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.

Haiti

DHS EdData Education Profile: 1994 and 2000

The Haiti Mortality, Morbidity, and Services Utilization Surveys (EMMUS) were conducted in 1994 and 2000.[1] Having data from two surveys allows for an analysis of changes in the educational setting over time.

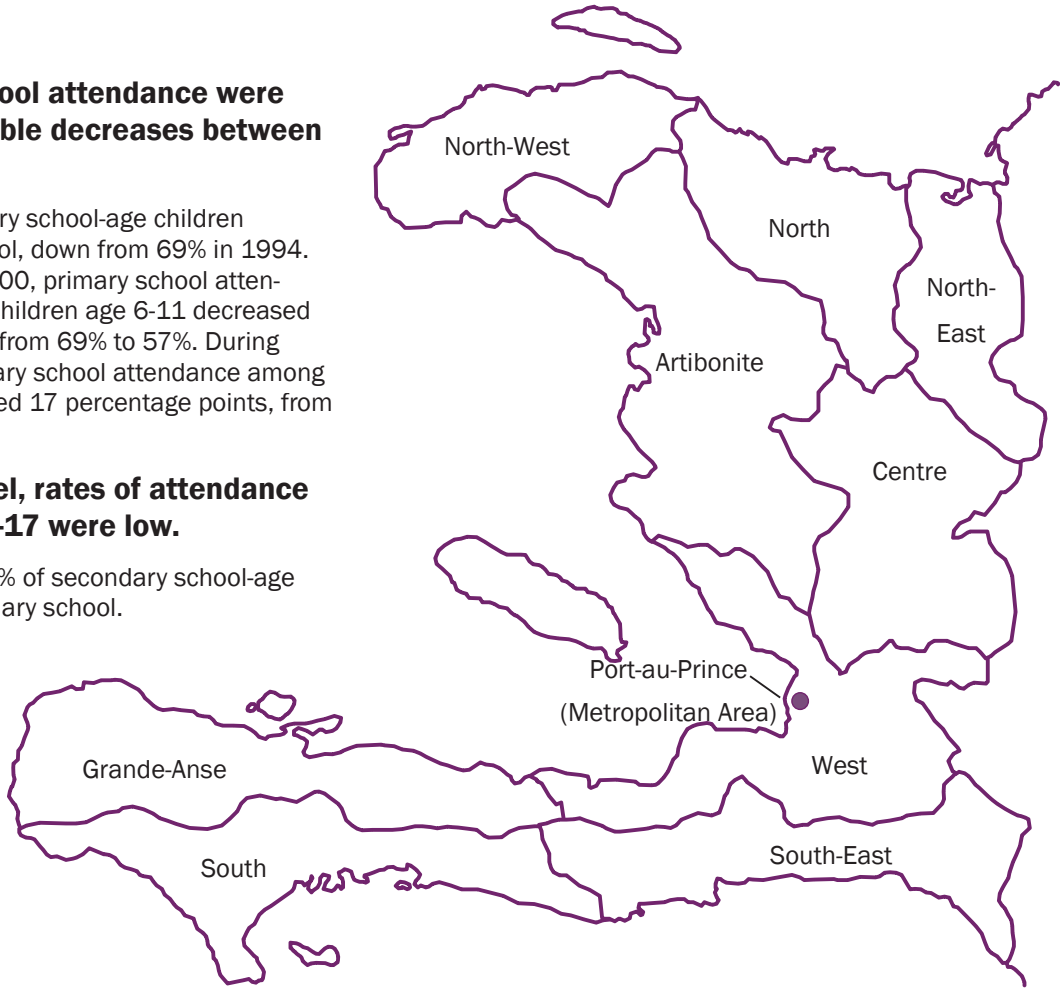
Key Findings

Rates of primary school attendance were moderate, with sizeable decreases between 1994 and 2000.

- In 2000, 54% of primary school-age children attended primary school, down from 69% in 1994.
- Between 1994 and 2000, primary school attendance among female children age 6-11 decreased 12 percentage points, from 69% to 57%. During the same period, primary school attendance among male children decreased 17 percentage points, from 69% to 52%.

