

**DHS EdDATA  
EDUCATION PROFILE**

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**Nicaragua  
1997 and 2001**



# DHS EdData Education Profiles

## DHS EdData Education Profiles

This series of country education profiles uses internationally comparable data from USAID's Demographic and Health Surveys (DHS) to characterize children's participation in primary and secondary schooling and adults' schooling attainment and literacy. These profiles provide information that, combined with other country-specific data, can inform education decision-making. Although the DHS began collecting education data in 1984, there was no systematic effort to analyze and present these data in a format accessible to education planners and policy-makers until the DHS EdData Activity began in 1999.

In 2000, the DHS EdData Education Profiles for Africa were produced for nine sub-Saharan African countries. The current set of profiles updates those original profiles with data from recent DHS surveys, and adds to the number of countries profiled. In addition to the thirteen country profiles for sub-Saharan Africa (Benin, Ethiopia, Ghana, Guinea, Kenya, Malawi, Mali, Namibia, Nigeria, Rwanda, South Africa, Uganda, and Zambia), the current series includes profiles for countries in the ANE (Bangladesh, Cambodia, Egypt, India, and Nepal), LAC (Guatemala, Haiti, Nicaragua, and Peru), and E&E (Kazakhstan and Uzbekistan) regions.

## Data Presented in the Profiles

These profiles present data from nationally representative household surveys, which provide data at the household and individual levels. The data include educational attainment and schooling status of household members, which allow for the calculation of net and gross attendance ratios (disaggregated by sex, urban/rural residence, and region); the percentage of students under age, on time, and over age, by grade; age-specific schooling status of youth (attending, dropped out, never attended); and adult primary and secondary school completion rates and educational attainment. Recent surveys provide data on repetition, dropout, and survival rates by primary school grade. The DHS also provides information on men's and women's literacy rates for a selected age range.

## A Supplement to Other Sources of Education Data

The DHS measures of children's school attendance rates differ from, and supplement, traditional sources of international statistics, such as those produced by ministries of education or UNESCO. Statistics on children's participation in schooling usually are derived from country data on children's school enrollment, which are collected from school records and used to produce net and gross enrollment ratios (NER and GER).

DHS, on the other hand, measures children's participation in schooling using data on school attendance, collected from a representative sample of households. Net and gross attendance ratios (NAR and GAR) are calculated based on questions about whether children attend (or go to) school. While the NAR and GAR may be seen as proxies for the more commonly used NER and GER, discrepancies between attendance and enrollment ratios can be expected.

## DHS EdData

The DHS EdData Activity is supported primarily by USAID's Office of Education in the Bureau for Economic Growth, Agriculture and Trade, with additional support from USAID's Africa Bureau. DHS EdData is closely linked to the population and health sector DHS. In addition to analyzing the education data collected by the DHS, DHS EdData conducts various data collection activities, including in-depth household education surveys in a subset of DHS households.

The DHS EdData household survey focuses on issues surrounding the household demand for schooling in order to provide information about the decisions households make about how much of what kind of education to invest in for household members. Specific topics in the core survey include: the reasons for school-age children never having attended school or having dropped out of school, household expenditures on schooling, parent/guardians' perceptions of the benefits of schooling and of school quality, distances and travel times to schools, and the frequency of and reasons for student absenteeism.

Data on these topics, together with the information from the DHS, provide information useful for education policy and program planning and for monitoring USAID basic education activities. The linkage between the DHS EdData and the DHS surveys allows for an analysis of the relationships between education and health, nutrition, family planning, and other individual and household characteristics.

# Nicaragua

## DHS EdData Education Profile: 1997 and 2001

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The Nicaragua Demographic and Health Surveys (DHS) were conducted in 1997 and 2001.<sup>1</sup> Having data from two surveys allows for an analysis of changes in the educational setting over time.

### Key Findings

**Rates of primary school attendance among children age 7-12 were moderate, and increased between 1997 and 2001.**

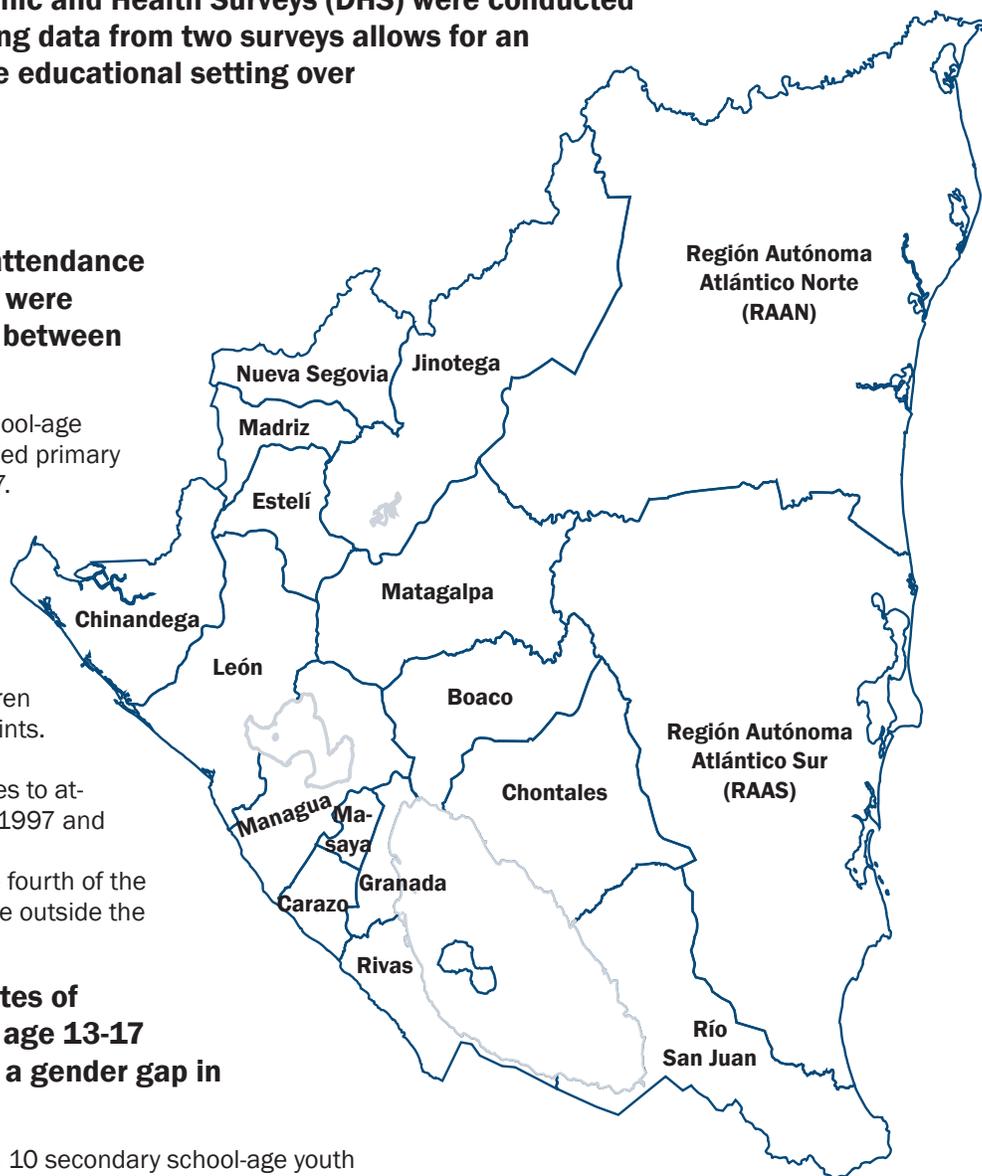
- In 2001, 77% of primary school-age children in Nicaragua attended primary school, up from 66% in 1997.
- Primary school attendance among female children age 7-12 increased 13 percentage points between 1997 and 2001. During the same period, primary school attendance among male children increased 11 percentage points.
- School-age females were slightly more likely than males to attend primary school in both 1997 and 2001.
- In both 1997 and 2001, one fourth of the primary school students were outside the primary school age range.

