------|-----------|-----------|----------|------------|--------------|
| Total | 27 | 57 | 15 | 1 | 100 | 2 392 |
| Age category | | | | | | |
| 18-34 | 25 | 58 | 17 | 1 | 100 | 1 307 |
| 35-49 | 32 | 53 | 14 | 1 | 100 | 724 |
| 50-64 | 26 | 58 | 14 | 1 | 100 | 361 |
| Gender of RSI respondent | | | | | | |
| Male | 26 | 57 | 16 | 1 | 100 | 946 |
| Female | 28 | 56 | 15 | 1 | 100 | 1 446 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 27 | 66 | 6 | | 100 | 463 |
| Secondary school | 27 | 62 | 10 | 1 | 100 | 1 108 |
| Upper intermediate | 22 | 53 | 25 | - | 100 | 176 |
| University or higher | 29 | 42 | 28 | 1 | 100 | 645 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 25 | 66 | 9 | 1 | 100 | 752 |
| Mid third | 31 | 56 | 12 | 2 | 100 | 792 |
| Rich third | 26 | 49 | 25 | 1 | 100 | 831 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 20 | 63 | 17 | | 100 | 525 |
| Agree | 24 | 60 | 15 | | 100 | 835 |
| Neither agree nor disagree | 22 | 62 | 16 | - | 100 | 90 |
| Disagree | 32 | 50 | 14 | 4 | 100 | 341 |
| Strongly disagree | 44 | 39 | 16 | 1 | 100 | 389 |

n=All RSI

Table 8.9 In what language should the following subject be taught in school: Science

| | Fusha | 'Ammiyya | English | Other | Total | Sample size |
|---|-----------|-----------|-----------|----------|------------|--------------|
| Total | 32 | 48 | 19 | 1 | 100 | 2 393 |
| Age category | | | | | | |
| 18-34 | 30 | 50 | 20 | 1 | 100 | 1 312 |
| 35-49 | 36 | 47 | 17 | 1 | 100 | 722 |
| 50-64 | 35 | 43 | 21 | 1 | 100 | 359 |
| Gender of RSI respondent | | | | | | |
| Male | 32 | 47 | 21 | 1 | 100 | 945 |
| Female | 33 | 49 | 18 | 1 | 100 | 1 448 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 29 | 61 | 10 | | 100 | 464 |
| Secondary school | 32 | 54 | 12 | 1 | 100 | 1 109 |
| Upper intermediate | 26 | 41 | 32 | 1 | 100 | 176 |
| University or higher | 36 | 29 | 34 | 1 | 100 | 644 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 30 | 57 | 13 | | 100 | 753 |
| Mid third | 35 | 50 | 14 | 1 | 100 | 793 |
| Rich third | 33 | 37 | 29 | | 100 | 831 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 20 | 58 | 21 | | 100 | 524 |
| Agree | 31 | 48 | 20 | | 100 | 841 |
| Neither agree nor disagree | 28 | 51 | 21 | - | 100 | 89 |
| Disagree | 40 | 40 | 19 | 1 | 100 | 340 |
| Strongly disagree | 50 | 32 | 18 | | 100 | 390 |

n=All RSI

Table 8.10 In what language should the following subject be taught in school: Computer science

| | Fusha | 'Ammiyya | English | Other | Total | Sample size |
|---|-----------|-----------|-----------|----------|------------|--------------|
| Total | 17 | 28 | 54 | 1 | 100 | 2 351 |
| Age category | | | | | | |
| 18-34 | 16 | 30 | 54 | 1 | 100 | 1 299 |
| 35-49 | 20 | 26 | 53 | 1 | 100 | 709 |
| 50-64 | 14 | 28 | 57 | 1 | 100 | 343 |
| Gender of RSI respondent | | | | | | |
| Male | 14 | 28 | 58 | 1 | 100 | 934 |
| Female | 19 | 29 | 51 | 1 | 100 | 1 417 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 15 | 41 | 43 | | 100 | 443 |
| Secondary school | 19 | 33 | 47 | 1 | 100 | 1 092 |
| Upper intermediate | 9 | 21 | 70 | 1 | 100 | 174 |
| University or higher | 16 | 14 | 69 | 1 | 100 | 642 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 18 | 38 | 44 | | 100 | 729 |
| Mid third | 19 | 30 | 50 | 1 | 100 | 777 |
| Rich third | 15 | 19 | 65 | 1 | 100 | 828 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 13 | 43 | 43 | 1 | 100 | 519 |
| Agree | 15 | 31 | 54 | | 100 | 811 |
| Neither agree nor disagree | 7 | 19 | 72 | 2 | 100 | 89 |
| Disagree | 21 | 20 | 58 | 1 | 100 | 340 |
| Strongly disagree | 29 | 13 | 56 | 1 | 100 | 388 |

n=All RSI

Table 8.11 What language is most important for you children to learn in order to secure a better future

| | Fusha | 'Ammiyya | English | Other | Total | Sample size |
|---|-----------|----------|-----------|----------|------------|--------------|
| Total | 12 | 3 | 83 | 3 | 100 | 2 386 |
| Age category | | | | | | |
| 18-34 | 11 | 3 | 83 | 3 | 100 | 1 312 |
| 35-49 | 13 | 2 | 81 | 4 | 100 | 720 |
| 50-64 | 12 | 2 | 84 | 2 | 100 | 354 |
| Gender of RSI respondent | | | | | | |
| Male | 11 | 3 | 82 | 3 | 100 | 943 |
| Female | 12 | 2 | 83 | 3 | 100 | 1 443 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 14 | 4 | 80 | 3 | 100 | 459 |
| Secondary school | 12 | 3 | 82 | 3 | 100 | 1 107 |
| Upper intermediate | 11 | 2 | 84 | 2 | 100 | 177 |
| University or higher | 9 | 1 | 85 | 5 | 100 | 643 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 14 | 5 | 79 | 3 | 100 | 746 |
| Mid third | 12 | 2 | 84 | 2 | 100 | 797 |
| Rich third | 9 | 2 | 85 | 4 | 100 | 826 |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 7 | 4 | 87 | 2 | 100 | 523 |
| Agree | 7 | 3 | 87 | 3 | 100 | 835 |
| Neither agree nor disagree | 19 | 1 | 74 | 6 | 100 | 89 |
| Disagree | 12 | 4 | 79 | 5 | 100 | 338 |
| Strongly disagree | 20 | 1 | 75 | 4 | 100 | 389 |

n=All RSI

Chapter 9: Attitudes and public life

This chapter presents data on the respondents' attitudes social and political issues. The respondents were asked specific questions about freedom of expression, the role of women in society and voting behavior.

