

# DHS EdData Education Profiles

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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.

# Mali

## DHS EdData Education Profile: 1995 and 2001

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The Mali Demographic and Health Surveys (DHS) were conducted in 1995 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 increased between 1995 and 2001, but remained low.

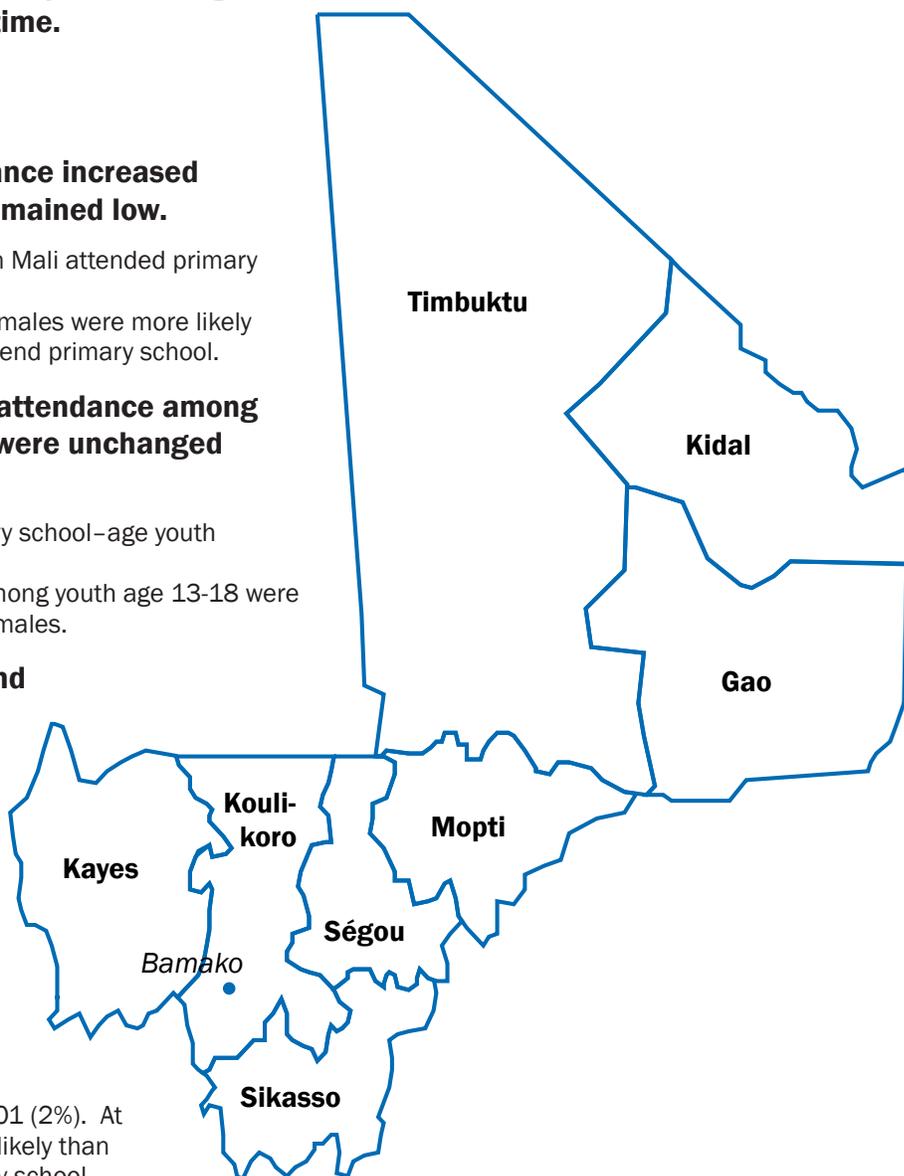
- In 2001, 38% of children age 7-12 in Mali attended primary school, up from 29% in 1995.
- In both 2001 and 1995, school-age males were more likely than their female counterparts to attend primary school.

#### At the secondary level, rates of attendance among youth age 13-18 were low, and were unchanged between 1995 and 2001.

- In 2001 and 1995, 10% of secondary school-age youth attended secondary school.
- In both surveys, attendance rates among youth age 13-18 were found to be higher for males than females.

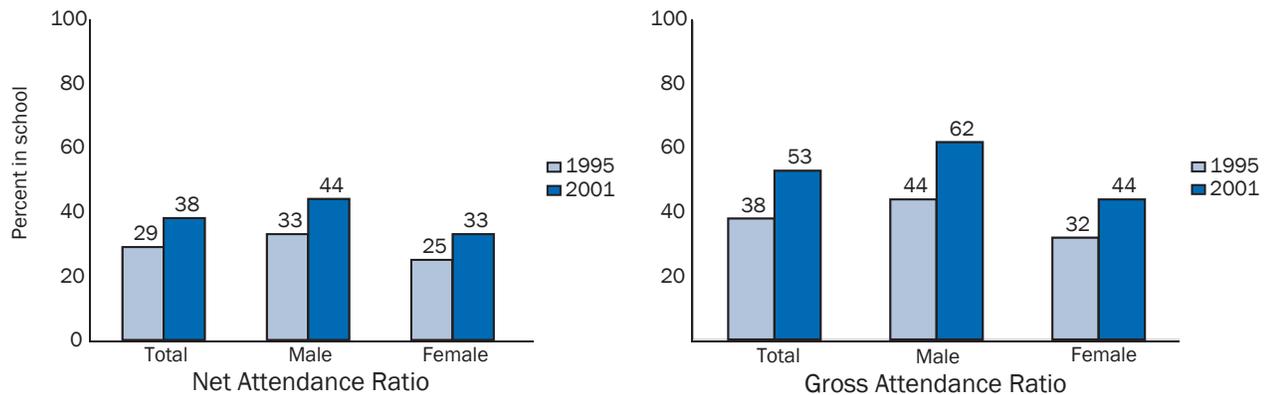
#### Adult educational attainment and literacy have changed little over time, and considerable gender disparities remain.