**At the secondary level, rates of attendance among youth age 13-17 remained moderate, with a gender gap in favor of females.**

- In both 1997 and 2001, 4 in 10 secondary school-age youth attended secondary school.
- In 2001, attendance ratios among youth age 13-17 were higher for female youth (45%) than male youth (35%).

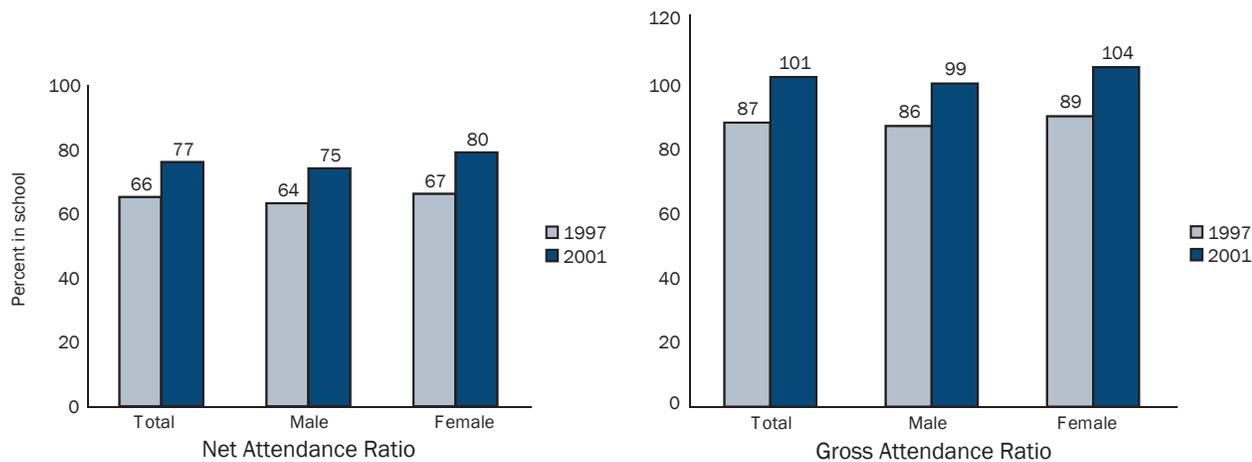
**Adult educational attainment changed little from 1997 to 2001 and gender differences remained minimal. In 2001, literacy was high among both male and female adults.**

- In 1997 and 2001, half of the population age 15 and older had completed primary school.
- In both 1997 and 2001, 18% of the population age 20 and older had completed secondary school.
- In 2001, 85% of women age 15-49 and 87% of men age 15-59 could read.



<sup>1</sup> The 1997 survey was administered to 11,528 households, and 13,634 women age 15-49 and 2,912 men age 15-59 from those households. The 2001 survey was administered to 11,328 households, and 13,060 women age 15-49 from those households.

# Primary School Attendance Ratios: 1997 and 2001



Source: NDHS 1997 and 2001

The net attendance ratio (NAR) is the percentage of the official primary school-age population (age 7-12 in Nicaragua) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school—regardless of age—expressed as a percentage of the official primary school-age population.

## Primary Net Attendance Ratio (NAR)

**The percentage of children age 7-12 attending primary school increased by 11 percentage points between 1997 and 2001.**

- In 2001, 77% of school-age children in Nicaragua attended primary school, up from 66% in 1997.

**School-age females were slightly more likely than males to attend primary school in 2001 and 1997.**

## Primary Gross Attendance Ratio (GAR)

**Many of the children attending primary school are outside of the official age range (as reflected in the difference between net and gross attendance ratios).** This can have tremendous impact on the educational infrastructure, the experience in the classroom and education planning.

**The percentage of students outside the official school age range (either younger than 7 or older than 12) was substantial and remained the same between 1997 and 2001.**

- Students over or under the official primary school age range made up one-fourth of the primary school population in both 2001 ( $(\text{GAR } 101 - \text{NAR } 77) / \text{GAR } 101$ ) and 1997 ( $(\text{GAR } 87 - \text{NAR } 66) / \text{GAR } 87$ ).

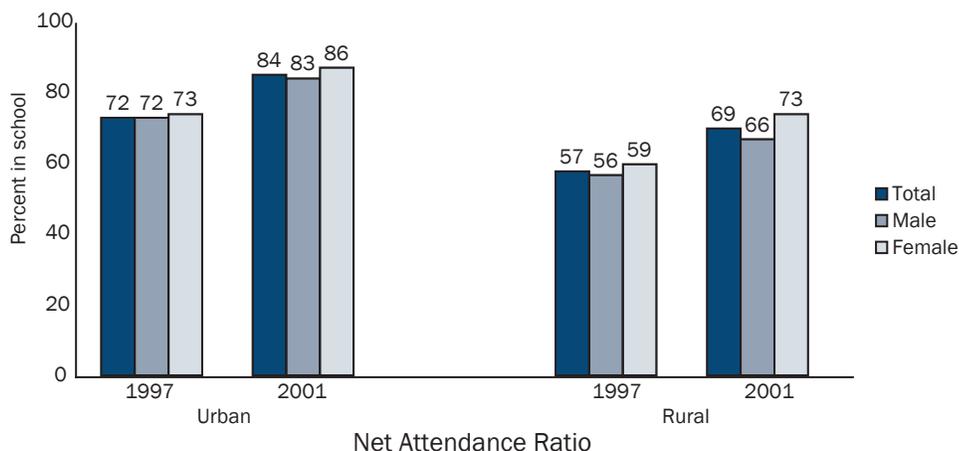
**In 2001 and 1997, among youth of all ages, females were slightly more likely than males to attend primary school.**

- In 2001, the gross attendance ratio (GAR) among females was 104, compared with 99 among males.

# Primary School Net Attendance Ratio (NAR) by Urban/Rural: 1997 and 2001

In both 1997 and 2001, children age 7-12 in urban areas were more likely to attend primary school than children in rural areas.

- In 2001, 84% of children age 7-12 in urban areas attended primary school, compared to 69% in rural areas.
- In 1997, 72% of primary school-age children in urban areas attended primary school, compared to 57% of children in rural areas.



