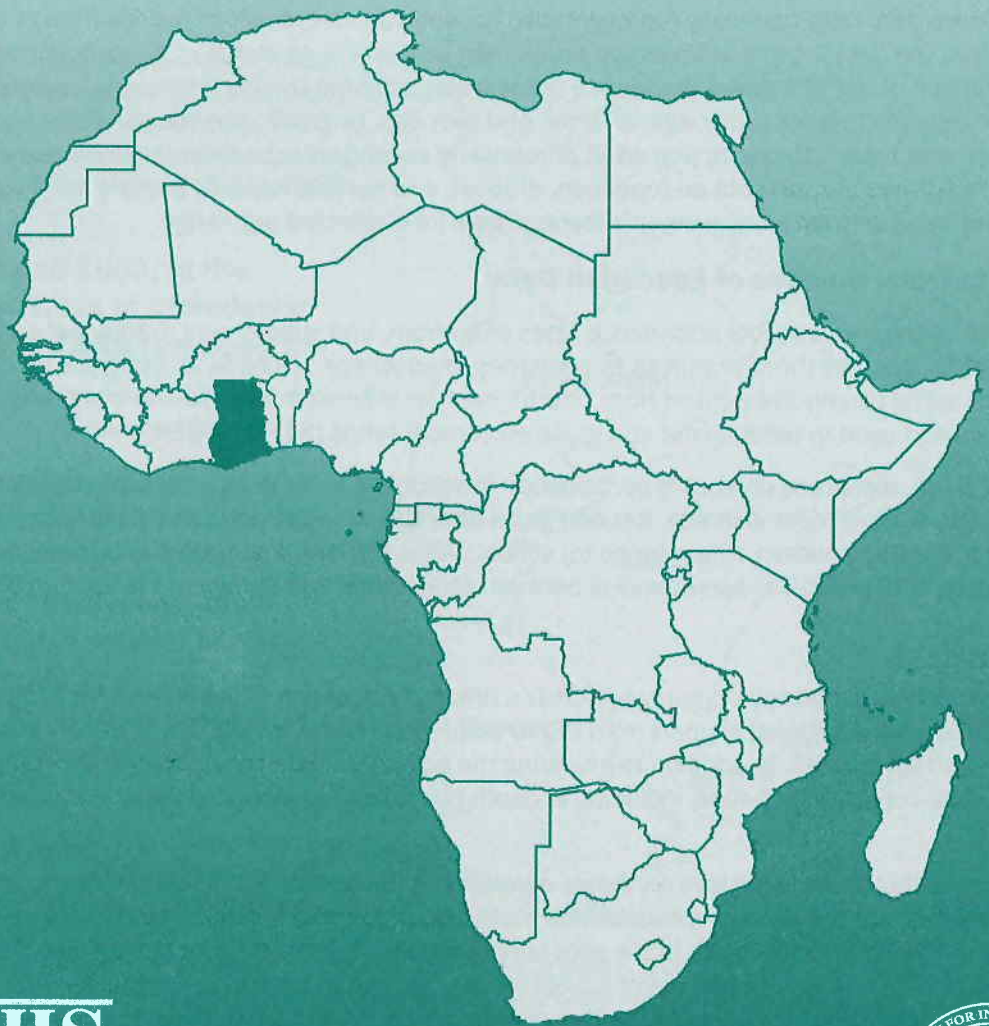
DHS EdData
EDUCATION PROFILE

Ghana
1993, 1998, and 2003



DHS EdData
Education Data for Decision-Making

USAID

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 twelve 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.

Ghana

DHS EdData Education Profile: 1993, 1998, and 2003

The Ghana Demographic and Health Surveys (DHS) were conducted in 1993, 1998, and 2003.[1] Having data from three surveys allows for an analysis of changes in the educational setting over time.

Key Findings

Rates of primary school attendance among children age 6-11 were moderate and decreased between 1993 and 2003.

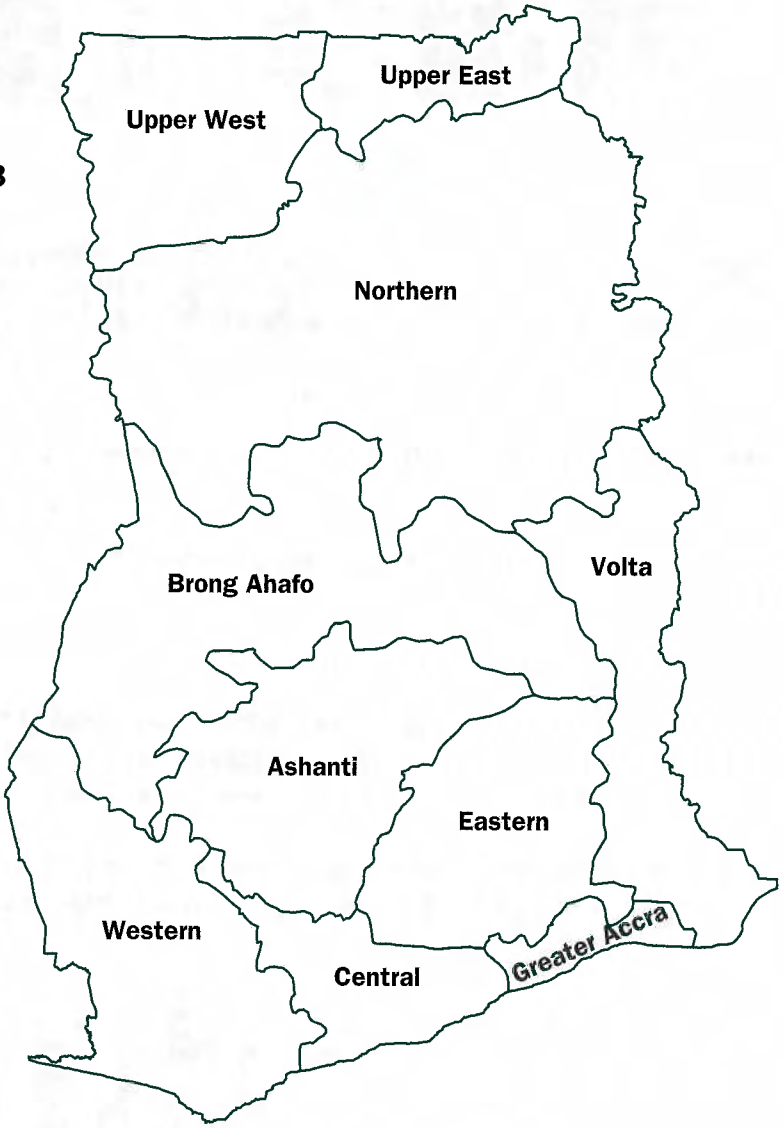
- In 2003, 60% of primary school-age children attended primary school, compared to 74% in 1993 and 73% in 1998.
- School-age males and females were equally likely to attend primary school in 1993, 1998, and 2003.