- In 2001, 13% of the population age 15 and older had completed primary school, up from 10% in 1995. In 2001, men were almost twice as likely as women to have completed primary school.
- The percentage of the population age 20 and older that had completed secondary school was low and changed little from 1995 (3%) to 2001 (2%). At both points in time, men were more likely than women to have completed secondary school.
- 15% of women age 15-49 were literate in 2001, compared with 31% of men age 15-59.



<sup>1</sup>The 1995 survey was administered to 8,716 households and 9,704 women age 15-49 and 2,474 men age 15-59 from those households. The 2001 survey was administered to 12,331 households, 12,849 women age 15-49, and 3,405 men age 15-59.

# Primary School Attendance Ratios: 1995 and 2001



Source: MDHS 1995 and 2001

The net attendance ratio (NAR) is the percentage of the official primary school-age population (age 7-12 in Mali) 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 9 percentage points between 1995 and 2001.**

- In 2001, 38% of school-age children in Mali attended primary school, up from 29% in 1995.

**School-age males were more likely than females to attend primary school in 2001 and 1995.**

- Between 1995 and 2001, the rate of primary school attendance among school-age females increased 8 percentage points, from 25% to 33%. During the same period, the rate of primary school attendance among school-age males increased 11 percentage points, from 33% to 44%.

## 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 2001, about 1 in 4 primary school students was outside (either younger than or older than) the official school age range of age 7-12.**

- Students over or under the official primary school age range made up 28% of the primary school population in 2001 ( $(\text{GAR } 53 - \text{NAR } 38) / \text{GAR } 53$ ), and 24% of the primary school population in 1995 ( $(\text{GAR } 38 - \text{NAR } 29) / \text{GAR } 38$ ).

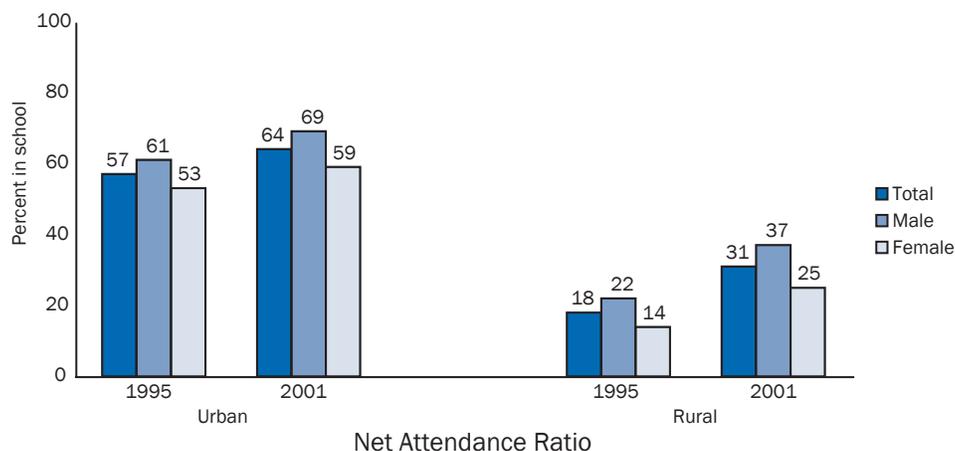
**In 2001 and 1995, among youth of all ages, males were more likely than females to attend primary school.**

- The gross attendance ratio (GAR) among males was 62 in 2001, compared with 44 among females.
- In 1995, the GAR was 44 for males and 32 for females.

# Primary School Net Attendance Ratio (NAR) by Urban/Rural: 1995 and 2001

**In 2001, children age 7-12 in urban areas were more than twice as likely to attend primary school than children in rural areas. This urban-rural disparity declined between 1995 and 2001.**

- In 2001, 64% of children age 7-12 in urban areas attended primary school, compared to 31% in rural areas. This 33 percentage point urban-rural disparity is an improvement from 1995 (39 percentage points).
- From 1995 to 2001, the NAR among females in rural areas increased by 11 percentage points (from 14% to 25%), while the NAR among boys increased by 15 percentage points (from 22% to 37%).