Regarding freedom of expression (table 9.1-9.2) a majority of the respondents (78 percent) agree or strongly agree that the government has the right to restrict publishing of books or newspapers that are deemed to offend public values. When asked about censoring views that were opposed to the government however, the majority (87 percent) disagree or strongly disagree. There are only small differences by age and education in these responses.

The respondents were asked a number of questions about women's role in society (table 9.5-9.12). On a few of the questions the population leaned towards greater inclusion of women in society and politics. The majority of the population agreed or strongly agreed that it was acceptable for a women to work outside the home when she was married (74 percent), that it was acceptable for a woman to run for a seat in parliament (80 percent), that boys should not be prioritized in education (73 percent) and that women should play a larger part in society than what is the case today (77 percent). However, on several questions the majority were opposed to giving women more freedom in the social and political arena. 58 percent disagreed that a women should be able to run for president, 83 percent disagreed that women should have a right to divorce their husbands stipulated in the marriage contract (*'isma*) and 51 percent disagreed that woman should be able to state her right to work in the marriage contract. A somewhat larger portion agreed that women could have a general right to divorce, *khul'* (34 percent agree, 28 percent strongly agree). On all the questions on women's issues, the male population was much less inclined to grant women new freedoms compared to the female population. There was however little difference between those with high and low education in their views on women's role in society.

When asked about what they voted in the first round of presidential elections in 2012, we see that Muhammad Mursi and Ahmad Shafiq got the most votes (both 21 percent) while Hamdin Sabbahi came in third with 16 percent. The more educated voted Sabbahi and Shafiq to a larger degree, while the less educated voted Mursi to a larger degree. We also see that those with higher education vote more than those without. In the constitutional referendum 63 percent of those with only preparatory education did not vote, whereas only 31 percent of those with university education abstained from voting.

Table 9.1 In general, the government has the right restrict publishing of books or newspapers that are deemed to offend public values

| | Neither agree nor disagree | | | Strongly disagree | | Total | Sample size |
|---|-------------------------------|-----------|-------------------------------|-------------------|----------------------|------------|--------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | | |
| Total | 53 | 25 | 2 | 10 | 10 | 100 | 2 377 |
| Age category | | | | | | | |
| 18-34 | 52 | 25 | 1 | 11 | 11 | 100 | 1 297 |
| 35-49 | 55 | 26 | 3 | 8 | 9 | 100 | 720 |
| 50-64 | 55 | 25 | 2 | 10 | 9 | 100 | 360 |
| Gender of RSI respondent | | | | | | | |
| Male | 49 | 27 | 2 | 12 | 10 | 100 | 947 |
| Female | 56 | 24 | 2 | 9 | 10 | 100 | 1 430 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 49 | 30 | 1 | 11 | 9 | 100 | 457 |
| Secondary school | 57 | 23 | 2 | 9 | 10 | 100 | 1 103 |
| Upper intermediate | 35 | 34 | 3 | 17 | 10 | 100 | 172 |
| University or higher | 55 | 23 | 2 | 10 | 11 | 100 | 645 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 52 | 25 | 2 | 12 | 9 | 100 | 742 |
| Mid third | 55 | 24 | 1 | 9 | 10 | 100 | 791 |
| Rich third | 53 | 26 | 3 | 9 | 10 | 100 | 827 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | |
| Strongly agree | 57 | 20 | 2 | 9 | 12 | 100 | 516 |
| Agree | 42 | 34 | 2 | 11 | 11 | 100 | 831 |
| Neither agree nor disagree | 53 | 27 | 6 | 6 | 9 | 100 | 89 |
| Disagree | 47 | 27 | 1 | 16 | 9 | 100 | 340 |
| Strongly disagree | 79 | 9 | 1 | 3 | 9 | 100 | 390 |

n=All RSI

Table 9.2 The government has the right ban newspaper articles from publication if they voice opinions that are different from the government

| | Strongly agree | | | Neither agree nor disagree | | | Disagree | | | Strongly disagree | | | Total | Sample size |
|--|----------------|----------|----------------------------|----------------------------|-------------------|------------|-------------------|-----------|----------------------------|-------------------|----------------|------------|--------------|-------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Total | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree | Total | | |
| Total | 4 | 7 | 2 | 22 | 65 | 100 | 65 | 22 | 2 | 7 | 4 | 100 | 2 367 | |
| Age category | | | | | | | | | | | | | | |
| 18-34 | 4 | 7 | 3 | 21 | 66 | 100 | 66 | 21 | 3 | 7 | 4 | 100 | 1 291 | |
| 35-49 | 4 | 6 | 2 | 22 | 66 | 100 | 66 | 22 | 2 | 6 | 4 | 100 | 7 16 | |
| 50-64 | 4 | 10 | 2 | 24 | 59 | 100 | 59 | 24 | 2 | 10 | 4 | 100 | 360 | |
| Gender of RSI respondent | | | | | | | | | | | | | | |
| Male | 4 | 8 | 2 | 24 | 62 | 100 | 62 | 24 | 2 | 8 | 4 | 100 | 942 | |
| Female | 4 | 7 | 2 | 20 | 66 | 100 | 66 | 20 | 2 | 7 | 4 | 100 | 1 425 | |
| Highest education completed | | | | | | | | | | | | | | |
| Primary or Preparatory school | 6 | 8 | 2 | 23 | 61 | 100 | 61 | 23 | 2 | 8 | 6 | 100 | 461 | |
| Secondary school | 4 | 7 | 3 | 19 | 67 | 100 | 67 | 19 | 3 | 7 | 4 | 100 | 1 094 | |
| Upper intermediate | 2 | 11 | 2 | 31 | 53 | 100 | 53 | 31 | 2 | 11 | 2 | 100 | 172 | |
| University or higher | 3 | 6 | 2 | 23 | 67 | 100 | 67 | 23 | 2 | 6 | 3 | 100 | 640 | |
| DHS wealth index tertiles | | | | | | | | | | | | | | |
| Poor third | 5 | 8 | 2 | 24 | 60 | 100 | 60 | 24 | 2 | 8 | 5 | 100 | 736 | |
| Mid third | 4 | 8 | 3 | 19 | 66 | 100 | 66 | 19 | 3 | 8 | 4 | 100 | 792 | |
| Rich third | 3 | 6 | 2 | 22 | 67 | 100 | 67 | 22 | 2 | 6 | 3 | 100 | 822 | |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | | | | | | | | |
| Strongly agree | 9 | 10 | 3 | 18 | 60 | 100 | 60 | 18 | 3 | 10 | 9 | 100 | 509 | |
| Agree | 3 | 10 | 3 | 31 | 53 | 100 | 53 | 31 | 3 | 10 | 3 | 100 | 824 | |
| Neither agree nor disagree | 3 | 4 | 3 | 33 | 56 | 100 | 56 | 33 | 3 | 4 | 3 | 100 | 90 | |
| Disagree | 2 | 5 | 1 | 24 | 68 | 100 | 68 | 24 | 1 | 5 | 2 | 100 | 340 | |
| Strongly disagree | 3 | 2 | 1 | 6 | 88 | 100 | 88 | 6 | 1 | 2 | 3 | 100 | 389 | |
| Agreement with the statement 'In general, the government should restrict publishing of books or newspapers that are deemed | | | | | | | | | | | | | | |
| Strongly agree | 6 | 6 | 1 | 15 | 71 | 100 | 71 | 15 | 1 | 6 | 6 | 100 | 1 254 | |
| Agree | 2 | 8 | 3 | 37 | 50 | 100 | 50 | 37 | 3 | 8 | 2 | 100 | 590 | |
| Neither agree nor disagree | 3 | 20 | 20 | 25 | 33 | 100 | 33 | 25 | 20 | 20 | 3 | 100 | 40 | |
| Disagree | 1 | 12 | 3 | 31 | 52 | 100 | 52 | 31 | 3 | 12 | 1 | 100 | 236 | |
| Strongly disagree | 4 | 3 | 3 | 8 | 83 | 100 | 83 | 8 | 3 | 3 | 4 | 100 | 235 | |