Between 1993 and 2003, at the secondary level, rates of attendance among youth age 12-18 remained low.

- In all three surveys, less than half of secondary school-age youth attended secondary school.
- In 2003, attendance rates among youth age 12-18 were comparable for males and females.

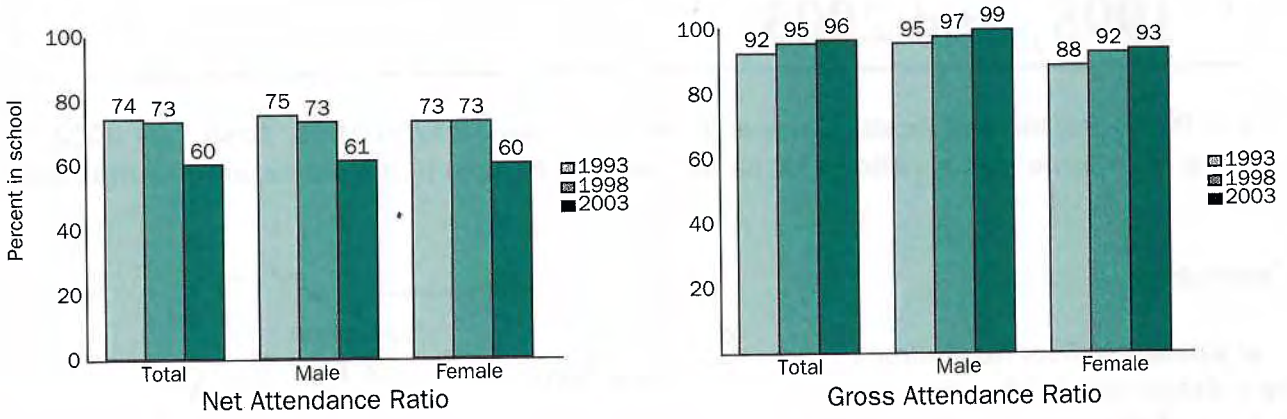
Over the course of a decade, adult educational attainment and literacy remained moderate in Ghana, and changed little. In all three surveys, there were considerable gender disparities.

- In 2003, more than half of the population age 15 and older had completed primary school. 66% of men had completed primary school, compared with 48% of women.
- The percentage of the population age 20 and older that had completed secondary school changed little between 1993 and 2003. In 2003, 20% of men and 8% of women age 20 and older had completed secondary school.
- 55% of women age 15-49 were literate in 2003, compared with 72% of men age 15-59.



[1] The 1993 survey was administered to 5,822 households, and to 4,562 women age 15-49 and 1,302 men age 15-59 in those households. The 1998 survey was administered to 6,003 households, 4,843 women age 15-49, and 1,546 men age 15-59. The 2003 survey was administered to 6,500 households, 4,500 women age 15-49, and 4,500 men age 15-59.

Primary School Attendance Ratios: 1993, 1998, and 2003



Source: GDHS 1993, 1998, and 2003

The net attendance ratio (NAR) is the percentage of the official primary school–age population (age 6-11 in Ghana) 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 population.

Primary Net Attendance Ratio (NAR)

The percentage of children age 6-11 attending primary school decreased between 1993 and 2003.

- In 2003, 60% of school-age children in Ghana attended primary school, compared with 74% in 1993 and 73% in 1998.

School-age males and females were equally likely to attend primary school in 1993, 1998, and 2003.

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.

In 2003, 1 in 3 primary school students was outside (either younger than or older than) the official school age range of age 6-11. This proportion was higher than the proportion it was in both 1993 and 1998.

- Students over or under the official primary school age range made up 38% ([GAR 96 – NAR 60]/ GAR 96) of the primary school population in 2003. By comparison, in 1998, 23% ([GAR 95 – NAR 73]/GAR 95) of primary school students were outside the official age range. In 1993, 20% ([GAR 92 - NAR 74)]/ GAR 92) of the students in the primary school were over or under the target age range.

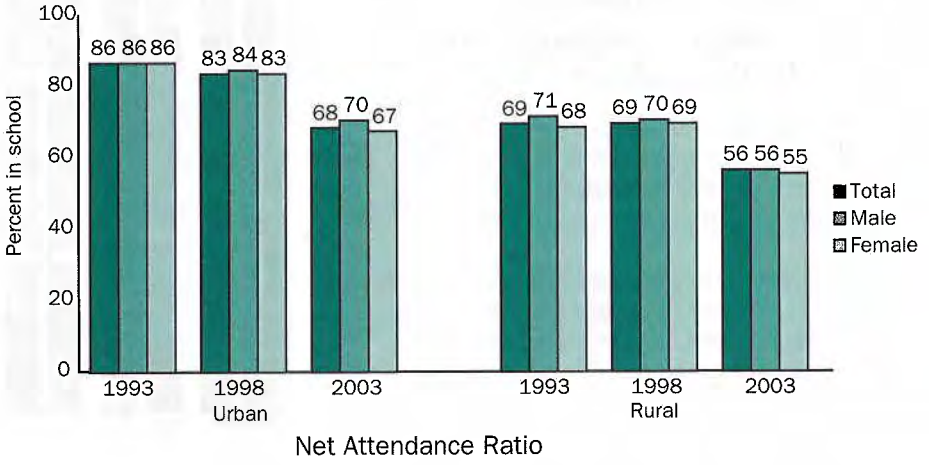
In 2003, 1998, and 1993, among youth of all ages, males were slightly more likely than females to attend primary school.