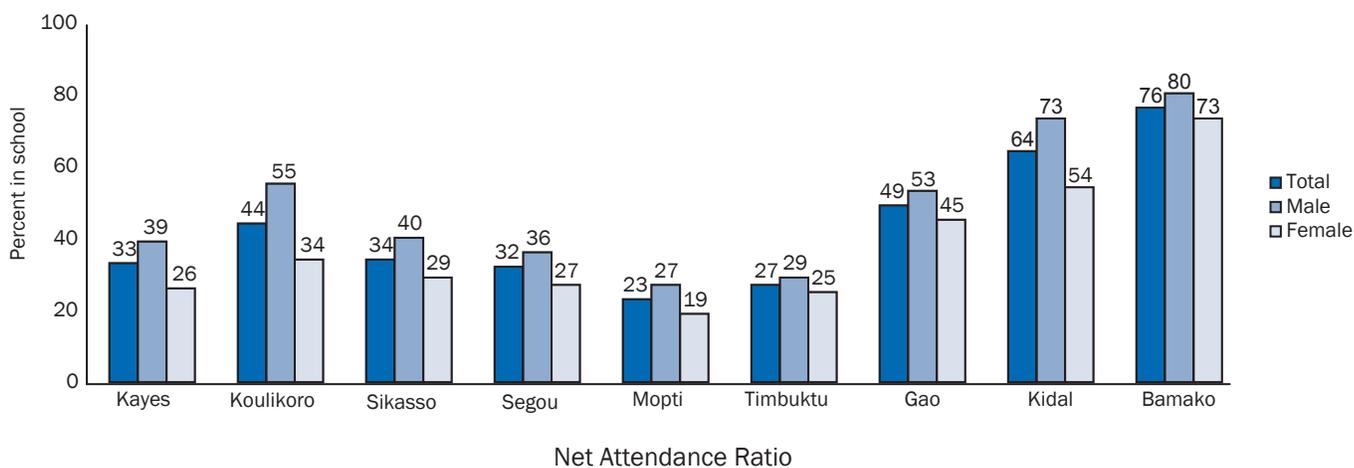
Source: MDHS 1995 and 2001

# Primary School Net Attendance Ratio (NAR) by Region: 2001<sup>2</sup>

**In 2001, there were large regional disparities in primary school attendance in Mali.**

- The highest net attendance ratio among primary school-age children was in the Bamako region (76%), while the lowest NAR was in the Mopti region (23%).

**In 2001, the percentage of school-age children attending primary school was higher for males than for females in all regions.**



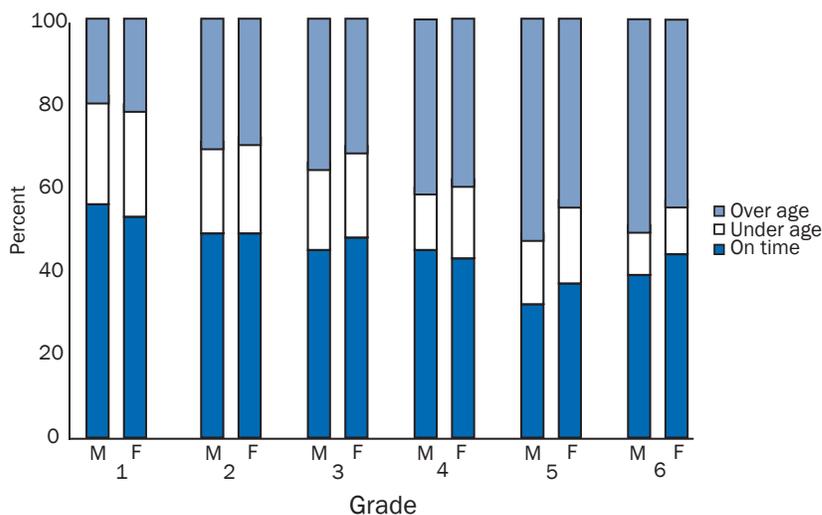
Source: MDHS 2001

<sup>2</sup> The Mali DHS EdData Education Profile provides the Primary School Net Attendance Ratio (NAR) by region for 2001 only. The 2001 survey was designed to provide estimates of education indicators for each of Mali's 9 regions. The 1995 survey did not provide individual estimates for Timbuktu or Gao for security reasons and did not include the region of Kidal, which was established as separate from Gao after the sample had been designed.

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

**In 2001, 19% of students in grade 1 and 47% of students in grade 6 were over age for the grade attended.**

- In general, in both 1995 and 2001, male students were more likely than female students to be over age for the grade attended (data from 1995 not shown).



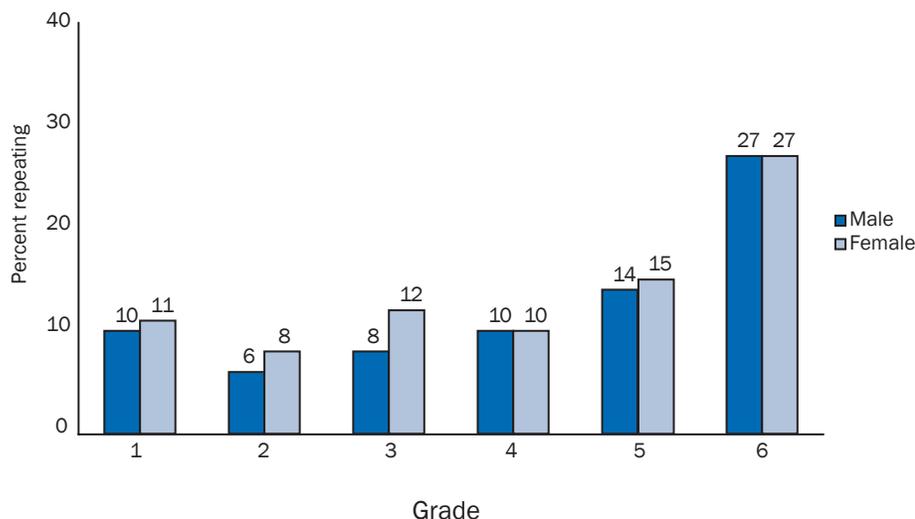
Source: MDHS 2001

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 Mali, 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 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>3</sup>

**In 2001, grade repetition was substantially higher in grade 6 than in the earlier grades.**

- 27% of male and female students attending grade 6 in 2001 were repeating that grade. Between 6% and 15% of students were repeating grades 1-5.
- In 2001, the percentage of males and females repeating a grade was relatively equal throughout the primary cycle with the exception of grade 3.