Source: NDHS 1997 and 2001

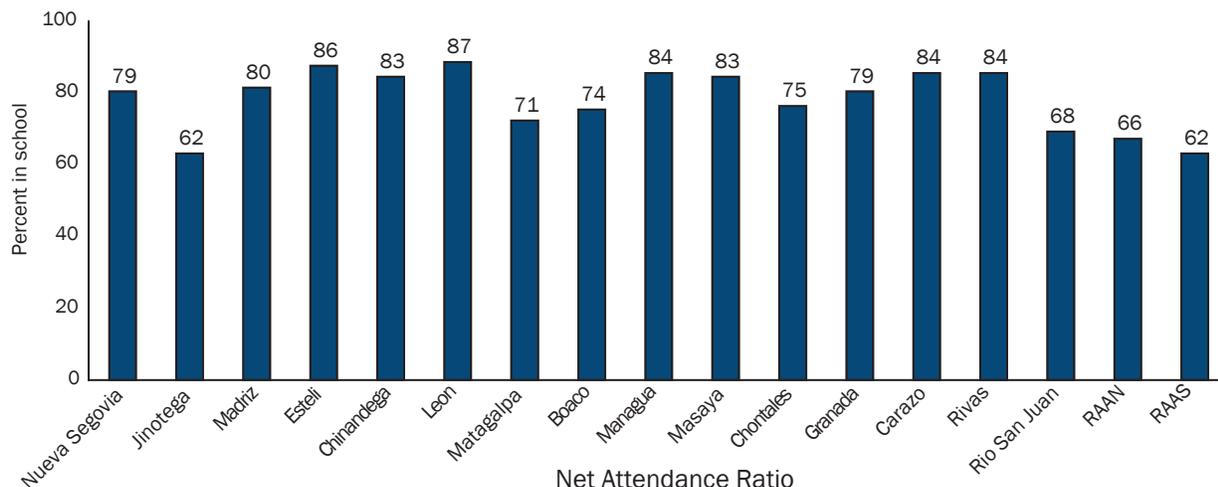
# Primary School Net Attendance Ratio (NAR) by Department: 2001

In 2001 and 1997, there were differences by department in primary school attendance in Nicaragua (data from 1997 not shown).

- In 2001, the rate of primary school attendance among school-age children was highest in the Leon (87%) and Esteli (86%) departments, and lowest in the Jinotega and RAAS departments (62% for both).
- In most departments, between 1997 and 2001, the NAR increased substantially. In Boaco, for instance, the NAR increased from 47% in 1997 to 74% in 2001.

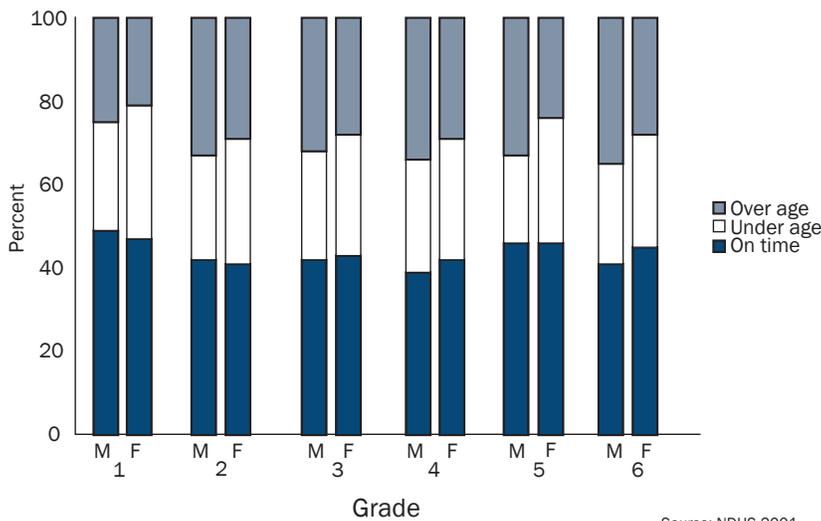
In 2001, the percentage of school-age children attending primary school was slightly higher for females than males in all departments (gender-disaggregated data not shown).

- The percentage point gap was widest in the Nueva Segovia department, with 85% of females and 73% of males age 7-12



Source: NDHS 2001

# Over-Age, Under-Age, and On-time Students in Primary School: 2001



Source: NDHS 2001

**In 2001, 23% of students in grade 1 and 31% of students in grade 6 were over age for the grade attended.**

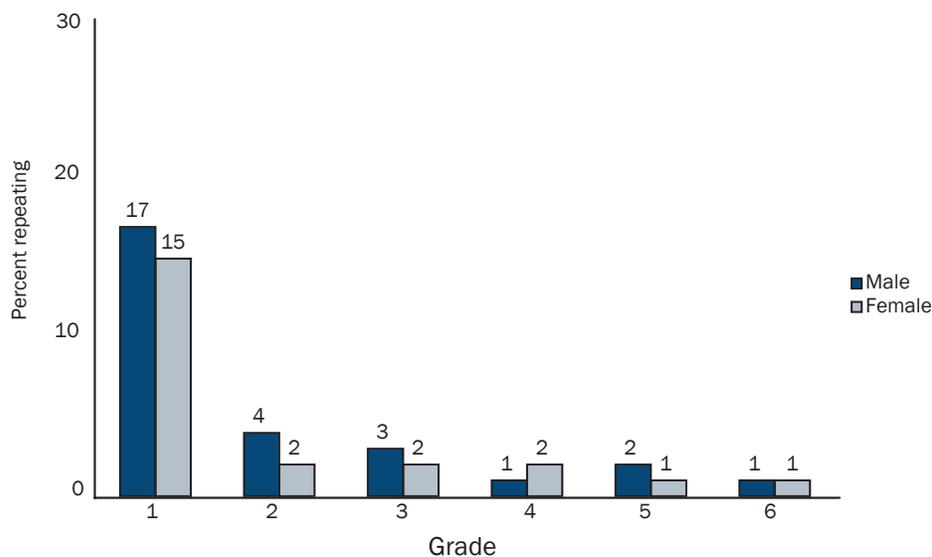
- In 1997 and 2001, throughout the primary cycle, male students were more likely than female students to be over age for the grade attended (data for 1997 not shown).

Students are considered to be over age if they are two or more years older, and under age if they are one or more years younger, than the official age for their grade. Students are considered to be on time if they are of the official age, or are one year older than the official age for their grade. Since the official age of entry to grade 1 is age 7 in Nicaragua, a grade 1 student who is age 7 or 8 is considered to be on time, a student age 9 or older is over age, and a student age 6 or younger is under age. This indicator—under age, on time, or over age for grade—differs from the percentage of primary school students outside the primary school age range (see page 2) in that the proportion of students over age, on time, and under age is calculated for each primary school grade, rather than for primary school overall.

## Primary School Repetition: 2001<sup>2</sup>

**In 2001, grade repetition was substantial in grade 1, and minimal in the remaining primary grades.**

- 17% of male and 15% of female students attending grade 1 in 2001 were repeating the grade.
- Grade repetition was low (1% to 4%) in the remaining grades, with no major gender differences.