- In 2003, the gross attendance ratio (GAR) was 99 among males and 93 among females.

Primary School Net Attendance Ratio (NAR) by Urban/Rural: 1993, 1998, and 2003

In all three surveys, children age 6-11 in urban areas were more likely than children in rural areas to attend primary school.

- In 2003, 68% of children age 6-11 in urban areas attended primary school, compared to 56% in rural areas. This 12 percentage point urban-rural disparity is slightly lower than the gap in 1993 (17 percentage points) and that of 1998 (14 percentage points).
- Between 1993 and 2003, the NAR declined in both urban and rural areas.



Source: GDHS 1993, 1998, and 2003

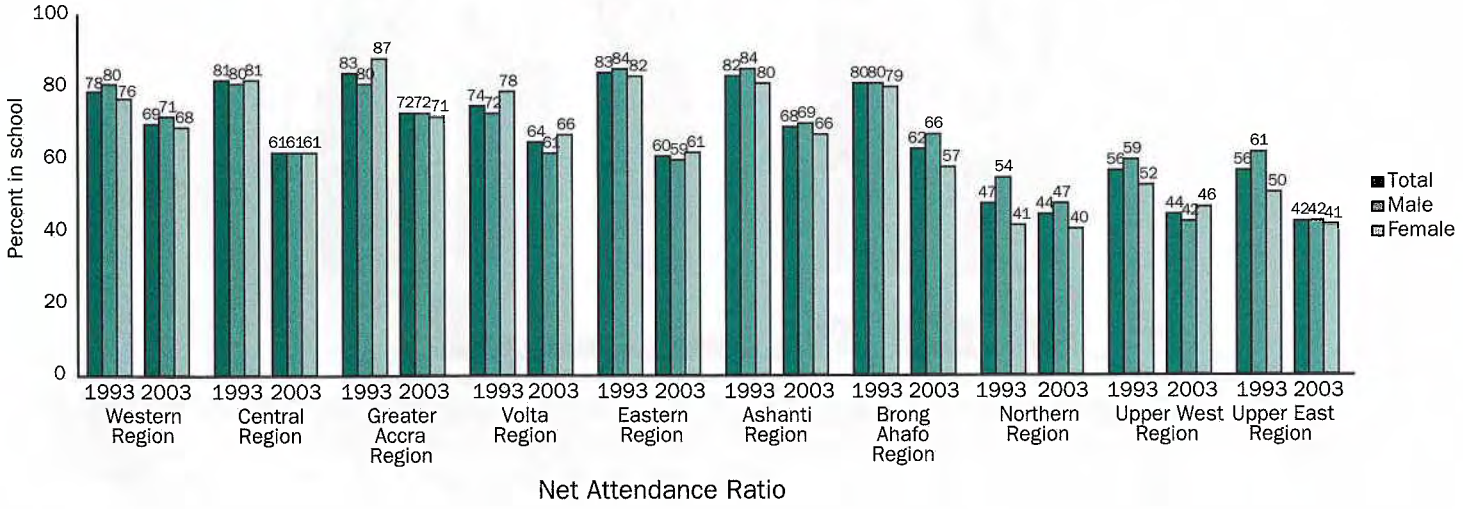
Primary School Net Attendance Ratio (NAR) by Region: 1993 and 2003

In 1993, 1998, and 2003, there were large regional disparities in rates of primary school attendance in Ghana (data from 1998 not shown).

- In 2003, the NAR was highest in Greater Accra (72%) and lowest in the Upper East region (42%).
- Between 1993 and 2003, the NAR declined in all regions. The NAR decreased 23 percentage points (from 83% to 60%) in the Eastern region, 20 percentage points (from 81% to 61%) in the Central region, and 18 percentage points (from 80% to 62%) in the Brong Ahafo region.

In 2003, the percentage of school-age children attending primary school was comparable for males and females in all but a few regions.

- In the Volta and Upper West regions, female youth were slightly more likely than male youth to attend primary school (66% versus 61% and 46% versus 42%).
- The percentage point gender gap in favor of males was widest in the Brong Ahafo and Northern regions (9 and 7 percentage points, respectively).

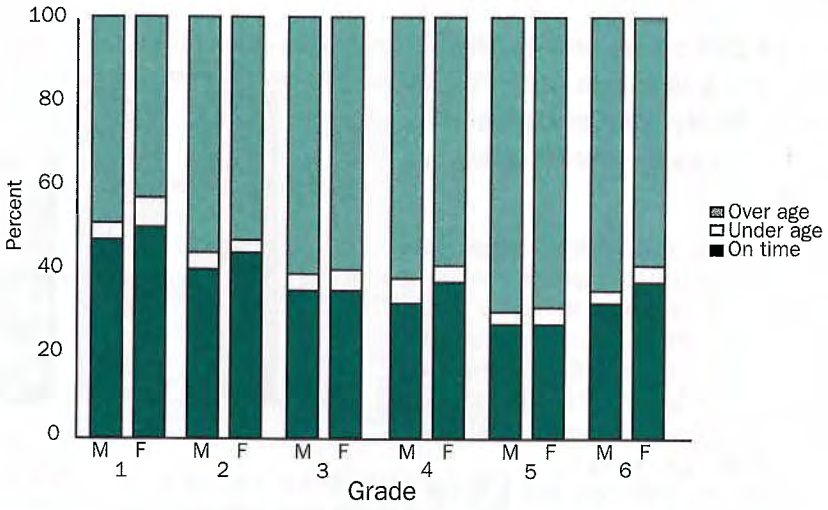


Source: GDHS 1993 and 2003

Over-Age, Under-Age, and On-time Students in Primary School: 2003

In 2003, 46% of students in grade 1 and 62% of students in grade 6 were over age for the grade attended.

- In 1993, 1998, and 2003, there were no clear patterns of gender difference among students who were over age for the grade attended (data from 1993 and 1998 not shown).
- The percentage of students over age for grade increased substantially over the years. For instance, in 1993, 27% of grade 1 students were over age for grade, compared with 46% in 2003.