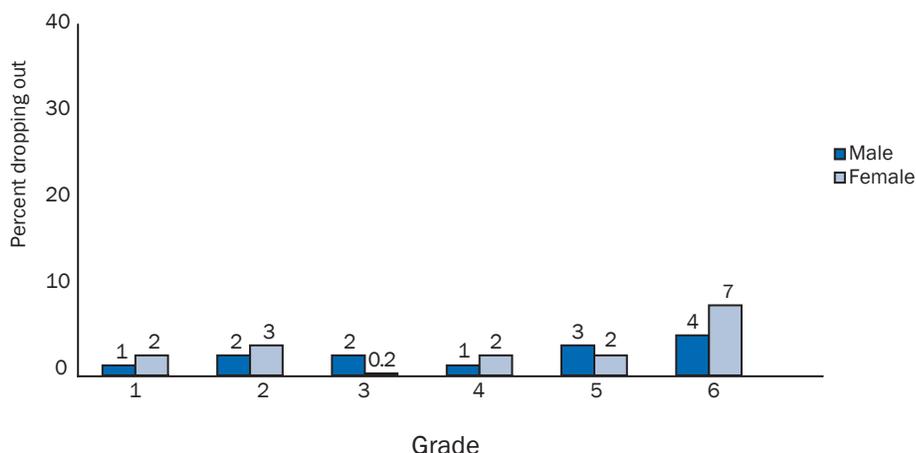
Source: MDHS 2001

<sup>3</sup> Data on repetition rates are not available from the 1995 survey.

# Primary School Dropout: 2001<sup>4</sup>

**In 2001, the percentage of students dropping out of school was relatively low throughout the primary cycle, suggesting that once children start attending school they are likely to persist to the end of the cycle.**

- In 2001, the grade 1 dropout rate was 1% for male students and 2% for female students. In the remaining grades, dropout rates ranged from 1% to 7%.
- Dropout rates among male and female students were roughly equal for each grade with the exception of grade 6.



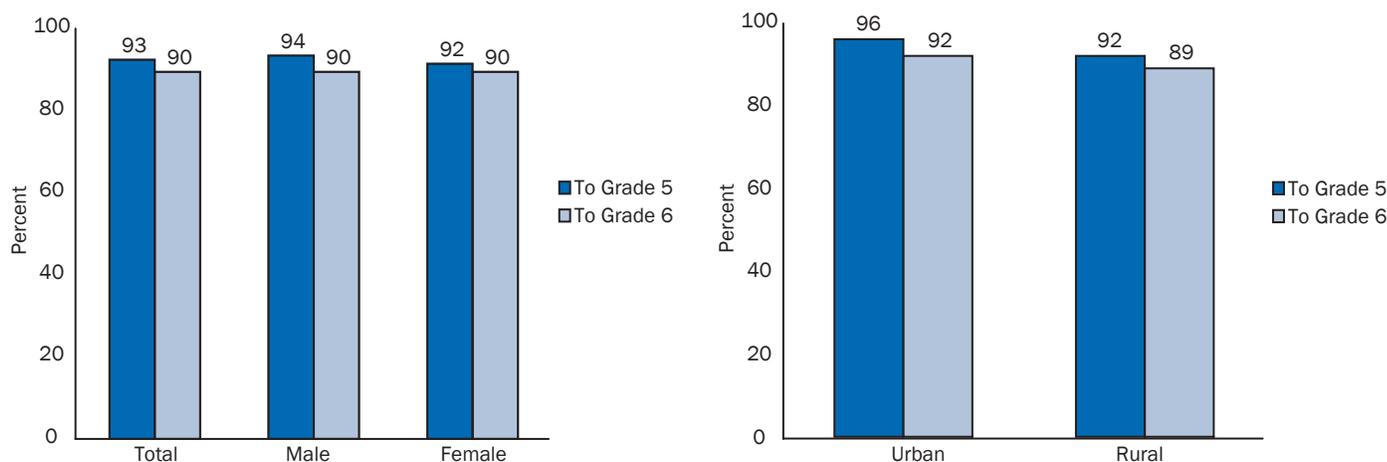
Source: MDHS 2001

<sup>4</sup> Data on dropout rates are not available from the 1995 survey.

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

**In 2001, the vast majority of students who entered grade 1 could be expected to reach the final grades of the primary cycle, with or without grade repetition.**

- 94% of male and 92% of female students attending grade 1 could be expected to reach grade 5, while 90% of male and female students could be expected to reach grade 6.
- There was little difference in primary school survival rates by urban-rural residence. Nearly all students (96%) who entered grade 1 in urban areas could be expected to reach grade 5, while 92% of students in rural areas could be expected to reach that grade. 92% of students in urban areas and 89% in rural areas could be expected to reach grade 6.

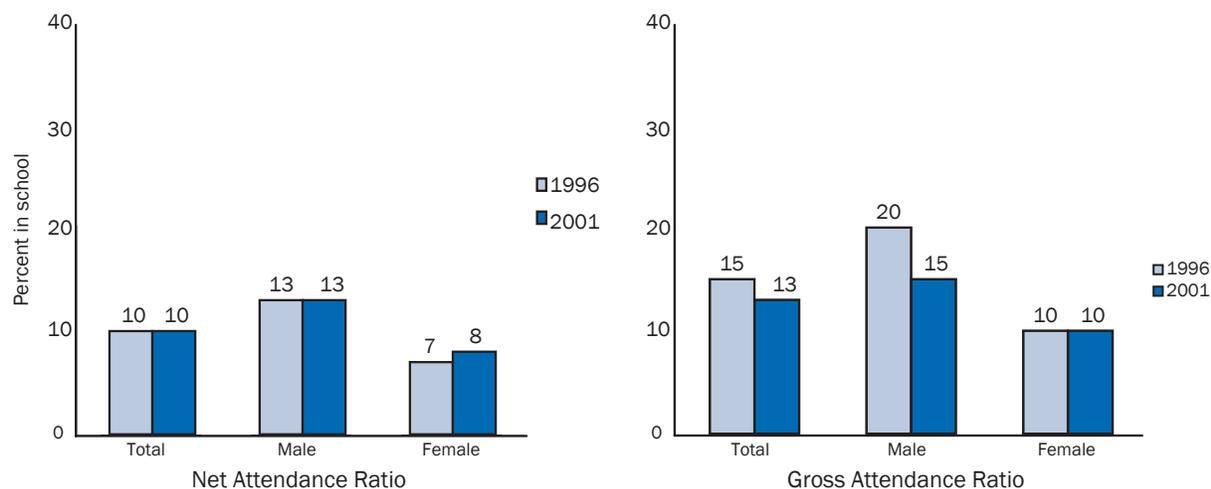


Source: MDHS 2001

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>5</sup> Data on survival rates are not available from the 1995 survey.