At the secondary level, rates of attendance among youth age 12-17 were low.

- In 2000 and 1994, 16% of secondary school-age youth attended secondary school.
- Attendance rates among youth age 12-17 were slightly higher for female youth than male youth.

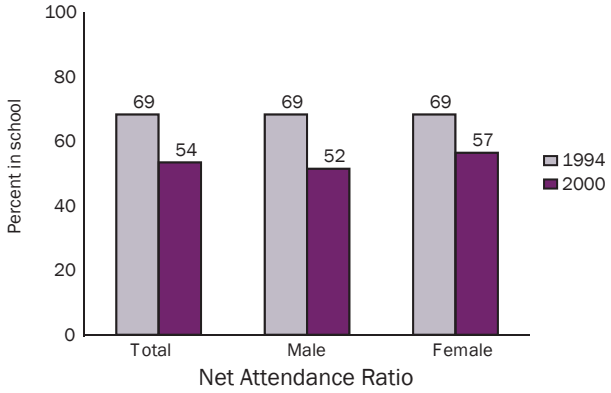


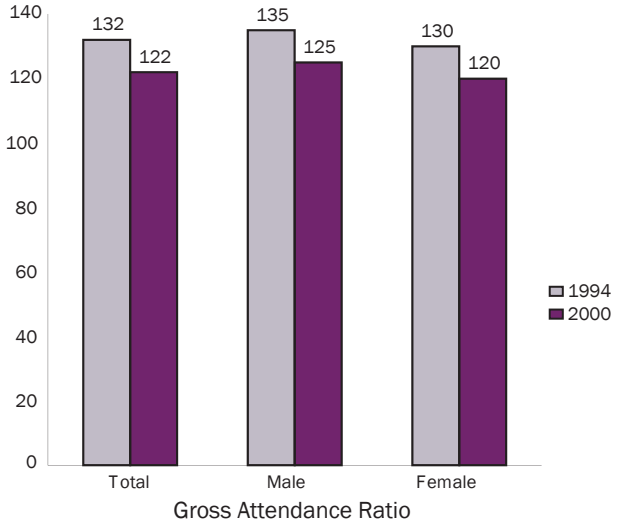
Adult educational attainment and literacy have increased over time. However, gender disparities remained.

- In 2000, 32% of the population age 15 and older had completed primary school, up from 27% in 1994. Men were more likely than women to have completed primary school.
- In 2000, 6% of the population age 20 and older had completed secondary school or higher, with men twice as likely as women to have completed the level.
- In 2000, 59% of women age 15-49 were literate, compared with 69% of men age 15-59.

[1] The 1994 survey was administered to 4,818 households and 5,356 women age 15-49 and 1,610 men age 15-59 from those households. The 2000 survey was administered to 9,595 households, 10,159 women age 15-49, and 3,171 men age 15-59.

Primary School Attendance Ratios: 1994 and 2000





Source: Haiti EMMUS 1994 and 2000

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

Between 1994 and 2000, the percentage of children age 6-11 attending primary school decreased by 15 percentage points.

- In 2000, 54% of school-age children in Haiti attended primary school, down from 69% in 1994.

In 2000, the NAR among females was slightly higher than the NAR among males, whereas in 1994, there was gender parity in the NAR.

- Between 1994 and 2000, primary school attendance among school-age females decreased 12 percentage points, from 69% to 57%. During the same period, the NAR among males decreased 17 percentage points, from 69% to 52%.

Primary Gross Attendance Ratio (GAR)

Many of the children attending primary school were 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.

From 1994 to 2000, the percentage of students outside the official school age range (either younger than 6 or older than 11) increased.

- Students over or under the official primary school age range made up 56% of the primary school population in 2000 [(GAR 122 – NAR 54)/GAR 122] and 48% in 1994 [(GAR 132 – NAR 69)/ GAR 132].