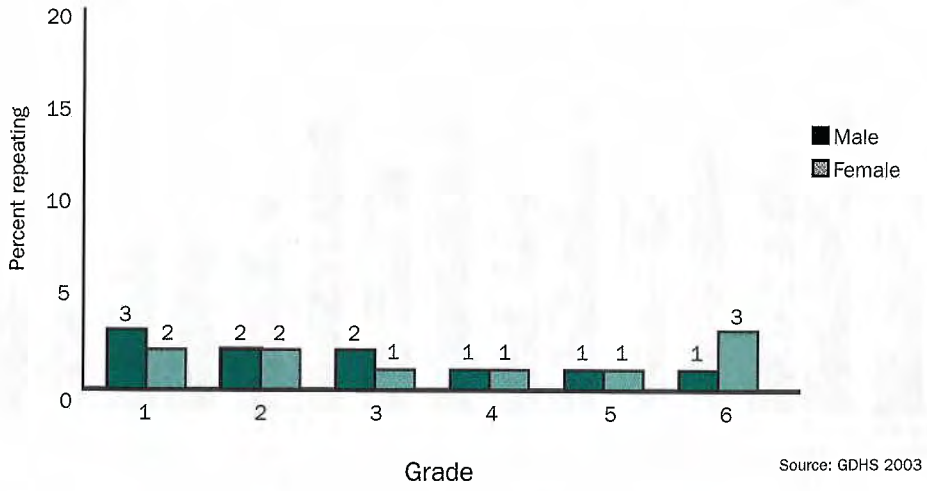
Source: GDHS 2003

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 6 in Ghana, a grade 1 student who is age 6 or 7 is considered to be on time, a student age 8 or older is over age, and a student age 5 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: 2003[2]

In 2003, grade repetition was very low throughout the primary cycle.

- Just 3% of male and 2% of female students attending grade 1 in 2003 were repeating that grade.
- Grade repetition ranged from 1% to 3% in the remaining grades, with no major gender differences.



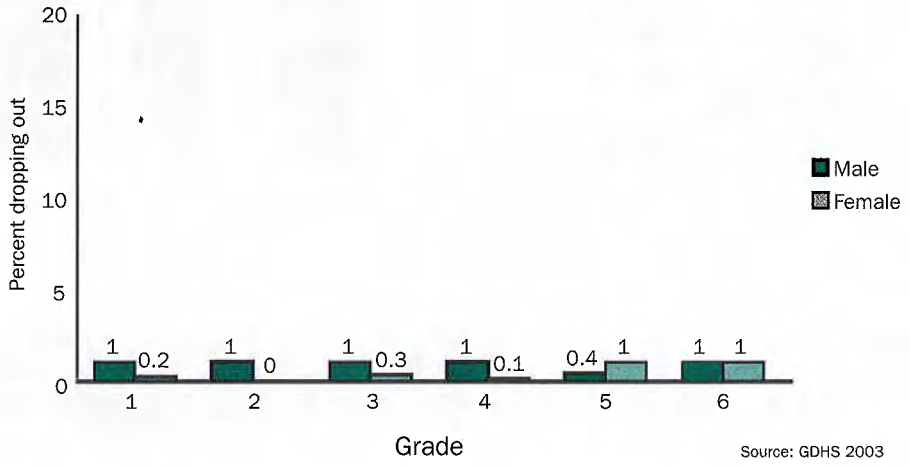
Source: GDHS 2003

[2] Data on repetition rates are not available from the 1993 and 1998 surveys.

Primary School Dropout: 2003[3]

In 2003, the percentage of students dropping out of school was low throughout the primary cycle, suggesting that once children start attending school they are likely to persist to the end of the cycle.

- From 2002 to 2003, no more than 1% of male and female students in each grade dropped out of school.
- There were no notable gender differences in dropout rates.



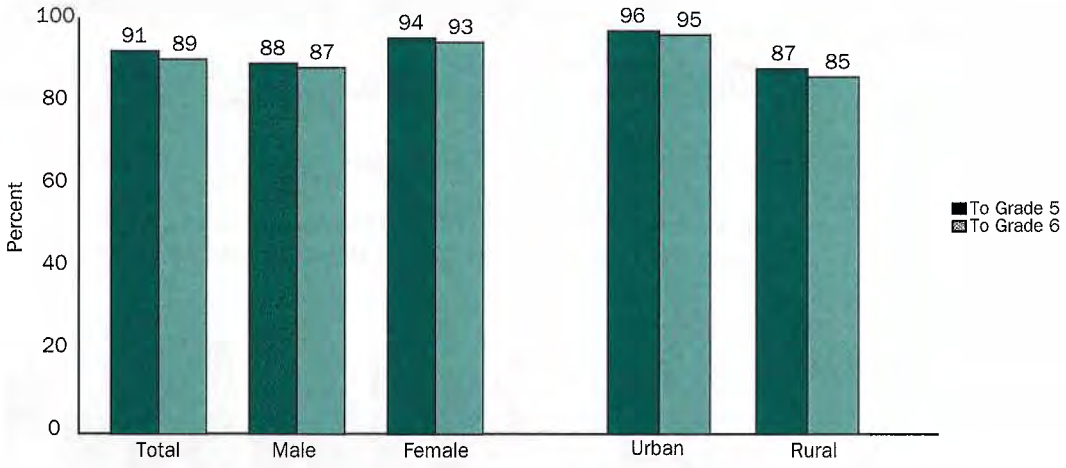
Source: GDHS 2003

[3] Data on dropout rates are not available from the 1993 and 1998 surveys.

Survival to Grades 5 and 6: 2003[4]

In 2003, 9 in 10 students attending grade 1 could be expected to reach the final grades of the primary cycle, with or without grade repetition.

- 88% of male and 94% of female students attending grade 1 in 2003 could be expected to reach grade 5, and 87% of male and 93% of female students could be expected to reach grade 6.
- In urban areas, 96% of students attending grade 1 in 2003 could be expected to reach grade 5 and 95% could be expected to reach grade 6, compared with 87% and 85% in rural areas.