n=All RSI

Table 9.3 It is more important that young people follow their own ambitions and wishes than that they follow those of their parents

| | Strongly agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | | Total | Sample size |
|--|----------------|-----------|----------------------------|-----------|-------------------|------------|-------------------|--|-------|-------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Total | Sample size | | | |
| Total | 41 | 32 | 8 | 12 | 7 | 100 | 2 413 | | | |
| Age category | | | | | | | | | | |
| 18-34 | 45 | 32 | 7 | 10 | 6 | 100 | 1 322 | | | |
| 35-49 | 36 | 30 | 10 | 16 | 8 | 100 | 729 | | | |
| 50-64 | 36 | 32 | 10 | 15 | 7 | 100 | 362 | | | |
| Gender of RSI respondent | | | | | | | | | | |
| Male | 43 | 31 | 9 | 12 | 6 | 100 | 954 | | | |
| Female | 39 | 32 | 8 | 13 | 8 | 100 | 1 459 | | | |
| Highest education completed | | | | | | | | | | |
| Primary or Preparatory school | 38 | 32 | 11 | 11 | 8 | 100 | 476 | | | |
| Secondary school | 39 | 32 | 7 | 14 | 7 | 100 | 1 113 | | | |
| Upper intermediate | 38 | 38 | 6 | 13 | 5 | 100 | 177 | | | |
| University or higher | 46 | 29 | 9 | 9 | 6 | 100 | 647 | | | |
| DHS wealth index tertiles | | | | | | | | | | |
| Poor third | 40 | 32 | 8 | 13 | 8 | 100 | 760 | | | |
| Mid third | 40 | 30 | 9 | 14 | 7 | 100 | 802 | | | |
| Rich third | 41 | 33 | 9 | 11 | 6 | 100 | 834 | | | |
| Agreement with the statement 'Ammiya has a place as a written language.' | | | | | | | | | | |
| Strongly agree | 46 | 29 | 8 | 11 | 7 | 100 | 528 | | | |
| Agree | 34 | 40 | 7 | 16 | 4 | 100 | 847 | | | |
| Neither agree nor disagree | 27 | 41 | 17 | 10 | 6 | 100 | 90 | | | |
| Disagree | 44 | 30 | 6 | 15 | 4 | 100 | 340 | | | |
| Strongly disagree | 42 | 18 | 14 | 8 | 18 | 100 | 391 | | | |

n=All RSI

Table 9.4 It is acceptable for a woman to have a full time job outside the home before she is married

| | Strongly agree | | | Neither agree nor disagree | | Disagree | | Strongly disagree | | Total | Sample size |
|---|----------------|-----------|-------------------------------|-------------------------------|----------------------|------------|--------------|----------------------|--|-------|-------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Total | Total | | | | |
| Total | 44 | 30 | 5 | 12 | 9 | 100 | 2 398 | | | | |
| Age category | | | | | | | | | | | |
| 18-34 | 44 | 31 | 5 | 12 | 8 | 100 | 1 315 | | | | |
| 35-49 | 46 | 26 | 4 | 12 | 11 | 100 | 726 | | | | |
| 50-64 | 43 | 30 | 5 | 14 | 8 | 100 | 357 | | | | |
| Gender of RSI respondent | | | | | | | | | | | |
| Male | 32 | 34 | 6 | 16 | 13 | 100 | 946 | | | | |
| Female | 53 | 27 | 4 | 10 | 7 | 100 | 1 452 | | | | |
| Highest education completed | | | | | | | | | | | |
| Primary or Preparatory school | 38 | 28 | 6 | 15 | 13 | 100 | 471 | | | | |
| Secondary school | 45 | 30 | 4 | 11 | 9 | 100 | 1 108 | | | | |
| Upper intermediate | 34 | 31 | 7 | 20 | 8 | 100 | 176 | | | | |
| University or higher | 51 | 29 | 4 | 10 | 6 | 100 | 643 | | | | |
| DHS wealth index tertiles | | | | | | | | | | | |
| Poor third | 40 | 32 | 5 | 13 | 10 | 100 | 756 | | | | |
| Mid third | 43 | 29 | 4 | 13 | 11 | 100 | 799 | | | | |
| Rich third | 50 | 28 | 5 | 10 | 6 | 100 | 826 | | | | |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | | | | | | |
| Strongly agree | 43 | 30 | 4 | 12 | 11 | 100 | 523 | | | | |
| Agree | 38 | 35 | 5 | 14 | 7 | 100 | 845 | | | | |
| Neither agree nor disagree | 39 | 24 | 21 | 11 | 5 | 100 | 87 | | | | |
| Disagree | 43 | 33 | 3 | 15 | 7 | 100 | 337 | | | | |
| Strongly disagree | 64 | 14 | 3 | 5 | 14 | 100 | 390 | | | | |