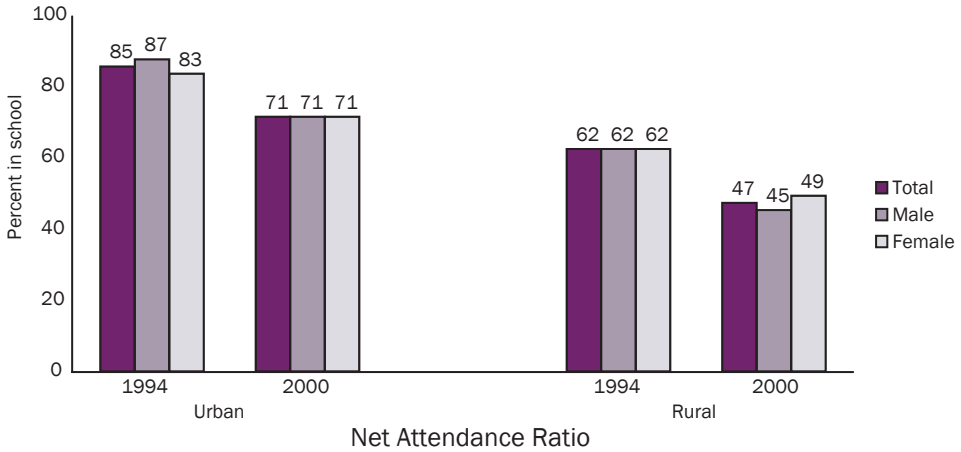
From 1994 to 2000, the rate of primary attendance among youth of all ages declined from 132 to 122. During the same period, male youth of all ages were slightly more likely than female youth to attend primary school.

- In 2000, the gross attendance ratio (GAR) among males was 125, compared with 120 among females.

Primary School Net Attendance Ratio (NAR) by Urban/Rural: 1994 and 2000

In both 1994 and 2000, children age 6-11 in urban areas were far more likely than children in rural areas to attend primary school.

- In 2000, 71% of children age 6-11 in urban areas attended primary school, compared to 47% in rural areas.



Source: Haiti EMMUS 1994 and 2000

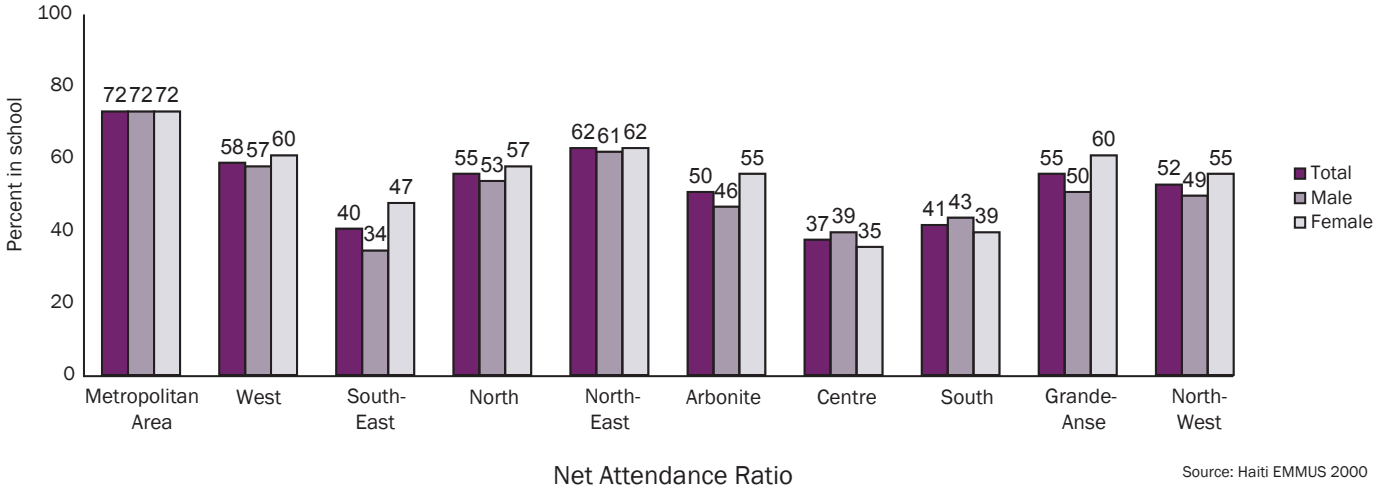
Primary School Net Attendance Ratio (NAR) by Region: 2000[2]

In 2000, there were large disparities by region in the net attendance ratio among primary school-age children.