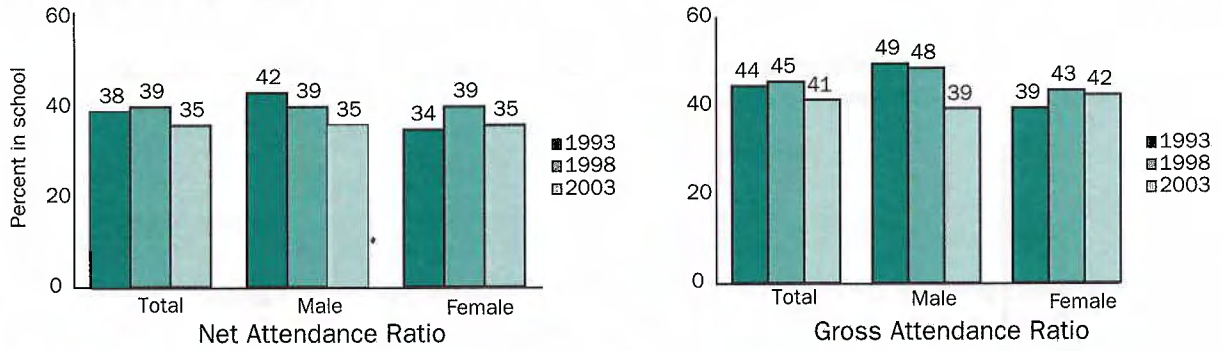


Source: GDHS 2003

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).

[4] Data on survival rates are not available from the 1993 and 1998 surveys.

Secondary School Attendance Ratios: 1993, 1998, and 2003



Source: GDHS 1993, 1998, and 2003

The net attendance ratio (NAR) is the percentage of the official secondary school-age population (age 12-18 in Ghana) 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 12-18 attending secondary school changed little between 1993 and 2003.

- In 2003, 35% of secondary school–age youth attended secondary school, comparable to the NAR in 1993 (38%).
- In 1993, male youth age 12-18 were more likely than females to attend secondary school, but in 1998 and 2003, there was no gender gap.

Secondary Gross Attendance Ratio (GAR)

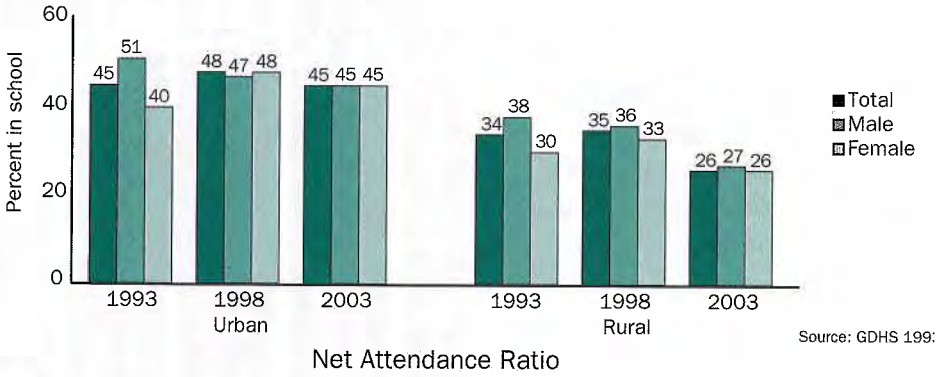
Among students of all ages (gross attendance), overall rates of secondary attendance changed little from 1993 (GAR of 44) to 2003 (GAR of 41). There was, however, a shift in the GAR by gender over time.

- In 1993, the secondary GAR was 10 percentage points higher for male youth than female youth, while in 1998 the GAR was only 5 percentage points higher for male youth.
- Between 1993 and 2003, the male GAR declined from 49 to 39.
- In 2003, the gender gap in the secondary GAR was in favor of female youth (GAR of 42 for females versus 39 for males).

Secondary School Net Attendance Ratio (NAR) by Urban/Rural: 1993, 1998, and 2003

In 1993, 1998, and 2003, youth age 12-18 in urban areas were more likely than those in rural areas to attend secondary school.

- In 2003, 45% of secondary school-age youth attended secondary school in urban areas, compared with 26% in rural areas. This 19 percentage point gap is wider than it was in 1998 (13 percentage points) and 1993 (11 percentage points).



Source: GDHS 199:

- In 2003, in urban and rural areas, female and male youth were equally likely to attend secondary school.

Between 1993 and 2003, the NAR in urban areas changed little, while the NAR in rural areas declined.

- In urban areas, the rate of secondary attendance among school-age youth was 45% in 2003, 48% in 1998, and 45% in 1993.
- In rural areas, the NAR was 26% in 2003, down from 35% in 1998 and 34% in 1993.

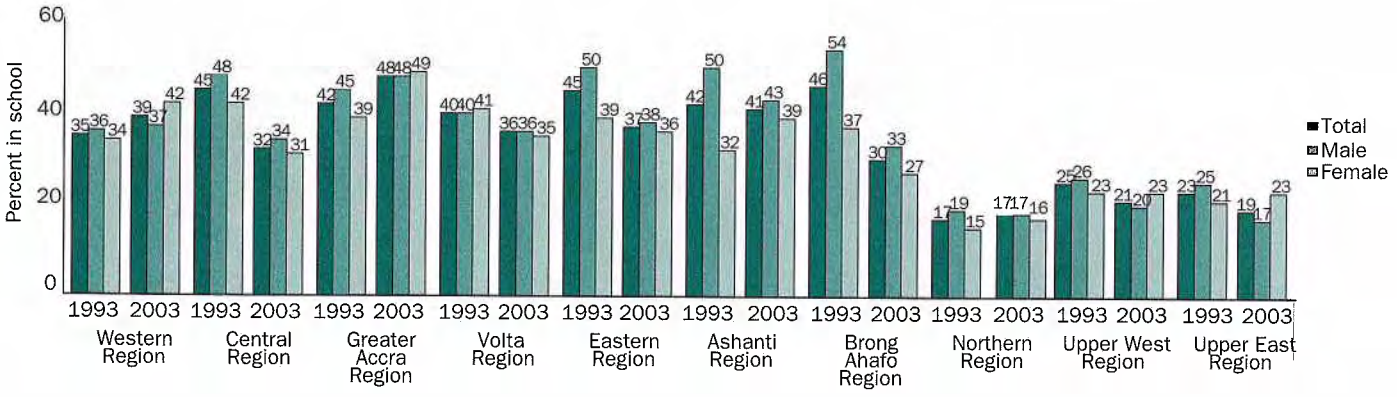
Secondary School Net Attendance Ratio (NAR) by Region: 1993 and 2003

In 1993, 1998, and 2003, there were large regional disparities in the secondary NAR (data from 1998 not shown).