n=All RSI

Table 9.5 It is acceptable for women to state her right to work in marriage contract

| | Strongly agree | | | Neither agree nor disagree | | | Disagree | | | Strongly disagree | | | Total | Sample size |
|--|----------------|-----------|----------------------------|----------------------------|-------------------|------------|-------------------|-----------|----------------------------|-------------------|----------------|------------|--------------|-------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Total | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree | Total | | |
| Total | 19 | 22 | 7 | 20 | 31 | 100 | 31 | 20 | 7 | 22 | 19 | 100 | 2 381 | |
| Age category | | | | | | | | | | | | | | |
| 18-34 | 19 | 21 | 7 | 21 | 31 | 100 | 31 | 21 | 7 | 21 | 19 | 100 | 1 305 | |
| 35-49 | 20 | 22 | 7 | 18 | 33 | 100 | 33 | 18 | 7 | 22 | 20 | 100 | 723 | |
| 50-64 | 18 | 23 | 7 | 23 | 30 | 100 | 30 | 23 | 7 | 23 | 18 | 100 | 353 | |
| Gender of RSI respondent | | | | | | | | | | | | | | |
| Male | 12 | 19 | 8 | 25 | 35 | 100 | 35 | 25 | 8 | 19 | 12 | 100 | 939 | |
| Female | 24 | 23 | 6 | 17 | 29 | 100 | 29 | 17 | 6 | 23 | 24 | 100 | 1 442 | |
| Highest education completed | | | | | | | | | | | | | | |
| Primary or Preparatory school | 17 | 23 | 8 | 21 | 32 | 100 | 32 | 21 | 8 | 23 | 17 | 100 | 472 | |
| Secondary school | 20 | 23 | 6 | 18 | 33 | 100 | 33 | 18 | 6 | 23 | 20 | 100 | 1 096 | |
| Upper intermediate | 13 | 17 | 13 | 31 | 26 | 100 | 26 | 31 | 13 | 17 | 13 | 100 | 174 | |
| University or higher | 21 | 21 | 8 | 21 | 29 | 100 | 29 | 21 | 8 | 21 | 21 | 100 | 639 | |
| DHS wealth index tertiles | | | | | | | | | | | | | | |
| Poor third | 20 | 21 | 6 | 22 | 32 | 100 | 32 | 22 | 6 | 21 | 20 | 100 | 751 | |
| Mid third | 18 | 20 | 9 | 20 | 33 | 100 | 33 | 20 | 9 | 20 | 18 | 100 | 794 | |
| Rich third | 21 | 24 | 6 | 19 | 30 | 100 | 30 | 19 | 6 | 24 | 21 | 100 | 819 | |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | | | | | | | | |
| Strongly agree | 24 | 16 | 6 | 18 | 37 | 100 | 37 | 18 | 6 | 16 | 24 | 100 | 519 | |
| Agree | 15 | 26 | 6 | 29 | 25 | 100 | 25 | 29 | 6 | 26 | 15 | 100 | 838 | |
| Neither agree nor disagree | 12 | 33 | 9 | 12 | 34 | 100 | 34 | 12 | 9 | 33 | 12 | 100 | 85 | |
| Disagree | 19 | 23 | 9 | 25 | 25 | 100 | 25 | 25 | 9 | 23 | 19 | 100 | 337 | |
| Strongly disagree | 27 | 13 | 2 | 6 | 52 | 100 | 52 | 6 | 2 | 13 | 27 | 100 | 388 | |
| Agreement with the statement 'It is acceptable for a woman to have a full time job outside the home before she is marrie | | | | | | | | | | | | | | |
| Strongly agree | 32 | 16 | 6 | 11 | 35 | 100 | 35 | 11 | 6 | 16 | 32 | 100 | 1 048 | |
| Agree | 11 | 29 | 10 | 28 | 22 | 100 | 22 | 28 | 10 | 29 | 11 | 100 | 700 | |
| Neither agree nor disagree | 5 | 40 | 16 | 25 | 13 | 100 | 13 | 25 | 16 | 40 | 5 | 100 | 114 | |
| Disagree | 7 | 23 | 4 | 43 | 23 | 100 | 23 | 43 | 4 | 23 | 7 | 100 | 287 | |
| Strongly disagree | 9 | 12 | 1 | 9 | 69 | 100 | 69 | 9 | 1 | 12 | 9 | 100 | 216 | |

n=All RSI

Table 9.6 It is acceptable for a man to state that his wife is prohibited from seeking employment in the marriage contract.

| | Neither agree nor disagree | | | Strongly disagree | | Total | Sample size |
|--|----------------------------|-----------|----------------------------|-------------------|-------------------|------------|--------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | | |
| Total | 12 | 21 | 7 | 22 | 38 | 100 | 2 391 |
| Age category | | | | | | | |
| 18-34 | 11 | 21 | 8 | 23 | 37 | 100 | 1 309 |
| 35-49 | 15 | 19 | 6 | 20 | 40 | 100 | 726 |
| 50-64 | 11 | 24 | 8 | 22 | 36 | 100 | 356 |
| Gender of RSI respondent | | | | | | | |
| Male | 15 | 23 | 9 | 23 | 31 | 100 | 945 |
| Female | 11 | 20 | 7 | 21 | 42 | 100 | 1 446 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 12 | 23 | 7 | 22 | 36 | 100 | 472 |
| Secondary school | 13 | 20 | 7 | 20 | 40 | 100 | 1 105 |
| Upper intermediate | 9 | 20 | 10 | 34 | 28 | 100 | 174 |
| University or higher | 13 | 20 | 8 | 22 | 37 | 100 | 640 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 13 | 22 | 7 | 22 | 36 | 100 | 754 |
| Mid third | 11 | 18 | 8 | 23 | 39 | 100 | 797 |
| Rich third | 13 | 23 | 6 | 20 | 38 | 100 | 824 |
| Agreement with the statement 'Ammiywa has a place as a written language.' | | | | | | | |
| Strongly agree | 15 | 18 | 7 | 16 | 45 | 100 | 522 |
| Agree | 10 | 23 | 7 | 29 | 31 | 100 | 841 |
| Neither agree nor disagree | 10 | 27 | 10 | 17 | 35 | 100 | 88 |
| Disagree | 12 | 22 | 8 | 26 | 32 | 100 | 338 |
| Strongly disagree | 18 | 12 | 3 | 9 | 59 | 100 | 388 |
| Agreement with the statement 'It is acceptable for women to state her right to work in marriage contract.' | | | | | | | |
| Strongly agree | 37 | 15 | 7 | 10 | 31 | 100 | 460 |
| Agree | 7 | 59 | 6 | 15 | 15 | 100 | 515 |
| Neither agree nor disagree | 6 | 12 | 51 | 25 | 6 | 100 | 170 |
| Disagree | 4 | 11 | 4 | 66 | 15 | 100 | 484 |
| Strongly disagree | 8 | 6 | 1 | 4 | 80 | 100 | 747 |