- The highest NAR was in the Metropolitan Area (72%) while the lowest NAR was in the Centre region (37%).

The percentage of school-age children attending primary school was higher for females than for males in six out of ten regions.

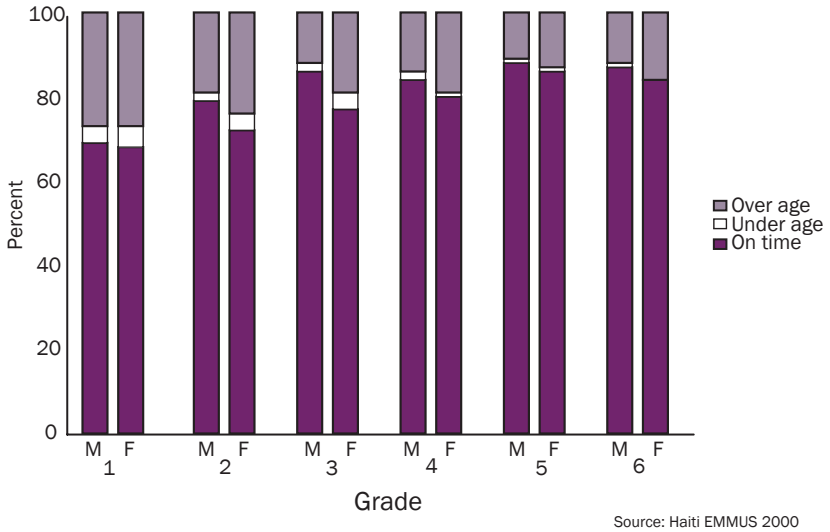
- The percentage of school-age children attending primary school was higher for females than for males in the West, South-East, North, Artibonite, Grande-Anse, and North-West regions.
- Primary school attendance among school-age children was slightly higher for males than females in the Centre and South



Source: Haiti EMMUS 2000

[2] The 2000 survey was designed to provide estimates of education indicators at the regional level but the 1994 survey was not.

Over-Age, Under-Age, and On-time Students in Primary School: 2000



Source: Haiti EMMUS 2000

In 2000, 68% of students in grade 1 and 86% of students in grade 6 were over age for the grade attended.

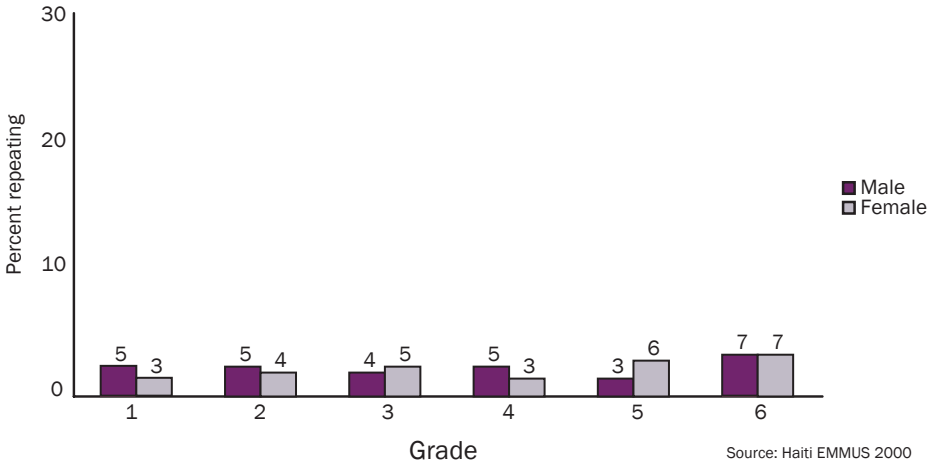
- In 1994, male and female students were equally likely to be over age for the grade attended (data from 1994 not shown). In 2000, males were more likely than females to be over age.

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 Haiti, 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 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: 2000[3]

In 2000, grade repetition was low in all primary grades.

- Between 3% and 6% of students repeated grades 1 to 5. The repetition rate in grade 6 was the highest, with 7% of male and female students repeating that grade.
- There was no clear pattern of gender difference in repetition.