- In 2003, the secondary school net attendance ratio ranged from 19% in the Upper West region to 48% in Greater Accra.
- Between 1993 and 2003, the secondary NAR decreased in most regions; the largest decreases were in the Brong Ahafo region (16 percentage points) and in the Central region (13 percentage points).
- Between 1993 and 2003, the NAR in the Ashanti region declined among males and increased among females.

In 2003, in most regions, there was rough gender parity in the NAR. However, in several regions, there were notable gender differences.

- In the Western, Upper West, and Upper East regions, secondary school-age females were slightly more likely than males to attend school.
- In 2003, the region with the widest gender gap in favor of males (6 percentage points) was Brong Ahafo. This is an improvement from 1993, when the gender gap was 17 percentage points in that region.

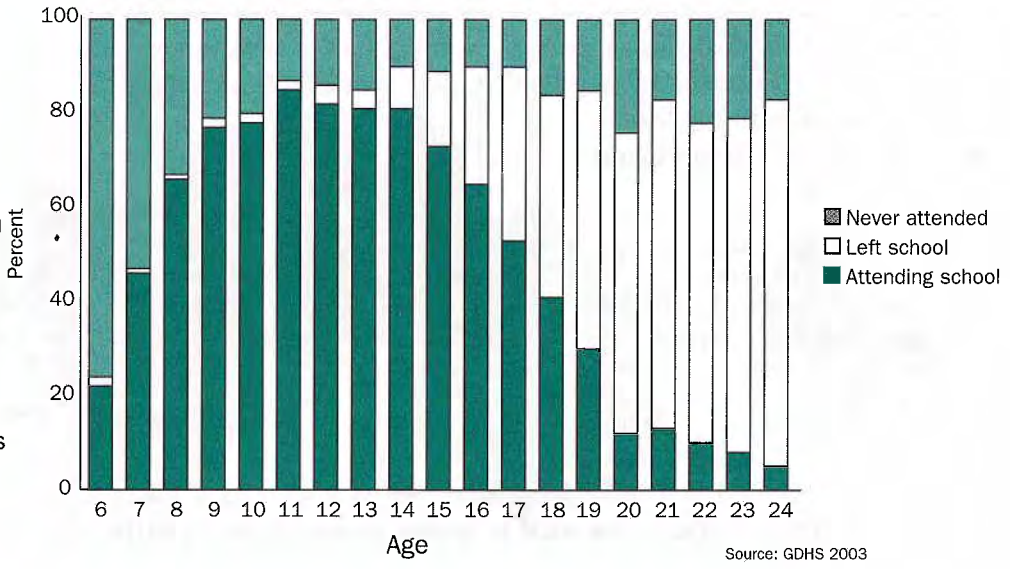


Source: GDHS 1993 and 2003

Schooling Status of Youth Age 6-24: 2003

Between 1993 and 2003, the percentage of youth attending school at the pre-primary, primary, secondary, or post-secondary levels decreased among children age 6-10 and increased among youth age 11-19 (data from 1993 and 1998 not shown).

- In 2003, the peak age of attendance was 11, with 85% of children age 11 attending school; the peak age range was 9-14.



Source: GDHS 2003

Overall, the percentage of youth who had never attended school increased between 1993 and 2003.

- In 2003, 53% of 7-year-olds had never attended school, compared to 24% in 1993 and 1998.
- The percentage of 8-year-olds who had never attended school increased from 19% to 32% between 1993 and 2003.

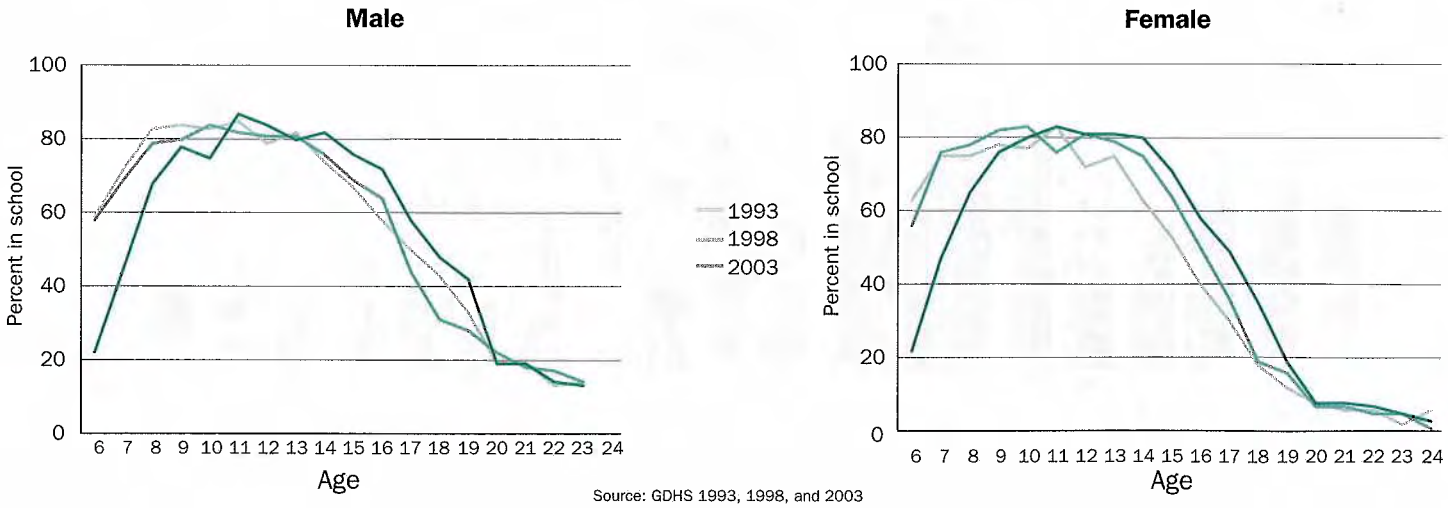
Age-Specific Attendance Rate by Sex: 1993, 1998, and 2003

In general, between 1993 and 2003, the age-specific attendance rate decreased for male and female children age 6-10 and increased for youth age 11-19.