n=All RSI

Table 9.7 It is acceptable for a woman to run for parliament

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | | Total | Sample size |
|---|----------------|-----------|----------------------------|----------|----------------------------|------------|--------------|--|-------------------|--|-------|-------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Total | Total | | | | | |
| Total | 45 | 35 | 4 | 9 | 7 | 100 | 2 404 | | | | | |
| Age category | | | | | | | | | | | | |
| 18-34 | 44 | 34 | 5 | 9 | 8 | 100 | 1 317 | | | | | |
| 35-49 | 48 | 35 | 3 | 8 | 6 | 100 | 727 | | | | | |
| 50-64 | 43 | 37 | 3 | 10 | 7 | 100 | 360 | | | | | |
| Gender of RSI respondent | | | | | | | | | | | | |
| Male | 37 | 37 | 5 | 13 | 9 | 100 | 951 | | | | | |
| Female | 51 | 34 | 4 | 6 | 6 | 100 | 1 453 | | | | | |
| Highest education completed | | | | | | | | | | | | |
| Primary or Preparatory school | 41 | 34 | 4 | 13 | 9 | 100 | 474 | | | | | |
| Secondary school | 45 | 36 | 4 | 8 | 7 | 100 | 1 109 | | | | | |
| Upper intermediate | 33 | 35 | 6 | 16 | 10 | 100 | 176 | | | | | |
| University or higher | 53 | 33 | 3 | 6 | 5 | 100 | 645 | | | | | |
| DHS wealth index tertiles | | | | | | | | | | | | |
| Poor third | 40 | 34 | 5 | 12 | 9 | 100 | 757 | | | | | |
| Mid third | 47 | 35 | 3 | 8 | 7 | 100 | 800 | | | | | |
| Rich third | 48 | 36 | 4 | 7 | 5 | 100 | 830 | | | | | |
| Agreement with the statement 'Amniyya has a place as a written language.' | | | | | | | | | | | | |
| Strongly agree | 48 | 29 | 6 | 8 | 10 | 100 | 524 | | | | | |
| Agree | 33 | 45 | 5 | 13 | 4 | 100 | 847 | | | | | |
| Neither agree nor disagree | 32 | 40 | 8 | 9 | 10 | 100 | 87 | | | | | |
| Disagree | 46 | 40 | 2 | 6 | 6 | 100 | 340 | | | | | |
| Strongly disagree | 65 | 19 | 2 | 3 | 12 | 100 | 389 | | | | | |

n=All RSI

Table 9.8 It is acceptable for a woman to run for president

| | Strongly agree | | | Neither agree nor disagree | | Disagree | | Strongly disagree | | Total | Sample size |
|--|----------------|-----------|----------------------------|----------------------------|-------------------|------------|------------|-------------------|--|-------|-------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Total | Total | | | | |
| Total | 22 | 16 | 4 | 20 | 38 | 100 | 100 | 2 392 | | | |
| Age category | | | | | | | | | | | |
| 18-34 | 21 | 16 | 4 | 19 | 40 | 100 | 100 | 1 311 | | | |
| 35-49 | 23 | 16 | 4 | 20 | 37 | 100 | 100 | 722 | | | |
| 50-64 | 26 | 14 | 4 | 22 | 34 | 100 | 100 | 359 | | | |
| Gender of RSI respondent | | | | | | | | | | | |
| Male | 15 | 12 | 5 | 25 | 43 | 100 | 100 | 951 | | | |
| Female | 27 | 18 | 4 | 16 | 35 | 100 | 100 | 1 441 | | | |
| Highest education completed | | | | | | | | | | | |
| Primary or Preparatory school | 20 | 15 | 4 | 19 | 42 | 100 | 100 | 467 | | | |
| Secondary school | 22 | 17 | 4 | 18 | 39 | 100 | 100 | 1 104 | | | |
| Upper intermediate | 15 | 15 | 7 | 30 | 33 | 100 | 100 | 176 | | | |
| University or higher | 26 | 14 | 4 | 22 | 34 | 100 | 100 | 645 | | | |
| DHS wealth index tertiles | | | | | | | | | | | |
| Poor third | 20 | 15 | 4 | 21 | 40 | 100 | 100 | 750 | | | |
| Mid third | 22 | 17 | 3 | 18 | 40 | 100 | 100 | 799 | | | |
| Rich third | 24 | 16 | 5 | 21 | 34 | 100 | 100 | 826 | | | |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | | | | | |
| Strongly agree | 24 | 14 | 2 | 18 | 41 | 100 | 100 | 519 | | | |
| Agree | 16 | 18 | 7 | 28 | 32 | 100 | 100 | 841 | | | |
| Neither agree nor disagree | 10 | 14 | 16 | 22 | 39 | 100 | 100 | 88 | | | |
| Disagree | 24 | 21 | 2 | 20 | 33 | 100 | 100 | 340 | | | |
| Strongly disagree | 36 | 11 | 2 | 5 | 46 | 100 | 100 | 390 | | | |
| Agreement with the statement 'It is acceptable for a woman to run for parliament.' | | | | | | | | | | | |
| Strongly agree | 45 | 13 | 1 | 11 | 30 | 100 | 100 | 1 083 | | | |
| Agree | 4 | 28 | 5 | 26 | 37 | 100 | 100 | 827 | | | |
| Neither agree nor disagree | 5 | 6 | 44 | 19 | 26 | 100 | 100 | 94 | | | |
| Disagree | 2 | | | 59 | 38 | 100 | 100 | 216 | | | |
| Strongly disagree | 1 | 1 | 1 | 1 | 97 | 100 | 100 | 168 | | | |