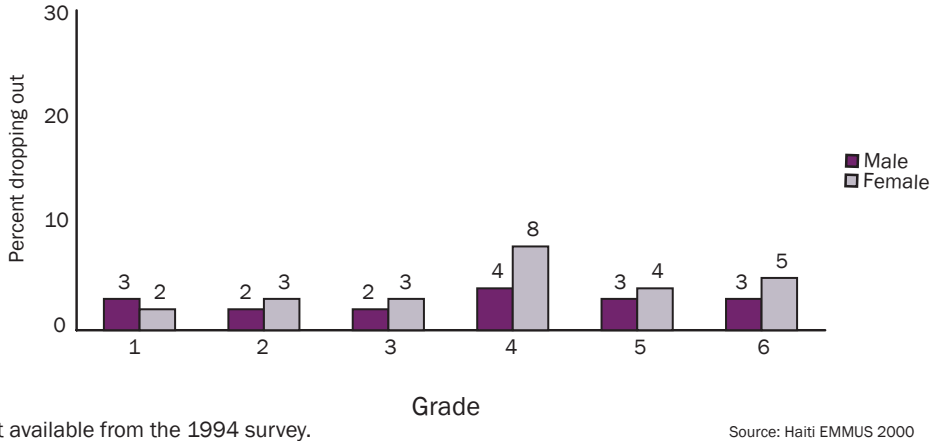
Source: Haiti EMMUS 2000

[3] Repetition data are not available from the 1994 survey

Primary School Dropout: 2000[4]

In 2000, the percentage of students dropping out of school was relatively low throughout the primary cycle (ranging from 2% to 8%), suggesting that once children start attending school they are likely to persist to the end of the cycle.

- Dropout rates among males and females were roughly equal for most grades.
- From 1999 to 2000, the highest rate of female and male dropout (8% and 4% respectively) occurred in grade 4.



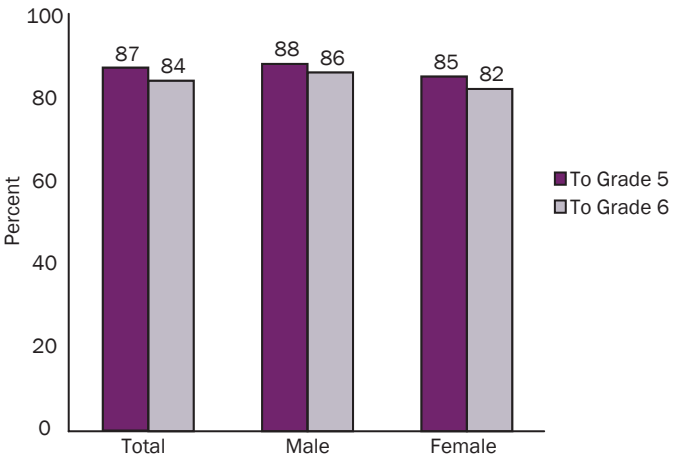
[4] Dropout data are not available from the 1994 survey.

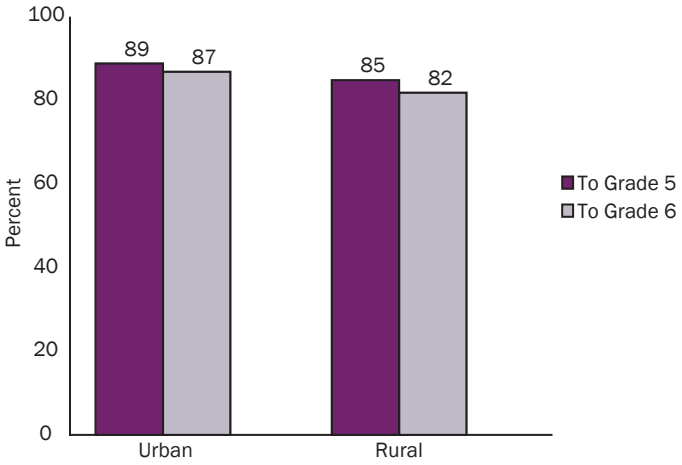
Source: Haiti EMMUS 2000

Survival to Grades 5 and 6: 2000[5]

In 2000, 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.