- Between 1993 and 2003, attendance decreased among male and female children age 6-10; the percentage of 7-year-old females attending school decreased from 75% to 47% and that of 7-year-old males decreased from 72% to 45%.
- In 2003, attendance remained moderate among older youth, declining around age 15 for females and age 17 for males.

In 2003, at most ages from 6 to 24, the percentage of male youth attending school at any level was slightly higher than it was for female youth.

- In 2003, attendance peaked at age 11 for both male and female youth, with 87% of males and 83% of females attending school.
- The largest gender gap in attendance was at age 19, with male attendance at 42% and female attendance at 19%.

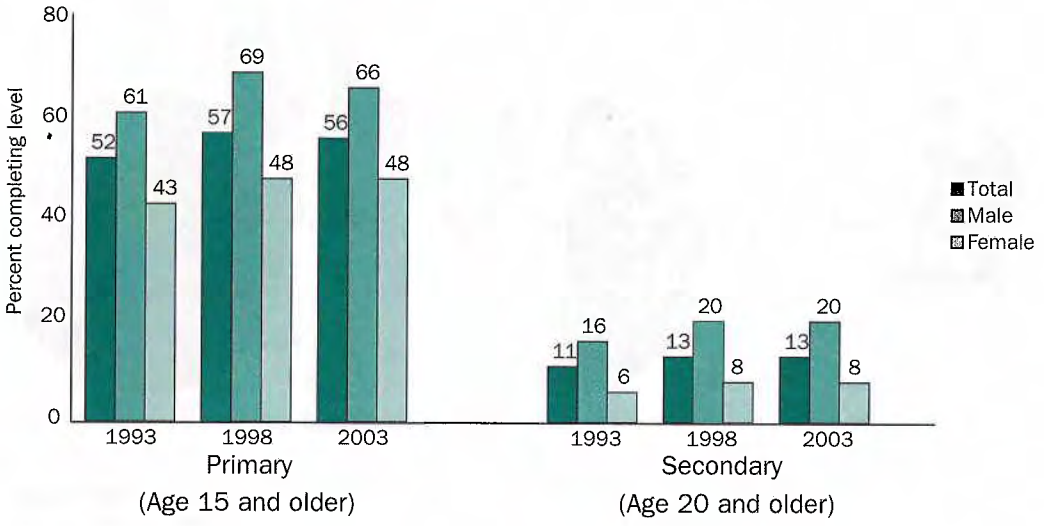


Source: GDHS 1993, 1998, and 2003

Adult Primary and Secondary School Completion Rates: 1993, 1998, and 2003

In 1993, 1998, and 2003, about half of the population age 15 and older had completed primary school. This figure changed little over the years and men remained more likely than women to have completed the primary level.

- In 2003, 56% of the population age 15 and older had completed primary school, compared with 52% in 1993 and 57% in 1998.
- In 2003, 66% of men had completed primary school, compared to 48% of women.



Source: GDHS 1993, 1998, and 2003

Secondary school completion rates were low among adults in 1993, 1998, and 2003.

- In 2003 and 1998, 13% of the population age 20 and older had completed secondary school, compared with 11% in 1993.
- 20% of men and 8% of women had completed the secondary level in 2003.

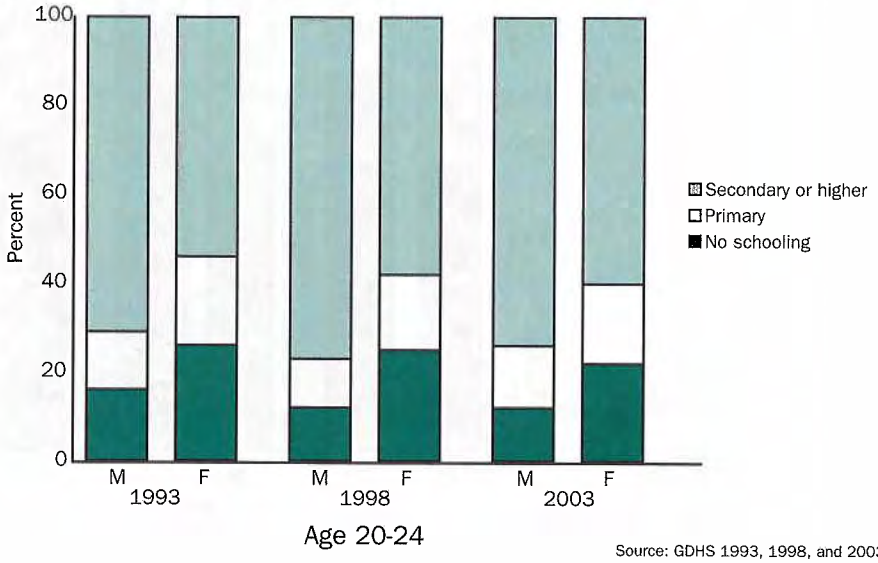
Adult Educational Attainment: 1993, 1998, and 2003

Between 1993 and 2003, educational attainment increased slightly among adults age 20-24.

- In 1993, 16% of men age 20-24 had never attended school, compared with 12% in 2003.
- In 1993, 26% of women age 20-24 had never attended school, compared with 22% in 2003.

Between 1993 and 2003, educational attainment increased overall for adults age 20 and older in Ghana.