# Secondary School Attendance Ratios: 1995 and 2001



Source: MDHS 1995 and 2001

The net attendance ratio (NAR) is the percentage of the official secondary school-age population (age 13-18 in Mali) 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 13-18 attending secondary school was low and remained the same from 1995 to 2001.**

- In 2001 and 1995, 10% of secondary school-age youth attended secondary school.

**At both points in time, male youth of secondary school age were more likely than female youth to attend secondary school.**

- In 2001, 13% of males and 8% of females age 13-18 attended secondary school, nearly unchanged from 1995, with 13% of males and 7% of females attending.

## Secondary Gross Attendance Ratio (GAR)

**Among students of all ages (gross attendance), the rate of secondary attendance was low in both 1995 and 2001 (15 and 13). In both surveys, male youth were found to be more likely to attend secondary school than female youth.**

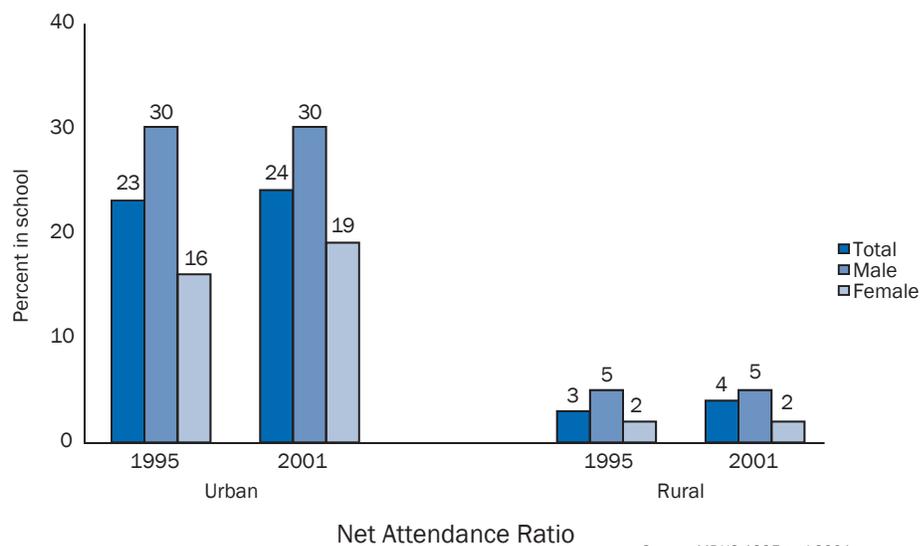
- In 2001, the gross attendance ratio (GAR) among males was 15, compared with 10 among females.

# Secondary School Net Attendance Ratio (NAR) by Urban/Rural: 1995 and 2001

In 2001 and 1995, youth age 13-18 in urban areas were found to be much more likely than those in rural areas to attend secondary school.

- In 2001, 24% of youth in urban areas age 13-18 attended secondary school, compared to only 4% in rural areas.

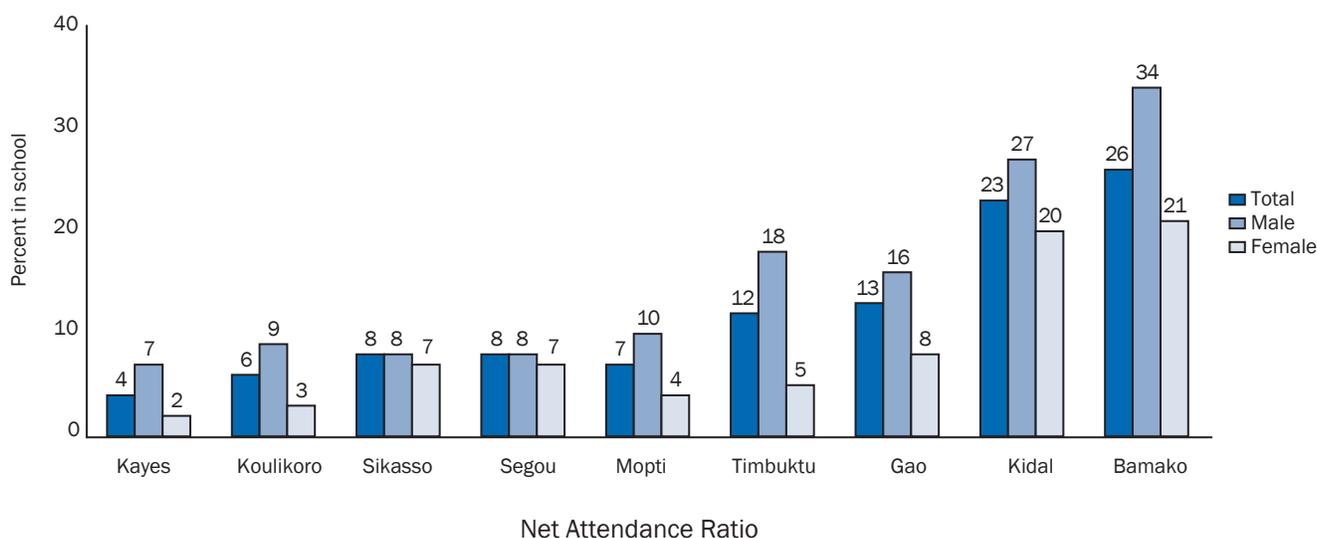
Between 1995 and 2001, the secondary net attendance ratio remained the same in both urban and rural areas.