- 88% of male and 85% of female students attending grade 1 could be expected to reach grade 5, while 86% of male and 82% of female students could be expected to reach grade 6.
- There is little difference in primary school survival rates by urban-rural residence. About 9 in 10 students who entered grade 1 in urban and rural areas could be expected to reach grade 5. 87% of students in urban areas and 82% of students in rural areas could be expected to reach grade 6.



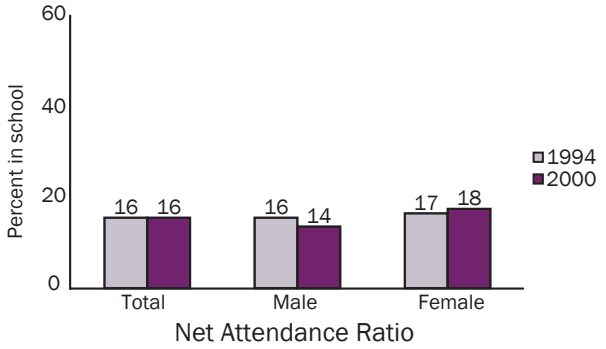


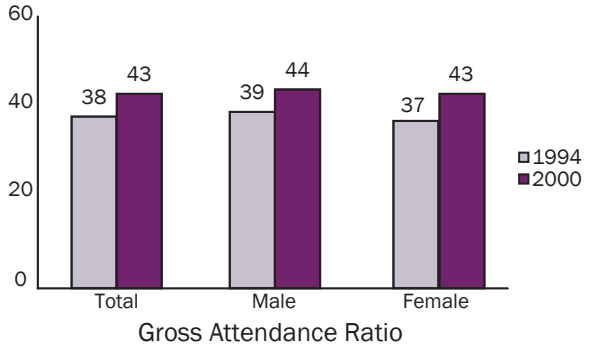
Source: Haiti EMMUS 2000

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).

[5] Data on survival rates are not available from the 1994 survey

Secondary School Attendance Ratios: 1994 and 2000





Source: Haiti EMMUS 1994 and 2000

The net attendance ratio (NAR) is the percentage of the official secondary school-age population (age 12-17 in Haiti) 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 12-17 attending secondary school was unchanged between 1994 and 2000.

- In 2000 and 1994, 16% of secondary school-age youth attended secondary school.
- In 2000, similar to the primary school attendance findings, the secondary NAR among females (18%) was slightly higher than the NAR among males (14%).

Secondary Gross Attendance Ratio (GAR)

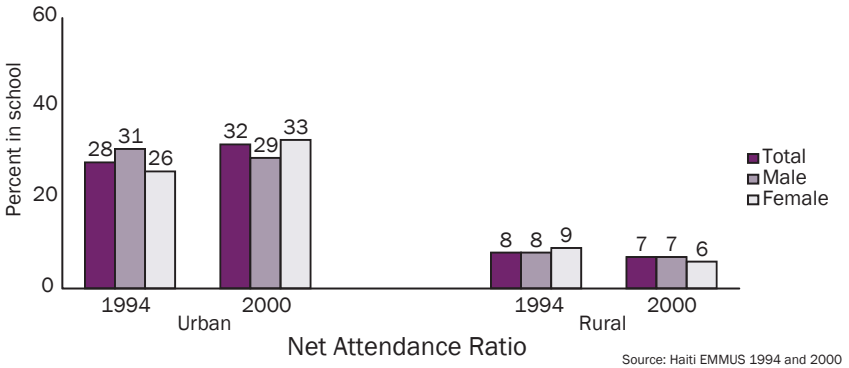
Among students of all ages (gross attendance), rates of secondary attendance increased from 38 in 1994, to 43 in 2000.

- In 2000, the percentage of male and female youth attending secondary school was comparable.

Secondary School Net Attendance Ratio (NAR) by Urban/Rural: 1994 and 2000

In 2000 and 1994, in urban areas, youth age 12-17 were found to be much more likely than those in rural areas to attend secondary school.

- In 2000, 32% of urban youth age 12-17 attended secondary school, compared to only 7% in rural areas.