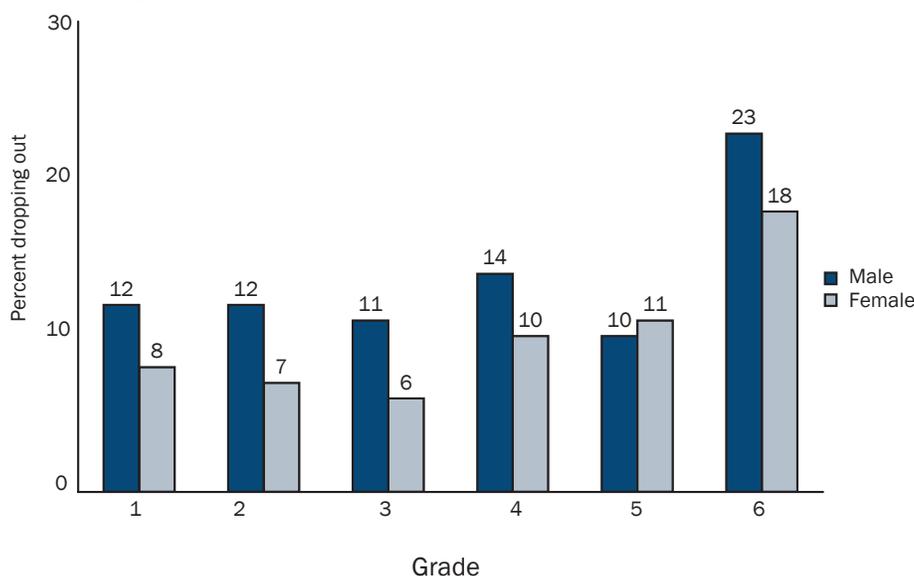
Source: NDHS 2001

<sup>2</sup> Data on repetition rates are not available from the 1997 survey.

# Primary School Dropout: 2001<sup>3</sup>

**In 2001, the percentage of students dropping out of school was sizeable throughout the primary cycle, and highest in grade 6.**

- From 2000 to 2001, 12% of male and 8% of female students in grade 1 dropped out of school.
- The dropout rate in the final grade of primary school was nearly 1 in 4 (23%) for males and 1 in 5 (18%) for females.
- In the remaining grades, dropout rates ranged from 6% to 14%.
- Throughout the primary cycle, males were more likely than females to drop out of school.



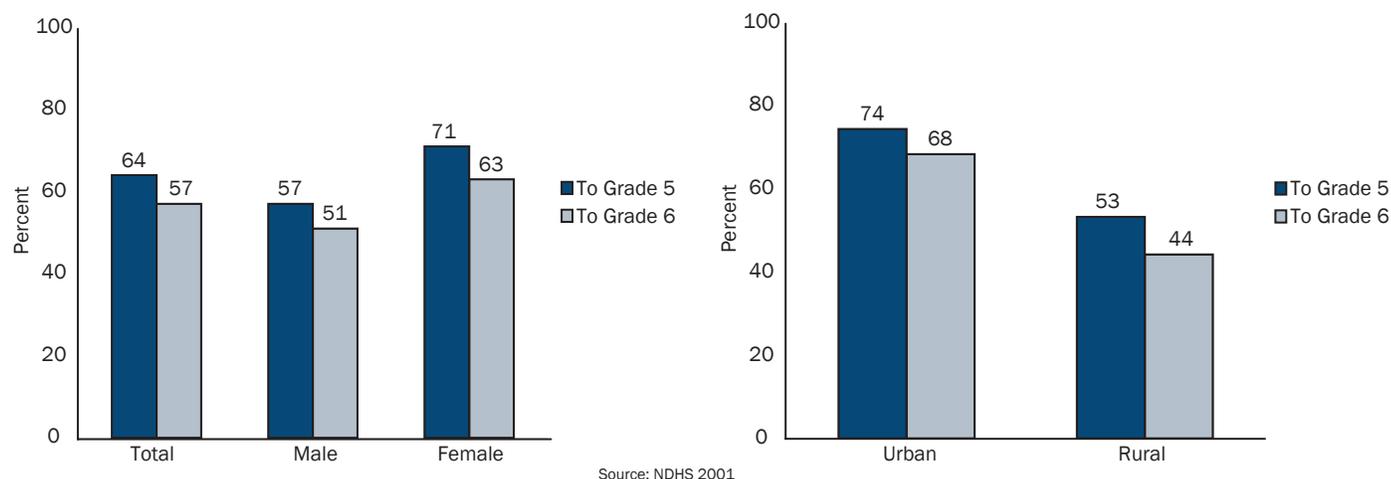
<sup>3</sup> Data on dropout rates are not available from the 1997 survey.

Source: NDHS 2001

# Survival to Grades 5 and 6: 2001<sup>4</sup>

**In 2001, 6 in 10 students attending grade 1 could be expected to reach the final grades of the primary cycle, with or without grade repetition.**

- 57% of male and 71% of female students attending grade 1 in 2001 could be expected to reach grade 5, while 51% of male and 63% of female students could be expected to reach grade 6.
- In urban areas, 74% of students attending grade 1 in 2001 could be expected to reach grade 5 and 68% could be expected to reach grade 6, compared with 53% and 44% in rural areas.

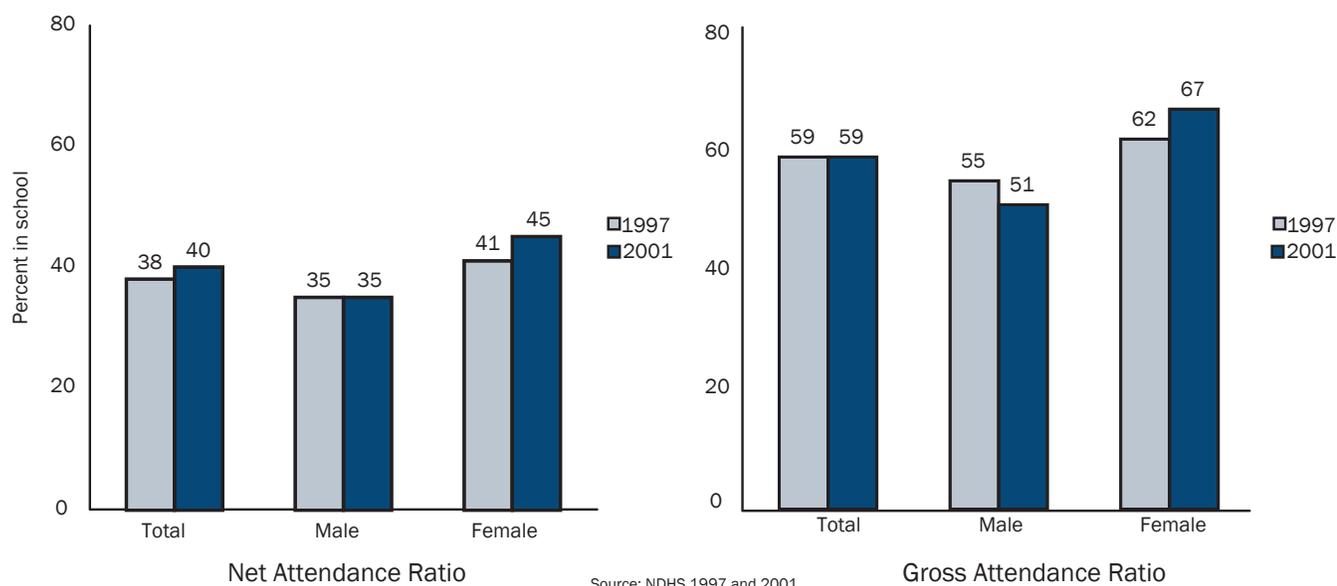


Source: NDHS 2001

Survival rates use dropout and repetition rates to estimate the percentage of students starting grade 1 who can be expected to reach a subsequent grade. The calculation allows for a student to repeat a grade up to three times before assuming that the student then drops out (see Appendix for further detail).