# Secondary School Net Attendance Ratio (NAR) by Region: 2001<sup>6</sup>

Secondary school net attendance ratios (NAR) range widely by region.

- In 2001, the highest secondary school NAR was in the Bamako region (26%), while the lowest NAR was in the Kayes region (4%).
- The rate of attendance among youth age 13-18 was higher for males than for females in most regions. In the Sikasso and Segou regions, there was gender parity in the NAR.

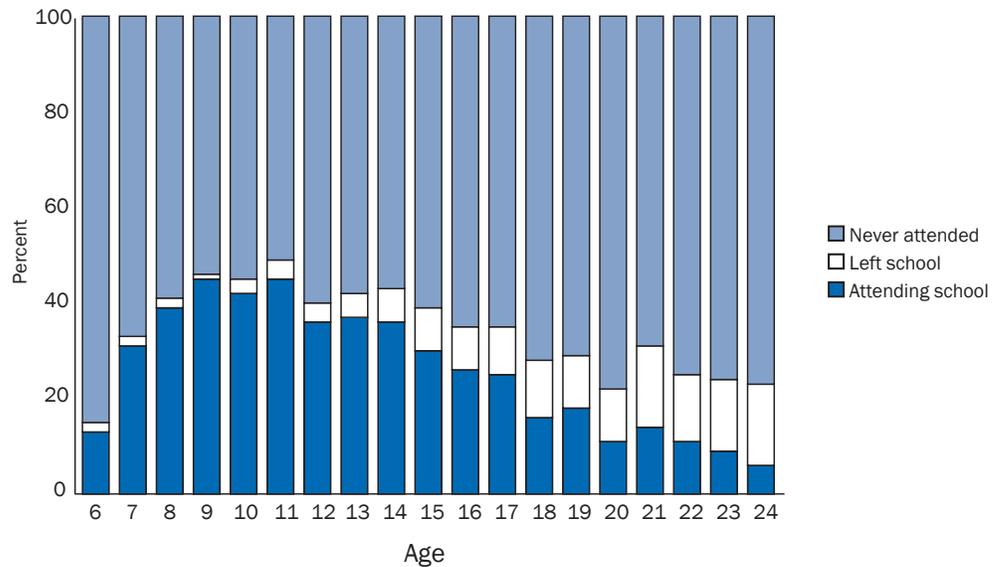


<sup>6</sup> The Mali DHS EdData Education Profile provides the Secondary School Net Attendance Ratio (NAR) by region for 2001 only. The 2001 survey was designed to provide estimates of education indicators for each of Mali's 9 regions. The 1995 survey did not provide individual estimates for Timbuktu or Gao for security reasons and did not include the region of Kidal, which was established as separate from Gao after the sample had been designed.

# Schooling Status of Youth Age 6-24: 2001

Between 1995 and 2001, the percentage of youth attending school at the pre-primary, primary, secondary, or post-secondary levels increased at each age from 6 to 24 (data from 1995 not shown).

- In 2001, the peak ages of attendance were 9 and 11, with 45% of children age 9 and age 11 attending school; the peak age range was 8-14.



Source: MDHS 2001

The percentage of youth age 6-17 who had never attended school declined between 1995 and 2001.

- In 2001, 51% of 11-year-olds had never attended school, down from 66% in 1995.

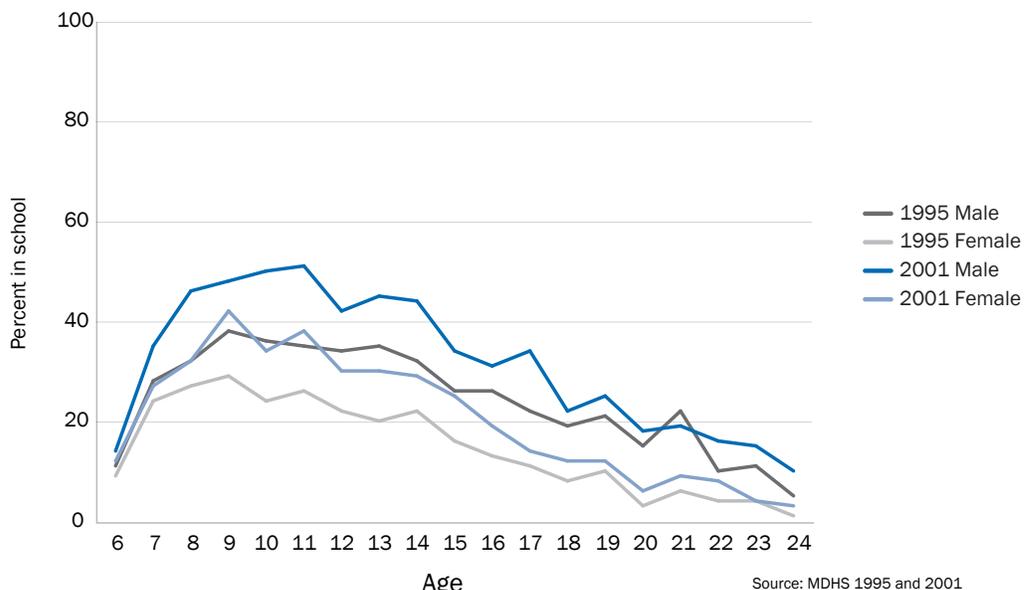
## Age-Specific Attendance Rate by Sex: 1995 and 2001

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

- In 2001, attendance peaked at age 11 for males (51%) and at age 9 for females (42%).
- The largest gender gap in attendance was at age 17, with male attendance at 34% and female attendance at 14%.