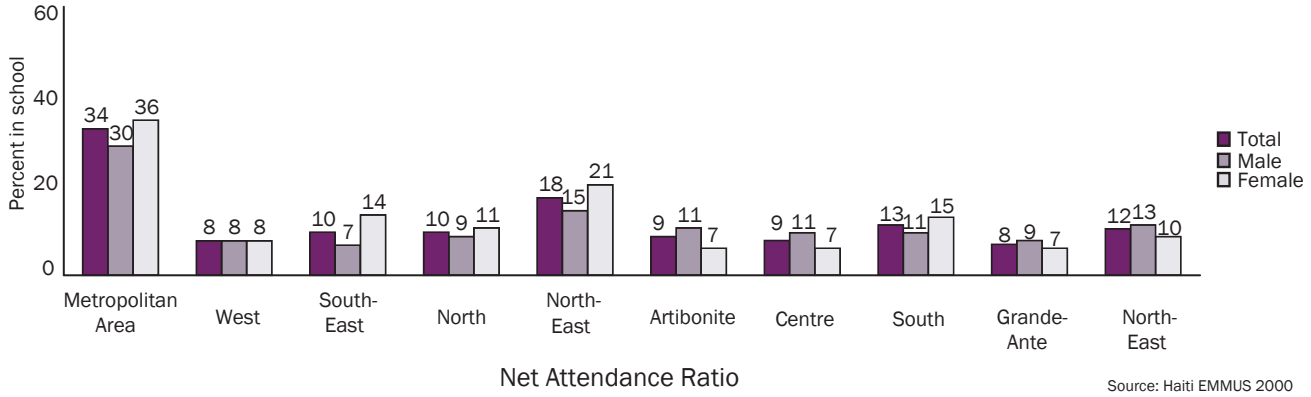
Source: Haiti EMMUS 1994 and 2000

Between 1994 and 2000, in urban areas, the secondary net attendance ratio increased slightly.

- In urban areas, the NAR increased from 28% in 1994 to 32% in 2000.

The secondary NAR in rural areas remained roughly the same between 1994 (8%) and 2000 (7%).

Secondary School Net Attendance Ratio (NAR) by Region: 2000[6]



In 2000, there was large disparity by region in secondary school attendance.

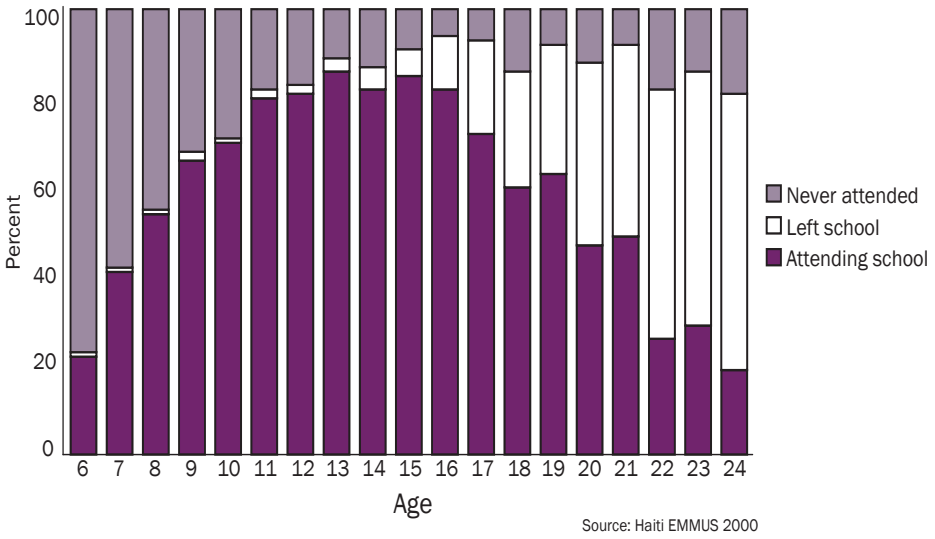
- The secondary school NAR ranged from 8% in the West and Grande-Anse regions to 34% in the Metropolitan Area.