<sup>4</sup> Data on survival rates are not available from the 1997 survey.

# Secondary School Attendance Ratios: 1997 and 2001



The net attendance ratio (NAR) is the percentage of the official secondary school-age population (age 13-17 in Nicaragua) that attends secondary school. The gross attendance ratio (GAR) is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school-age population.

## Secondary Net Attendance Ratio (NAR)

**The percentage of youth age 13-17 attending secondary school remained the same between 1997 and 2001.**

- In 2001, 40% of secondary school-age youth attended secondary school, comparable to the NAR in 1997 (38%).

**Female youth of secondary school age were more likely than male youth to attend secondary school.**

- In 2001, 35% of males and 45% of females age 13-17 attended secondary school.
- 35% of males and 41% of females age 13-17 attended secondary school in 1997.

## Secondary Gross Attendance Ratio (GAR)

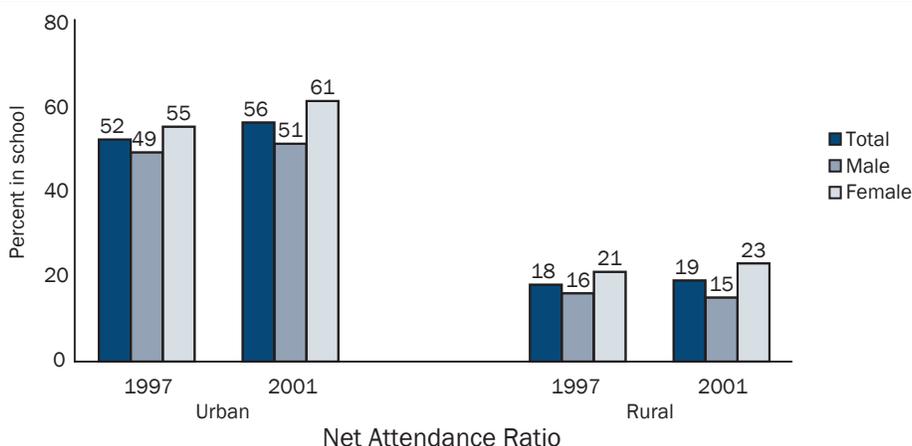
**Among students of all ages (gross attendance), rates of secondary attendance remained the same at 59 in 1997 and 2001, with the gender gap in favor of females widening.**

- In 2001, the gross attendance ratio (GAR) among females was 67, compared with 51 among males.
- In 1997, the GAR among females was 62, compared with 55 among males.

## Secondary School Net Attendance Ratio (NAR) by Urban/Rural: 1997 and 2001

In 2001 and 1997, youth age 13-17 in urban areas were found to be three times as likely as those in rural areas to attend secondary school.

- In 2001, 56% of youth age 13-17 in urban areas attended secondary school, compared with 19% in rural areas.
- In both 1997 and 2001, in urban and rural areas, female youth were more likely than male youth to attend secondary school.



Source: NDHS 1997 and 2001

Between 1997 and 2001, the NAR in urban and rural areas changed little.

- In urban areas, the rate of secondary attendance among school-age youth increased by 4 percentage points from 52% in 1997 to 56% in 2001.
- In rural areas, the secondary NAR was 18% in 1997 and 19% in 2001.

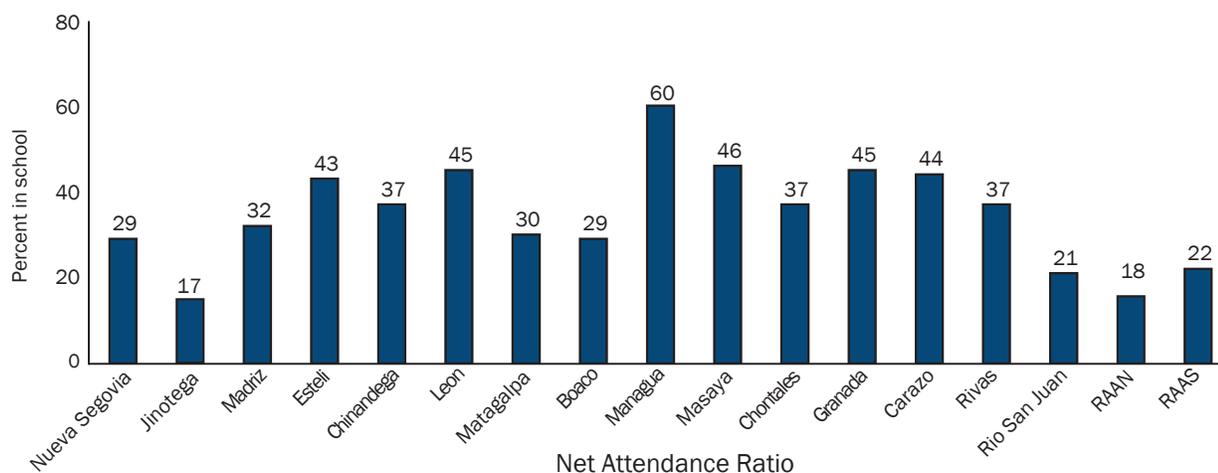
## Secondary School Net Attendance Ratio (NAR) by Department: 2001

In 1997 and 2001, there were large disparities by department in the secondary NAR (data from 1997 not shown).

- In 2001, the NAR for the secondary level ranged from 60% in Managua to 17% in Jinotega and 18% in RAAN.
- In 1997, 55% of school-age youth in Carazo attended secondary school, compared with 12% in Rio San Juan.

In 2001, in all departments, female youth age 13-17 were more likely than male youth to attend secondary school (gender-disaggregated data not shown).

- The largest gender gap was in Chinandega, where 47% of females and 27% of males attended secondary school in 2001.

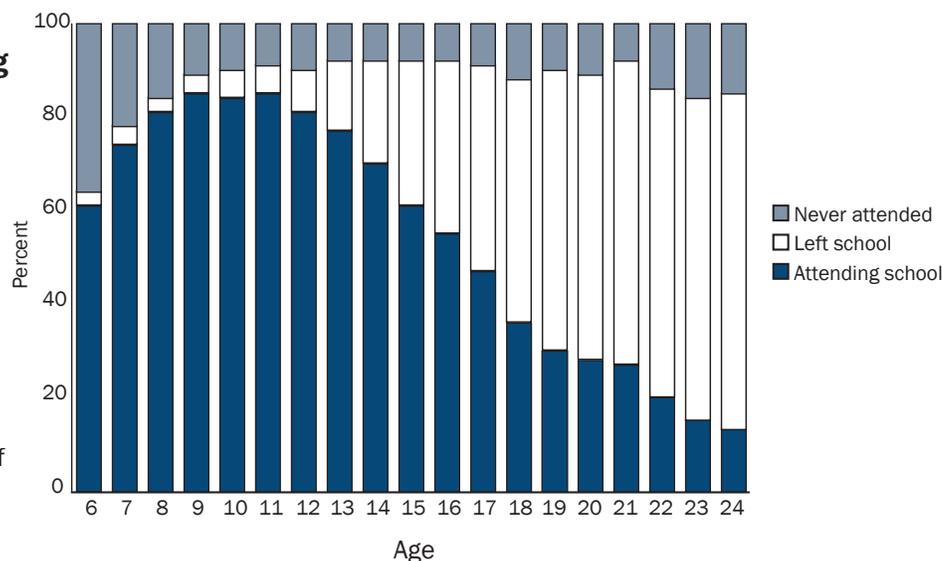


Source: NDHS 2001

# Schooling Status of Youth Age 6-24: 2001

Between 1997 and 2001, the percentage of youth attending school at the pre-primary, primary, secondary, or post-secondary levels increased slightly at most ages from 6 to 24 (data from 1997 not shown).