In general, between 1995 and 2001, the age-specific attendance rate at any level increased for males and females at each age between 6 and 24.

- Between 1995 and 2001, the percentage of 11-year old males attending school increased from 35% to 51%.
- During the same period, attendance rates among 9-year-old females increased from 29% to 42%.
- In 2001, attendance rates remained low among older youth, with attendance rates declining around age 15 for males and age 12 for females.

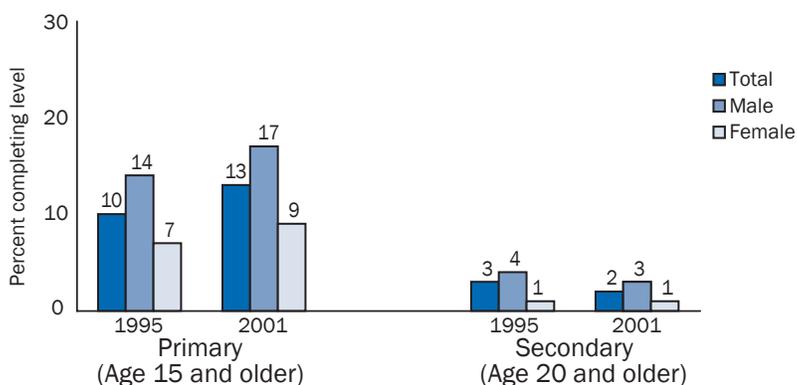


Source: MDHS 1995 and 2001

# Adult Primary and Secondary School Completion Rates: 1995 and 2001

**Between 1995 and 2001, the percentage of the population age 15 and older that had completed primary school increased slightly. In spite of the increase, men remained about twice as likely as women to have completed the primary level.**

- In 2001, 13% of the population 15 and older had completed primary school, compared with 10% in 1995. In 2001, 17% of men had completed primary school compared to 9% of women.



Source: MDHS 1995 and 2001

**Secondary school completion was rare among adults in both 1995 and 2001.**

- In 2001, 2% of the population age 20 and older had completed secondary school, about the same percentage as in 1995 (3%).
- 3% of men and 1% of women had completed the secondary level in 2001.

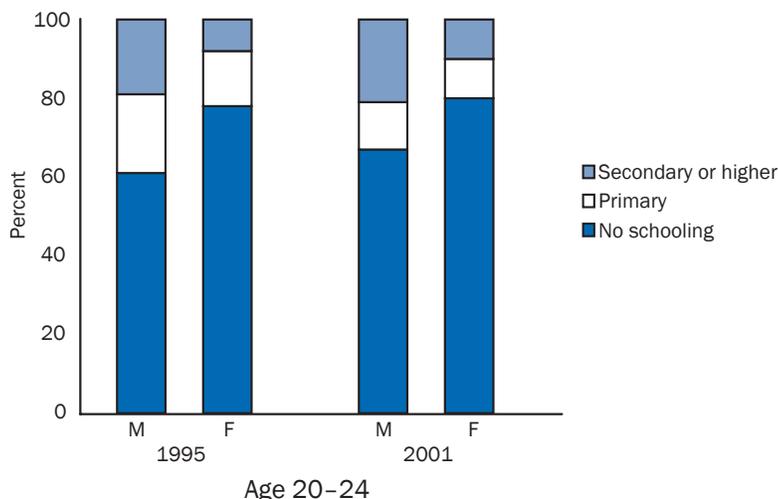
## Adult Educational Attainment: 1995 and 2001

**Between 1995 and 2001, educational attainment changed little among men and women age 20-24.**

- In 1995, 61% of men age 20-24 had never attended school, compared with 67% in 2001.
- In 1995, 79% of women age 20-24 had never attended school, compared with 81% in 2001.

**In general, between 1995 and 2001, educational attainment remained the same for adults age 20 and older in Mali (data not shown for all age groups).**

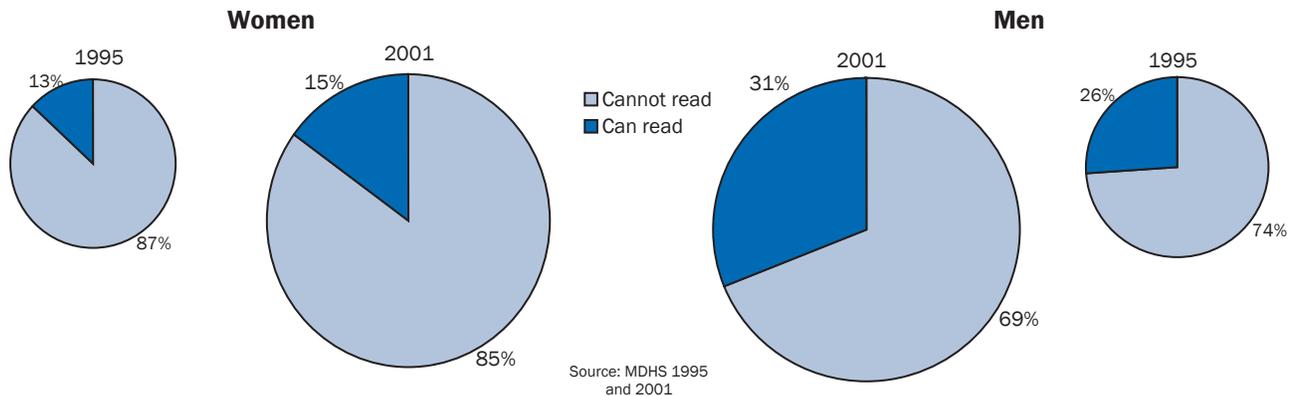
- In 1995, 13% of women age 20 and older had attended primary school or higher, compared to 14% in 2001. At the same points in time, 5% and 6% had attended secondary school or higher.
- Among men age 20 and older, in 1995, 22% had attended primary school or higher, compared with 24% in 2001. At the same points in time, 11% and 13% had attended secondary school or higher.