n=All RSI

Table 9.9 There should be more women participating in public life and politics than what is the case today

| | Neither agree nor disagree | | | Strongly disagree | | Total | Sample size |
|---|----------------------------|-----------|----------------------------|-------------------|-------------------|------------|--------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | | |
| Total | 42 | 35 | 7 | 10 | 5 | 100 | 2 387 |
| Age category | | | | | | | |
| 18-34 | 41 | 36 | 7 | 10 | 6 | 100 | 1 303 |
| 35-49 | 44 | 36 | 6 | 9 | 5 | 100 | 724 |
| 50-64 | 42 | 32 | 9 | 12 | 4 | 100 | 360 |
| Gender of RSI respondent | | | | | | | |
| Male | 32 | 37 | 9 | 14 | 7 | 100 | 942 |
| Female | 49 | 34 | 6 | 7 | 4 | 100 | 1 445 |
| Highest education completed | | | | | | | |
| Primary or Preparatory school | 37 | 37 | 8 | 11 | 7 | 100 | 465 |
| Secondary school | 43 | 34 | 7 | 10 | 5 | 100 | 1 104 |
| Upper intermediate | 32 | 42 | 7 | 15 | 5 | 100 | 175 |
| University or higher | 47 | 35 | 6 | 8 | 4 | 100 | 643 |
| DHS wealth index tertiles | | | | | | | |
| Poor third | 37 | 36 | 8 | 12 | 7 | 100 | 746 |
| Mid third | 42 | 36 | 6 | 10 | 6 | 100 | 796 |
| Rich third | 46 | 35 | 8 | 8 | 3 | 100 | 828 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | | |
| Strongly agree | 42 | 33 | 7 | 10 | 8 | 100 | 514 |
| Agree | 32 | 43 | 10 | 12 | 4 | 100 | 840 |
| Neither agree nor disagree | 33 | 29 | 18 | 16 | 4 | 100 | 89 |
| Disagree | 43 | 37 | 4 | 12 | 4 | 100 | 339 |
| Strongly disagree | 63 | 23 | 3 | 4 | 7 | 100 | 391 |
| Agreement with the statement 'It is acceptable for a man to state that his wife is prohibited from seeking employment in parliament.' | | | | | | | |
| Strongly agree | 59 | 17 | 6 | 8 | 10 | 100 | 290 |
| Agree | 26 | 43 | 13 | 14 | 4 | 100 | 490 |
| Neither agree nor disagree | 43 | 29 | 18 | 9 | 1 | 100 | 174 |
| Disagree | 26 | 50 | 5 | 17 | 2 | 100 | 510 |
| Strongly disagree | 54 | 31 | 4 | 5 | 7 | 100 | 900 |
| Agreement with the statement 'It is acceptable for a woman to run for parliament.' | | | | | | | |
| Strongly agree | 77 | 17 | 2 | 2 | 2 | 100 | 1 082 |
| Agree | 14 | 65 | 8 | 11 | 2 | 100 | 820 |
| Neither agree nor disagree | 7 | 27 | 47 | 16 | 2 | 100 | 95 |
| Disagree | 9 | 34 | 11 | 44 | 2 | 100 | 216 |
| Strongly disagree | 13 | 21 | 9 | 11 | 46 | 100 | 168 |
| Agreement with the statement 'It is acceptable for women to state her right to work in marriage contract.' | | | | | | | |
| Strongly agree | 71 | 19 | 4 | 4 | 3 | 100 | 459 |
| Agree | 31 | 45 | 12 | 11 | 2 | 100 | 508 |
| Neither agree nor disagree | 41 | 33 | 15 | 8 | 2 | 100 | 169 |
| Disagree | 25 | 47 | 6 | 19 | 2 | 100 | 477 |
| Strongly disagree | 43 | 32 | 5 | 8 | 12 | 100 | 742 |

n=All RSI

Table 9.10 It is for the girl to choose/decide who she marries, not her family

| | Strongly agree | | | Neither agree nor disagree | | Disagree | | Strongly disagree | | Total | Sample size |
|---|----------------|-----------|----------------------------|----------------------------|-------------------|------------|------------|-------------------|--|-------|-------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Total | Total | | | | |
| Total | 39 | 33 | 11 | 11 | 7 | 100 | 100 | 2 405 | | | |
| Age category | | | | | | | | | | | |
| 18-34 | 43 | 33 | 9 | 9 | 5 | 100 | 100 | 1 317 | | | |
| 35-49 | 36 | 30 | 13 | 11 | 10 | 100 | 100 | 727 | | | |
| 50-64 | 30 | 37 | 12 | 15 | 5 | 100 | 100 | 361 | | | |
| Gender of RSI respondent | | | | | | | | | | | |
| Male | 34 | 37 | 11 | 11 | 7 | 100 | 100 | 946 | | | |
| Female | 43 | 30 | 11 | 10 | 7 | 100 | 100 | 1 459 | | | |
| Highest education completed | | | | | | | | | | | |
| Primary or Preparatory school | 37 | 33 | 10 | 13 | 7 | 100 | 100 | 475 | | | |
| Secondary school | 41 | 30 | 9 | 12 | 8 | 100 | 100 | 1 110 | | | |
| Upper intermediate | 29 | 47 | 13 | 10 | 2 | 100 | 100 | 176 | | | |
| University or higher | 41 | 32 | 13 | 7 | 6 | 100 | 100 | 644 | | | |
| DHS wealth index tertiles | | | | | | | | | | | |
| Poor third | 37 | 33 | 10 | 13 | 7 | 100 | 100 | 759 | | | |
| Mid third | 39 | 32 | 11 | 11 | 6 | 100 | 100 | 799 | | | |
| Rich third | 40 | 33 | 11 | 8 | 7 | 100 | 100 | 830 | | | |
| Agreement with the statement 'Ammiyaa has a place as a written language.' | | | | | | | | | | | |
| Strongly agree | 44 | 30 | 11 | 11 | 4 | 100 | 100 | 523 | | | |
| Agree | 34 | 41 | 9 | 13 | 3 | 100 | 100 | 847 | | | |
| Neither agree nor disagree | 27 | 37 | 20 | 9 | 7 | 100 | 100 | 89 | | | |
| Disagree | 38 | 35 | 11 | 10 | 5 | 100 | 100 | 340 | | | |
| Strongly disagree | 42 | 17 | 13 | 7 | 21 | 100 | 100 | 389 | | | |