- In 2001, 61% of 6-year-olds were attending school, compared with 57% in 1997.
- In 2001, the peak ages of attendance were 9 and 11, with 85% of children age 9 and 11 attending school; the peak age range was 8-12.



Source: NDHS 2001

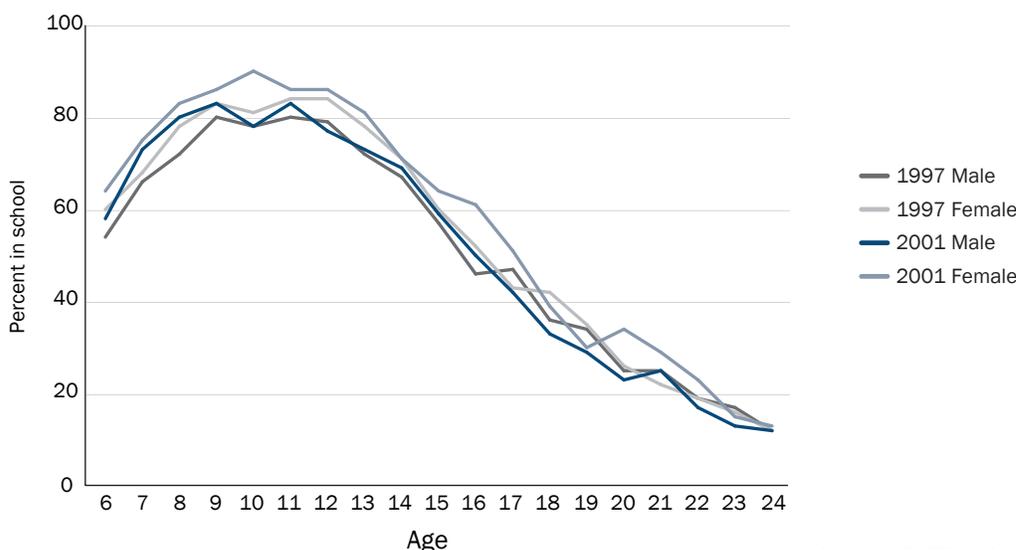
## Age-Specific Attendance Rate by Sex: 1997 and 2001

In 2001, at most ages from 6 to 24, the percentage of female youth attending school at any level was higher than it was for male youth.

- In 2001, attendance peaked at age 9 and 11 for males (83% for both ages) and at age 10 for females (90%).
- The largest gender gap in attendance was at age 10, with male attendance at 78% and female attendance at 90%.

Between 1997 and 2001, the age-specific attendance rate changed little for females and males at each age between 6 and 24.

- In 2001, attendance rates remained low among older youth, with attendance rates declining around age 14 for females and age 13 for males.



Source: NDHS 1997 and 2001

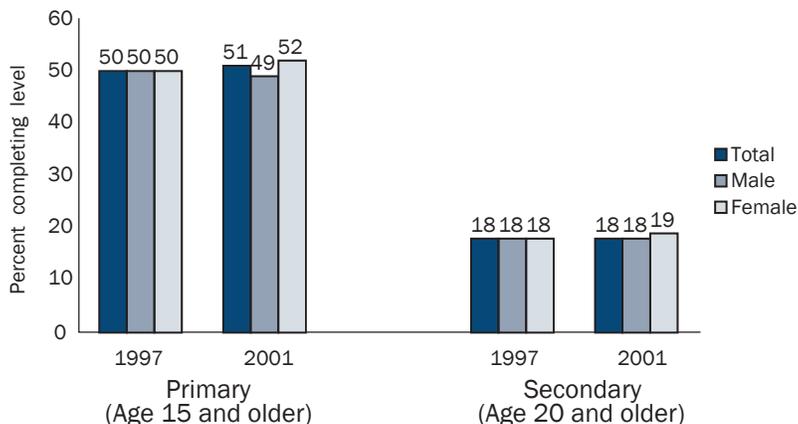
# Adult Primary and Secondary School Completion Rates: 1997 and 2001

In both 1997 and 2001, about half of the population age 15 and older had completed primary school. In 2001, women and men were roughly equally likely to have completed the primary level.

- In 2001, 49% of men and 52% of women had completed primary school.

The percentage of the population 20 and older that had completed secondary school was unchanged between 1997 and 2001.

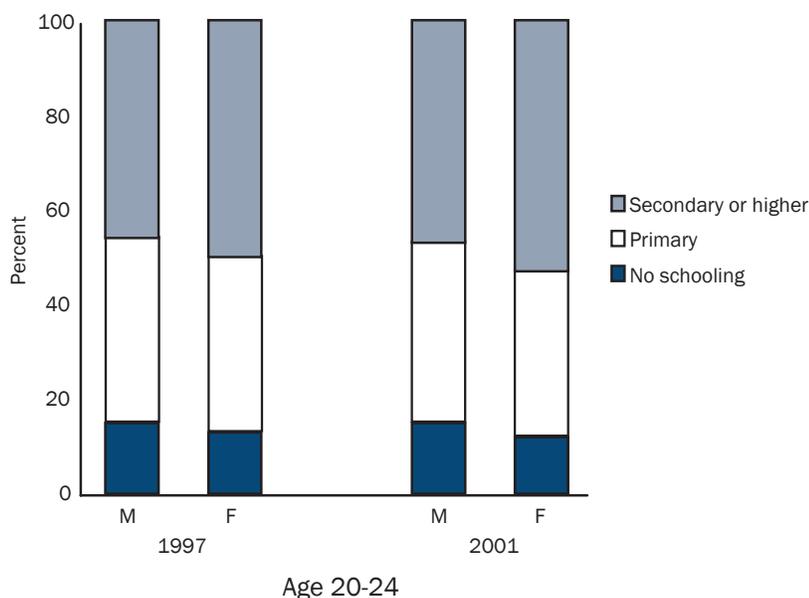
- In 1997 and 2001, about 1 in 5 adults age 20 and older had completed secondary school.



Source: NDHS 1997 and 2001

# Adult Educational Attainment: 1997 and 2001

Between 1997 and 2001, educational attainment among adults age 20-24 was unchanged.