Source: MDHS 1995 and 2001

# Literacy Among Women Age 15-49 and Men 15-59: 1995 and 2001

In 2001, 15% of women could read, compared to 31% of men. Between 1995 and 2001, women's literacy changed little (from 13% to 15%), and men's literacy increased from 26% to 31%.<sup>7</sup>



<sup>7</sup> Among adults who never attended school and those who attended primary school, literacy was self-reported in 1995, and tested in 2001. In 2001, literacy was tested by asking the respondent to read a sentence in a language in which he/she was likely to be literate. Men and 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 (1995) or those who were able to read (2001).

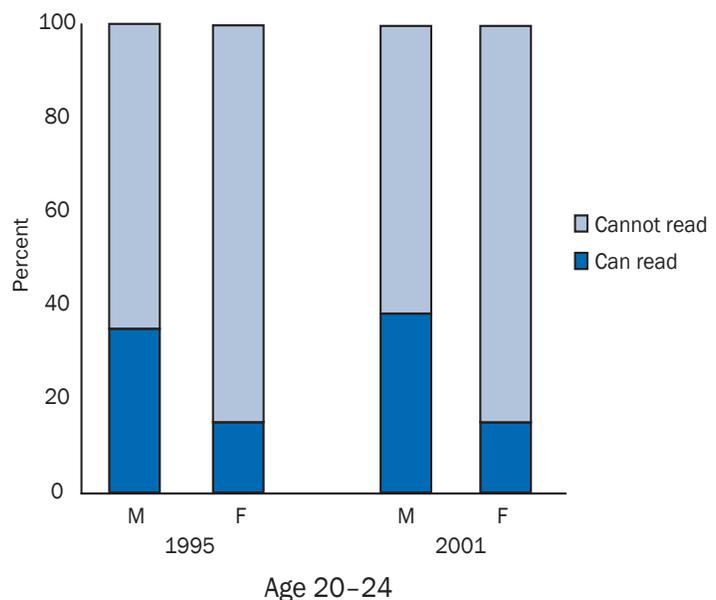
## Literacy by Age: 1995 and 2001

Between 1995 and 2001, literacy changed little among younger adults.

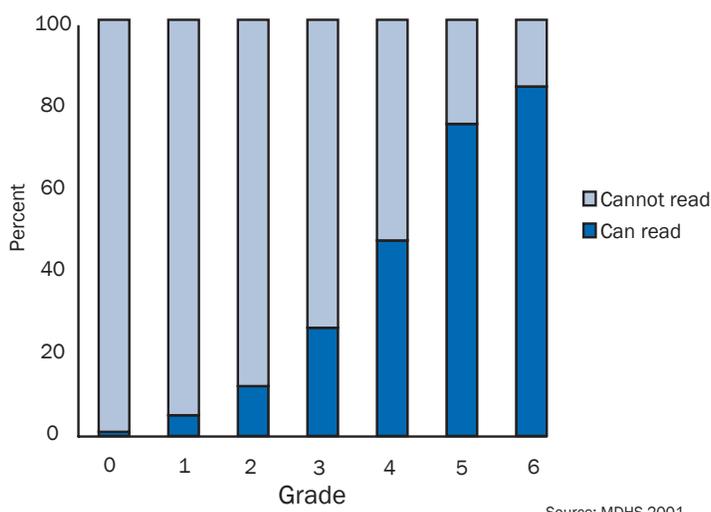
- In both 1995 and 2001, 15% of women age 20-24 could read. In 1995, 35% of men age 20-24 could read, compared to 38% in 2001.

Literacy, while still low, has been increasing slowly over the past 30 years.

- In 2001, 22% of women age 15-19 could read, compared with 8% of women age 45-49 (data not shown for all age groups). At the same point in time, 39% of men age 15-19 could read, compared to 9% of men age 50-54.



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



In 2001, less than half (47%) of women who had completed grade 4 could read and 84% of those who had completed grade 6 could read. The percentage literate by years of schooling did not change substantially between 1995 and 2001 (data from 1995 not shown).

## Main Reason for Leaving School Among Women Age 15-24, by Highest Level of Schooling Attended: 2001

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 that they did not like school (35%).

- The second most common reason for leaving primary school was marriage (14%).
- 12% of women who left primary school cited the need to help the family and 11% cited failing examinations as the main reason for leaving primary school.

Women cited marriage as the most common reason they left secondary school or higher (28%).

- Other common reasons women cited for leaving secondary school or higher were not liking school (15%), failing examinations (13%), and pregnancy (11%).

	Left during primary %	Left during secondary or higher %	Total %
Got pregnant	3	11	4
Got married	14	28	17
Needed to take care of children	3	1	3
Family needed help	12	1	10
Could not pay for schooling	2	3	2
Needed to earn money	3	3	3
Graduated/Had enough schooling	2	8	4
Failed exams	11	13	12
Did not like school	35	15	31
School not accessible	5	0	4
Other/Don't know	10	16	11

Source: MDHS 2001

## 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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