n=All RSI

Table 9.11 It is acceptable to for a woman to seek khul' from her husband

| | Neither agree nor disagree | | | | Total | Sample size |
|--|----------------------------|-----------|-----------|-------------------|------------|--------------|
| | Strongly agree | Agree | Disagree | Strongly disagree | | |
| Total | 28 | 34 | 12 | 21 | 100 | 2 373 |
| Age category | | | | | | |
| 18-34 | 29 | 33 | 12 | 20 | 100 | 1 301 |
| 35-49 | 28 | 34 | 11 | 22 | 100 | 720 |
| 50-64 | 25 | 39 | 12 | 20 | 100 | 352 |
| Gender of RSI respondent | | | | | | |
| Male | 18 | 36 | 16 | 25 | 100 | 937 |
| Female | 35 | 33 | 9 | 17 | 100 | 1 436 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 26 | 31 | 15 | 25 | 100 | 465 |
| Secondary school | 29 | 33 | 12 | 21 | 100 | 1 095 |
| Upper intermediate | 21 | 51 | 12 | 11 | 100 | 174 |
| University or higher | 31 | 36 | 9 | 19 | 100 | 639 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 28 | 33 | 15 | 19 | 100 | 744 |
| Mid third | 25 | 34 | 13 | 25 | 100 | 793 |
| Rich third | 32 | 36 | 9 | 17 | 100 | 819 |
| Agreement with the statement 'Ammiya has a place as a written language.' | | | | | | |
| Strongly agree | 32 | 26 | 12 | 25 | 100 | 515 |
| Agree | 22 | 42 | 14 | 16 | 100 | 832 |
| Neither agree nor disagree | 25 | 44 | 8 | 18 | 100 | 87 |
| Disagree | 26 | 39 | 13 | 18 | 100 | 338 |
| Strongly disagree | 40 | 24 | 3 | 29 | 100 | 388 |
| Agreement with the statement 'It is for the girl to choose/decide who she marries not her family.' | | | | | | |
| Strongly agree | 48 | 22 | 7 | 18 | 100 | 927 |
| Agree | 10 | 51 | 14 | 21 | 100 | 769 |
| Neither agree nor disagree | 23 | 39 | 11 | 20 | 100 | 257 |
| Disagree | 13 | 39 | 28 | 17 | 100 | 255 |
| Strongly disagree | 33 | 15 | 6 | 43 | 100 | 159 |

n=All RSI

Table 9.12 It is acceptable for a woman to stipulate in the marriage contract that she has 'isma [the right/power to divorce her husband

| | Neither agree nor disagree | | | | Strongly disagree | | Total | Sample size |
|---|----------------------------|----------|----------------------------|-----------|-------------------|------------|--------------|-------------|
| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | | | |
| Total | 7 | 7 | 3 | 19 | 64 | 100 | 2 373 | |
| Age category | | | | | | | | |
| 18-34 | 8 | 7 | 3 | 18 | 64 | 100 | 1 300 | |
| 35-49 | 6 | 8 | 3 | 19 | 64 | 100 | 719 | |
| 50-64 | 5 | 7 | 2 | 18 | 67 | 100 | 354 | |
| Gender of RSI respondent | | | | | | | | |
| Male | 5 | 6 | 2 | 19 | 68 | 100 | 941 | |
| Female | 9 | 8 | 3 | 18 | 62 | 100 | 1 432 | |
| Highest education completed | | | | | | | | |
| Primary or Preparatory school | 9 | 7 | 1 | 20 | 63 | 100 | 465 | |
| Secondary school | 7 | 6 | 3 | 18 | 66 | 100 | 1 100 | |
| Upper intermediate | 5 | 5 | 2 | 28 | 60 | 100 | 174 | |
| University or higher | 7 | 10 | 4 | 16 | 64 | 100 | 634 | |
| DHS wealth index tertiles | | | | | | | | |
| Poor third | 8 | 8 | 2 | 21 | 61 | 100 | 748 | |
| Mid third | 7 | 6 | 2 | 16 | 68 | 100 | 795 | |
| Rich third | 7 | 7 | 4 | 19 | 63 | 100 | 813 | |
| Agreement with the statement ' 'Ammiyya has a place as a written language.' | | | | | | | | |
| Strongly agree | 6 | 6 | 3 | 14 | 71 | 100 | 514 | |
| Agree | 3 | 7 | 2 | 28 | 60 | 100 | 833 | |
| Neither agree nor disagree | 8 | 9 | 6 | 13 | 64 | 100 | 86 | |
| Disagree | 6 | 9 | 2 | 21 | 63 | 100 | 338 | |
| Strongly disagree | 15 | 8 | 4 | 4 | 69 | 100 | 388 | |
| Agreement with the statement 'It is acceptable for a woman to seek khul' from her husband.' | | | | | | | | |
| Strongly agree | 18 | 7 | 4 | 14 | 56 | 100 | 668 | |
| Agree | 3 | 11 | 2 | 25 | 59 | 100 | 809 | |
| Neither agree nor disagree | 11 | 13 | 9 | 12 | 55 | 100 | 114 | |
| Disagree | 2 | 4 | 1 | 41 | 52 | 100 | 280 | |
| Strongly disagree | 1 | 1 | 1 | 4 | 93 | 100 | 484 | |

n=All RSI

Table 9.13 It is not unjust for a family to prioritize the education of the boy over the girl if they can't afford to send both of them to school

| | Neither agree nor disagree | | | | Total | Sample size |
|---|----------------------------|----------|-----------|-------------------|------------|--------------|
| | Strongly agree | Agree | Disagree | Strongly disagree | | |
| Total | 4 | 4 | 14 | 73 | 100 | 2 404 |
| Age category | | | | | | |
| 18-34 | 5 | 5 | 14 | 72 | 100 | 1 316 |
| 35-49 | 5 | 3 | 15 | 73 | 100 | 727 |
| 50-64 | 2 | 3 | 14 | 78 | 100 | 361 |
| Gender of RSI respondent | | | | | | |
| Male | 4 | 6 | 15 | 72 | 100 | 949 |
| Female | 5 | 3 | 14 | 74 | 100 | 1 455 |
| Highest education completed | | | | | | |
| Primary or Preparatory school | 5 | 6 | 18 | 67 | 100 | 473 |
| Secondary school | 5 | 4 | 15 | 71 | 100 | 1 110 |
| Upper intermediate | 5 | 3 | 11 | 80 | 100 | 176 |
| University or higher | 4 | 3 | 11 | 78 | 100 | 645 |
| DHS wealth index tertiles | | | | | | |
| Poor third | 6 | 4 | 17 | 69 | 100 | 759 |
| Mid third | 5 | 5 | 15 | 70 | 100 | 801 |
| Rich third | 2 | 4 | 12 | 79 | 100 | 827 |
| Agreement with the statement 'Ammiyya has a place as a written language.' | | | | | | |
| Strongly agree | 5 | 6 | 8 | 74 | 100 | 525 |
| Agree | 2 | 4 | 23 | 70 | 100 | 843 |
| Neither agree nor disagree | 1 | 1 | 26 | 67 | 100 | 89 |
| Disagree | 2 | 4 | 15 | 76 | 100 | 340 |
| Strongly disagree | 11 | 2 | 2 | 75 | 100 | 390 |