Source: NDHS 1997 and 2001

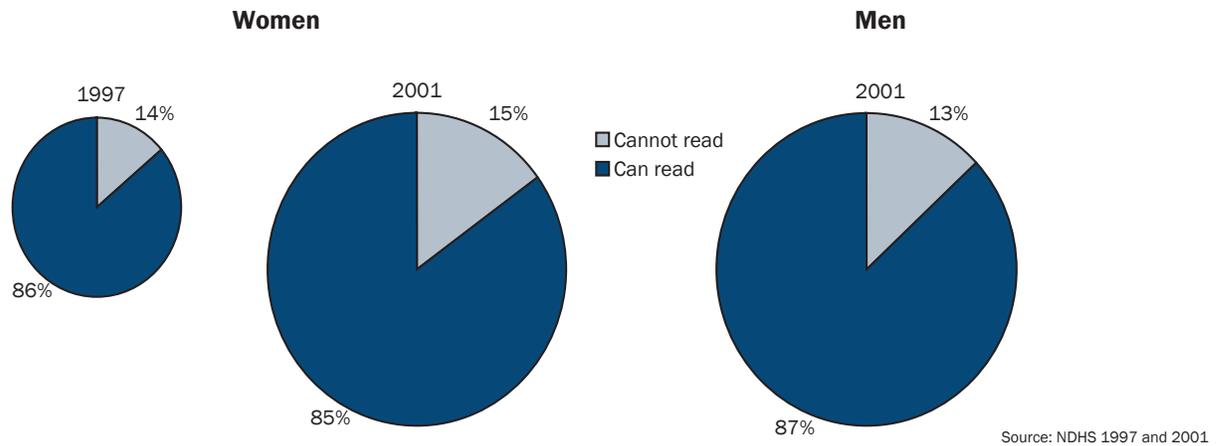
- In both surveys, 15% of men age 20-24 had never attended school.
- In 1997 and 2001, 12% of women age 20-24 had never attended school.

**In general, between 1997 and 2001, educational attainment remained about the same for adults age 20 and older (data for all age ranges not shown).**

- In 1997 and 2001, 3 in 4 adults age 20 and older had attended school.
- In both 1997 and 2001, there were no gender differences in adult educational attainment.

# Literacy Among Women Age 15-49 and Men age 15-59: 1997 and 2001<sup>5</sup>

In 2001, 85% of women age 15-49 could read, and in 1997, 86% were literate. In 1997, 87% of men age 15-59 could read<sup>6</sup>.



<sup>5</sup> In 1997, literacy was measured among men age 15-59 and women age 15-49. In 2001, literacy was measured only among women age 15-49.

<sup>6</sup> Among adults who never attended school and those who attended primary school, literacy was self-reported in 1997 and, among women only, was tested in 2001. In 2001, literacy was tested by asking the respondent to read a sentence in a language in which she was likely to be literate. Women who attended secondary school or higher were assumed to be literate. As a consequence, the percentage literate includes both those who attended secondary school or higher, and those who reported themselves to be literate (1997) or those who were able to read (2001).

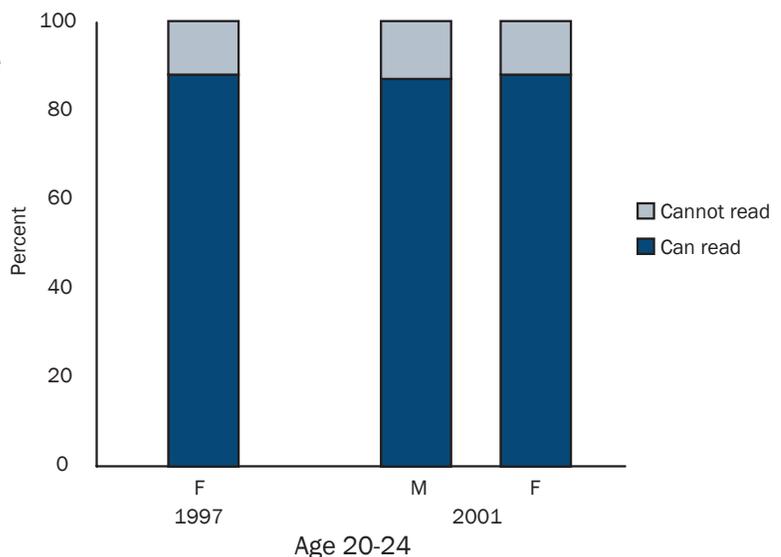
## Literacy by Age: 1997 and 2001

### Literacy has changed little among women age 20-24.

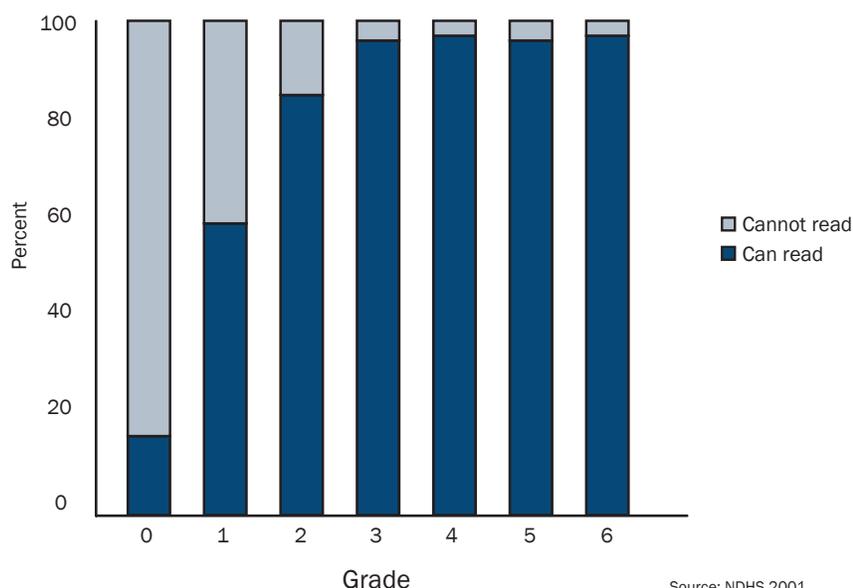
- Between 1997 and 2001, literacy did not change among women age 20-24: In both years, 88% were literate.

### Literacy rates were high among adult men and women, and were higher among younger than older adults.

- In 2001, women's literacy ranged from 92% among 15-19-year-olds to 73% among women age 45-49 (data for all age ranges not shown).
- In 1997, literacy among men ranged from 92% among men age 15-19 to 67% among men age 55-59.



# Women's Literacy by Years of Primary School Completed: 2001



**In 2001, 97% of women who had completed grade 4 or grade 6 could read.**

- Between 1997 and 2001, literacy changed little among women who had completed grade 4 or grade 6 (data from 1997 not shown).

Source: NDHS 2001

# Main Reason for Leaving School Among Women Age 15-24, by Highest Level of Schooling Attended: 1997

**Women age 15-24 who no longer attended school, were asked the main reason they had left school. The most common reason women gave for leaving primary school was marriage (18%).**

- 16% of women who left primary school did so because of school fees, and 8% left because they needed to earn money.

**1 in 5 women left secondary school or higher because of the inability to pay school fees.**

- Other common reasons were marriage (18%) and pregnancy (17%).

	Left during primary %	Left during secondary or higher %	Total %
Got pregnant	5	17	9
Got married	18	18	18
Needed to take care of children	4	4	4
Family needed help	4	2	3
Could not pay for schooling	16	19	17
Needed to earn money	8	9	9
Graduated/Had enough schooling	0.2	3	1
School not accessible	7	2	5
Other/Don't know	38	27	34

Source: NDHS 1998

## Appendix: Indicator Specifications

The methods used to calculate the indicators presented in the education profiles are described below.

### Net Attendance Ratio (NAR)

Primary level:

$$\frac{\text{number of students of primary school age attending primary school}}{\text{number of people of primary school age in the population}}$$

Secondary level:

$$\frac{\text{number of students of secondary school age attending secondary school}}{\text{number of people of secondary school age in the population}}$$

The Net Attendance Ratio (NAR) is the percentage of children in the target age range for the specified level of schooling attending that level of schooling, and is calculated separately for primary and secondary school. A primary NAR of 95% would indicate that nearly all of the children of primary school age attend primary school. A primary NAR of only 38%, on the other hand, would indicate that a majority, or 62%, of the children of primary school age do not attend primary school. By definition, the NAR cannot exceed 100%.