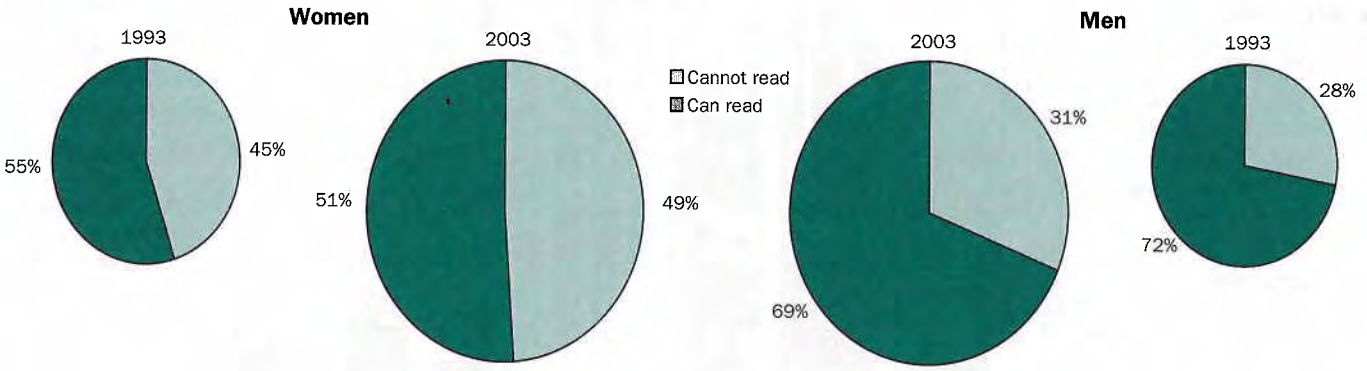
- Among women age 20 and older, 48% had attended primary school or higher in 1993, compared with 54% in 1998, and 55% in 2003 (data not shown for all age groups).
- Among men age 20 and older, 60% had attended primary school or higher in 1993, compared with 75% in 1998, and 72% in 2003.



Source: GDHS 1993, 1998, and 2003

Literacy Among Women Age 15-49 and Men Age 15-59: 1993 and 2003

In 2003, 55% of women could read, compared to 72% of men. Between 1993 and 2003, women's literacy increased from 51% to 55%, and men's literacy increased from 69% to 72%.[5]



Source: GDHS 1993 and 2003

[5] Among adults who never attended school and those who attended primary school, literacy was self-reported in 1993 and 1998, and tested in 2003. In 2003, literacy was tested by asking the respondent to read a sentence in a language in which he/she was likely to be literate. Adults 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 (1993 and 1998) or those who were able to read (2003).

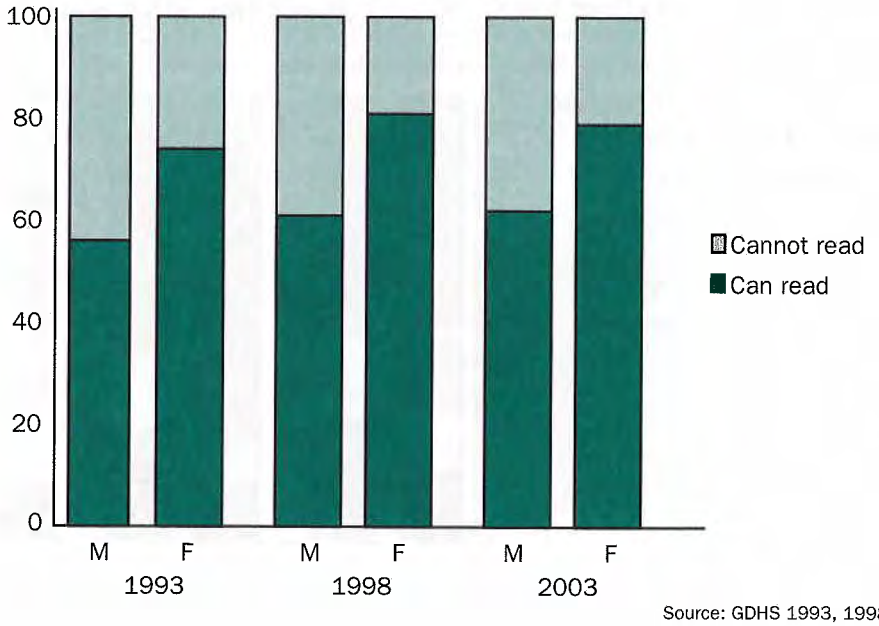
Literacy by Age: 1993, 1998, and 2003

Over the years, literacy has increased slowly among younger adults.

- In 1993, 56% of women age 20-24 could read compared with 62% in 2003.
- Among men age 20-24, 74% were literate in 1993 compared to 79% in 2003.

In 2003, younger adults were more likely than older adults to be literate.

- In 2003, literacy among women ranged from 42% among women age 35-39 to 72% among women age 15-19 (data not shown from all age groups). Literacy among men was higher and varied less (ranging from 60% to 79%).



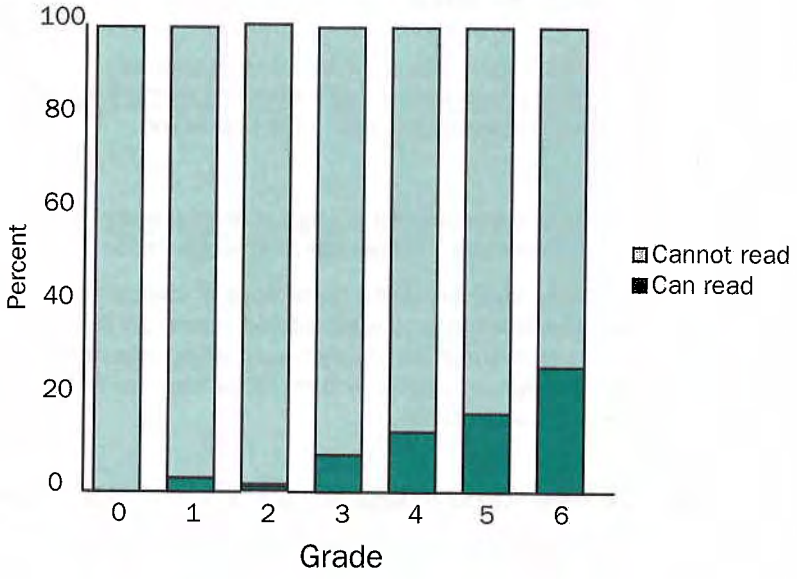
Source: GDHS 1993, 1998, and 2003

Age 20-24

Women's Literacy by Years of Primary School Completed: 2003

In 2003, just 13% of women who had completed grade 4 could read and 27% of those who had completed grade 6 could read.

- Over time, the percentage of grade 4 completers who were literate has changed little: In 1993, 12% of women who completed grade 4 could read compared to 15% in 2003 (data from 1993 not shown).
- Between 1993 and 2003, there was an increase in the percentage of grade 6 completers who were literate—from 22% in 1993 to 36% in 2003.



Source: GDHS 2003

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).

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[1] 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.

[1] 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; Website: http://www.dhseddata.com).

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