n=All RSI

Table 9.14 Who did you vote for the first round in the presidential election 2012

| | Amr Moussa | Hamedeen Sabbahi | Abd al-Moneim Abul-Fotouh | Mohammed Morsi | Khaled Ali | Ahmed Shafiq | Blank vote | Did not vote in the election | Others | Total | Sample size |
|---|------------|------------------|---------------------------|----------------|------------|--------------|------------|------------------------------|----------|------------|--------------|
| Total | 3 | 16 | 7 | 21 | 21 | 21 | 1 | 30 | 1 | 100 | 2 336 |
| Age category | | | | | | | | | | | |
| 18-34 | 3 | 15 | 7 | 17 | 18 | 18 | 1 | 38 | 1 | 100 | 1 293 |
| 35-49 | 3 | 16 | 8 | 26 | 25 | 25 | 1 | 20 | 2 | 100 | 696 |
| 50-64 | 4 | 16 | 7 | 27 | - | 23 | 1 | 18 | 3 | 100 | 347 |
| Gender of RSI respondent | | | | | | | | | | | |
| Male | 3 | 16 | 8 | 24 | 23 | 23 | 1 | 25 | 1 | 100 | 921 |
| Female | 3 | 16 | 7 | 20 | 20 | 20 | 1 | 33 | 1 | 100 | 1 415 |
| Highest education completed | | | | | | | | | | | |
| Primary or Preparatory school | 1 | 10 | 4 | 20 | 16 | 16 | 1 | 46 | 1 | 100 | 475 |
| Secondary school | 2 | 15 | 6 | 23 | 21 | 21 | 1 | 31 | 1 | 100 | 1 084 |
| Upper intermediate | 4 | 17 | 7 | 27 | 1 | 16 | 3 | 24 | 2 | 100 | 168 |
| University or higher | 5 | 20 | 12 | 18 | - | 26 | 1 | 16 | 1 | 100 | 609 |
| DHS wealth index tertiles | | | | | | | | | | | |
| Poor third | 2 | 11 | 5 | 23 | 17 | 17 | 1 | 41 | 1 | 100 | 742 |
| Mid third | 2 | 16 | 7 | 21 | 21 | 21 | 1 | 28 | 2 | 100 | 783 |
| Rich third | 4 | 20 | 9 | 20 | 25 | 25 | 1 | 20 | 1 | 100 | 795 |
| Agreement with the statement 'Amriyya has a place as a written language.' | | | | | | | | | | | |
| Strongly agree | 2 | 14 | 8 | 20 | 25 | 25 | 1 | 30 | 1 | 100 | 517 |
| Agree | 3 | 15 | 7 | 21 | 22 | 22 | 1 | 30 | 1 | 100 | 819 |
| Neither agree nor disagree | 2 | 11 | 7 | 15 | - | 24 | 2 | 30 | 8 | 100 | 84 |
| Disagree | 2 | 20 | 9 | 25 | - | 18 | 1 | 26 | 1 | 100 | 329 |
| Strongly disagree | 5 | 18 | 8 | 23 | 1 | 17 | 1 | 27 | 1 | 100 | 376 |

n=All RSI

Table 9.15 What did you vote on the constitution, December 2012

| | Total | | | Total | Sample size |
|---|-----------|-----------|------------|-----------|--------------|
| | Yes | No | Blank vote | | |
| Total | 28 | 24 | 2 | 46 | 2 378 |
| Age category | | | | | |
| 18-34 | 23 | 24 | 2 | 51 | 1 309 |
| 35-49 | 33 | 25 | 2 | 40 | 715 |
| 50-64 | 36 | 25 | 3 | 36 | 354 |
| Gender of RSI respondent | | | | | |
| Male | 34 | 27 | 2 | 36 | 938 |
| Female | 24 | 22 | 2 | 52 | 1 440 |
| Highest education completed | | | | | |
| Primary or Preparatory school | 20 | 15 | 2 | 63 | 476 |
| Secondary school | 28 | 23 | 2 | 48 | 1 103 |
| Upper intermediate | 31 | 24 | 5 | 40 | 173 |
| University or higher | 33 | 34 | 3 | 31 | 626 |
| DHS wealth index tertiles | | | | | |
| Poor third | 24 | 19 | 1 | 56 | 752 |
| Mid third | 28 | 23 | 2 | 47 | 798 |
| Rich third | 32 | 31 | 4 | 33 | 812 |
| Agreement with the statement 'Ammiyva has a place as a written language.' | | | | | |
| Strongly agree | 23 | 23 | 2 | 52 | 522 |
| Agree | 29 | 25 | 2 | 44 | 834 |
| Neither agree nor disagree | 28 | 22 | 3 | 47 | 86 |
| Disagree | 35 | 23 | 4 | 38 | 337 |
| Strongly disagree | 28 | 28 | 3 | 41 | 386 |

n=All RSI

Language Change in Egypt: Social and Cultural Indicators Survey

This tabulation report presents the results from a survey conducted in Greater Cairo, 2013. The main goal of the survey is to explore the nature of language attitudes and practices in Egypt. The importance of the subject lies in that Egypt is not only in the midst of political upheaval, but also a linguistic one. The Arabic standard language (*fusha*), which has been regarded as the dominant high variety, is now being challenged by the rise of colloquial Arabic (*'ammiyya*) in both writing and teaching. This survey is the first attempt of mapping the extent and nature of this development. Some of the questions addressed are: How widespread is the use of written *'ammiyya*? How is the increasing use of written *'ammiyya* perceived by literate Egyptians? Is there a link between people's political and social attitudes and the way they look at language?



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www.fafo.no/english/

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