### Gross Attendance Ratio (GAR)

Primary level:

$$\frac{\text{number of students attending primary school, regardless of age}}{\text{number of people of primary school age in the population}}$$

Secondary level:

$$\frac{\text{number of students attending secondary school, regardless of age}}{\text{number of people of secondary school age in the population}}$$

The Gross Attendance Ratio (GAR) for a given school level is the total number of students attending at that level, divided by the population of the official age range for that school level. The GAR is calculated separately for primary and secondary school. Unlike the NAR, the GAR can exceed 100.

Both a GAR greater than 100 and a GAR greater than the NAR indicate the presence in the classroom of children who are either older or younger than the official age range for the school level. The magnitude of difference between the NAR and GAR indicates the extent of over-age/under-age attendance. For instance, if the primary NAR is 35% and the GAR is 65, then 54% (35/65) of the primary school students are of primary school age, while 46% are either older or younger than the official age range. In some countries, where there is a substantial difference between the GAR and the NAR, the number and proportion of over-age and/or under-age students burdens the school system, absorbing resources that might otherwise be spent on children in the official age range for the level.

### Primary School Under Age, On Time, and Over Age

Students in each grade of primary school are either under age, on time, or over age for the grade attended. Students are under age for the grade if they are younger than the official target age for the grade. Students are on time if they are at the official age for the grade, or are one year older than the official age. Students are over age if they are two or more years older than the official age for the grade. For example, if the official entry age for grade 1 is 6, a student age 5 or younger is under age, a student age 6-7 is on time, and a student age 8 or older is over age.

The percentage of students on time for the grade attended is calculated as follows:

$$\frac{\text{number of grade X students who are at the target entry age for the grade or one year older}}{\text{total number of students attending grade X}}$$

## Primary School Repetition Rates

$$\frac{\text{number of students repeating grade X in year 2}}{\text{number of students attending grade X in year 1}}$$

Repetition rates measure the percentage of students in a given grade who also attend that same grade in the following school year. These rates are calculated from data on children's school attendance for two school years in a row. For instance, if a student is in grade 3 at the time of the survey, and was also in grade 3 during the previous school year, the student is repeating that grade.

## Primary School Dropout Rates

$$\frac{\text{number of students in grade X in year 1 who no longer attend school in year 2}}{\text{number of students attending grade X in year 1}}$$

Dropout rates measure the percentage of students who left school after attending a particular grade. These rates are calculated from data on children's school attendance for two school years in a row. For instance, if a student did not attend school during the school year during which the survey was conducted, but attended grade 1 in the previous school year, then that student dropped out of school.

## Survival Rates to Grade 5 and to the Last Year of Primary School (using the Reconstructed Cohort Method of UNESCO)

The survival rate estimates the percentage of students attending grade 1 in a given year that is expected to reach a subsequent grade, with or without repetition. The survival rate is calculated using rates of promotion, dropout, and repetition for a given school year. This projection is based on several assumptions, including: a) that there are no new entrants to the school system (including dropouts returning to school); b) that at any grade, the same promotion, repetition, and dropout rates apply to all students, regardless of whether a student is in the grade for the first time or is repeating; c) that the same promotion, repetition and dropout rates observed during one school year apply for all students when they attend that same grade; and d) that the number of times students may repeat a grade is defined. The survival rate estimates presented in these profiles allow for students to attend a grade four times, after which it is assumed that the students drop out of school.

For a detailed flowchart of the calculation of this indicator, refer to the "Education for All: The Year 2000 Assessment Technical Guidelines" published by UNESCO (also see the web site at [www.education.unesco.org/efa](http://www.education.unesco.org/efa)).

## Schooling Status of Youth Age 6-24

For each age, from age 6-24, the percentage attending school:

$$\frac{\text{number of people age 6 attending school, at any level}}{\text{number of people age 6 in the population}}$$

For each age, from age 6-24, the percentage who have left school:

$$\frac{\text{number of people age 6 who used to attend school, but have dropped out}}{\text{number of people age 6 in the population}}$$

For each age, from age 6-24, the percentage who have never attended school:

$$\frac{\text{number of people age 6 who have never attended school}}{\text{number of people age 6 in the population}}$$

Schooling status indicates the percentage of children and youth, by age, who attend school (at any level), have dropped out of school, or who have never attended school. Added together, these percentages total 100% for each age.

## Age-Specific Attendance Rate (ASAR)

For each age, from age 6-24:

$$\frac{\text{number of people age 6 attending school, at any level}}{\text{number of people age 6 in the population}}$$

The ASAR indicates the percentage of a given age cohort attending school—regardless of the level attended (primary, secondary, or higher). The ASAR cannot exceed 100%, and the closer it is to 100%, the higher the participation of that age group in the population.

## Adult Primary and Secondary School Completion Rates

Primary

$$\frac{\text{number of people age 15 or older who have completed the last grade of primary (or higher)}}{\text{number of people age 15 or older in the population}}$$

Secondary

$$\frac{\text{number of people age 20 or older who have completed the last grade of secondary (or higher)}}{\text{number of people age 20 or older in the population}}$$

The completion rates presented here are indicators of the level of primary or secondary school completion among those who are beyond primary or secondary school age. Those in the numerator have either completed the specified level of schooling or attended school at a higher level. In other words, the percentage of adults who have completed primary school includes those who have attended secondary school or a higher level of schooling. Note that the calculation of this indicator differs from the calculation of the Primary and Secondary Completion Rates.

## Adult Educational Attainment by Level of Schooling Attended

For each level of attainment:

$$\frac{\text{number of people age 20 or older who never attended school}}{\text{number of people in the population age 20 or older}}$$

These indicators present the percentage of the adult population age 20 or older that has never attended school, attended primary school, or attended secondary school or higher. Results are presented in five-year age ranges, and for age 65 or older. Within each age range, the percentages, added together, total 100%. This indicator is useful in tracking changes in attainment by age group, gender, and other sub-groups.

## Adult Literacy

Women (and in many countries, also men) age 15-49<sup>1</sup> who never attended school and those who left school before reaching secondary school were asked to assess their literacy or to demonstrate literacy. If respondents were asked to report on their literacy, the question was: “Can you read and understand a letter or newspaper easily, with difficulty, or not at all?” People who said they can read easily or with difficulty were grouped together as literate. If literacy was tested, which is the case with most recent surveys, respondents were asked to read (in a language in which they were likely to be literate) a short simple statement about everyday life. If the respondent could read part or all of the sentence, or had attended secondary school or higher, the respondent was classified as literate.

<sup>1</sup> The age range for men is often different from that of women, and is most commonly age 15-54 or 15-59.

## Contact Information

Information about DHS EdData may be obtained from several sources, including:

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Additional information about DHS EdData and these country education profiles may be obtained by writing to: DHS EdData, ORC Macro, 11785 Beltsville Drive, Suite 300, Calverton, MD 20705 (Telephone: 301-572-0200; Fax: 301-572-0983; Email: [reports@orcmacro.com](mailto:reports@orcmacro.com); Website: <http://www.dhseddata.com>).

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