In 2000, the percentage of school-age children attending secondary school was higher for females than for males in five out of ten regions.

- The percentage of school-age children attending secondary school was higher for females than for males in the Metropolitan Area, and in the South-East, North, North-East, and South regions.
- Secondary school attendance among school-age children was higher for males than females in the Artibonite, Centre, Grande-Anse, and North-West regions. There was gender parity in secondary school attendance in the West region.

[6] The 2000 survey was designed to provide estimates of education indicators at the regional level but the 1994 survey was not.

Schooling Status of Youth Age 6-24: 2000



Between 1994 and 2000, the percentage of youth attending school at the pre-primary, primary, secondary, or post-secondary levels decreased at each age from 6 to 10 (data from 1994 not shown).

- Between 1994 and 2000, the percentage of 6-year-olds attending school dropped 33 percentage points (from 55% to 22%). However, the percentage of 11-year-olds attending school fell only 7 percentage points between 1994 and 2000.

The peak age range of attendance remained roughly the same from 1994 to 2000.

- In 2000, the peak age of attendance was 13, with 86% of 13-year-olds attending school; the peak age range was 11-16.

At most ages between 15 and 24, the percentage of youth who have never attended school decreased.

- Among 20-year-olds, the percentage who had never attended school decreased by 7 percentage points (from 18% to 11%) between 1994 and 2000.

Age-Specific Attendance Rate by Sex: 1994 and 2000

In 2000, at every age from 7 to 10, the percentage of females attending school was higher than it was for males. The trend reversed between the ages of 14 and 24, where the percentage of youth attending school was higher for male than female youth.

- Attendance peaked at age 15 for males (87%) and at age 13 for females (88%).
- The largest gender gap in attendance was at age 17, with male attendance at 82% and female attendance at 64%.

From 1994 to 2000, the age-specific attendance rate decreased for females and males at each age between 6 and 10. In general during the same period, the age-specific attendance rate increased for females and males age 11-17.

Source: Haiti EMMUS 1994 and 2000

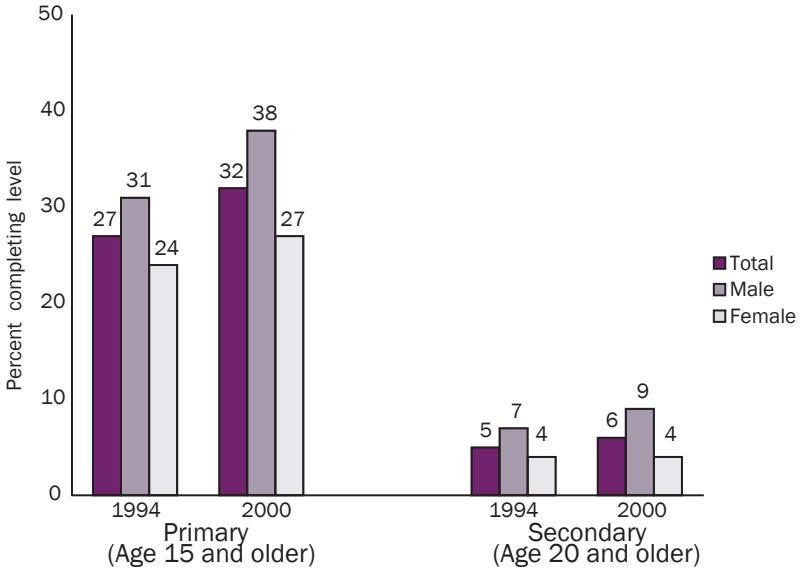
Adult Primary and Secondary Completion Rates: 1994 and 2000

Between 1994 and 2000, the percentage of the population age 15 and older that had completed primary school increased moderately. In spite of the increase, men remained more likely than women to have completed the primary level.

- In 2000, 32% of the population 15 and older had completed primary school, up from 27% in 1994. In 2000, 38% of men and 27% of women had completed primary school.

The percentage of the population age 20 and older that had completed secondary school changed little between 1994 and 2000, and men remained more likely than women to have completed secondary school.

- In 2000, 9% of men and 4% of women had completed the secondary level.



Source: Haiti EMMUS 1994 and 2000

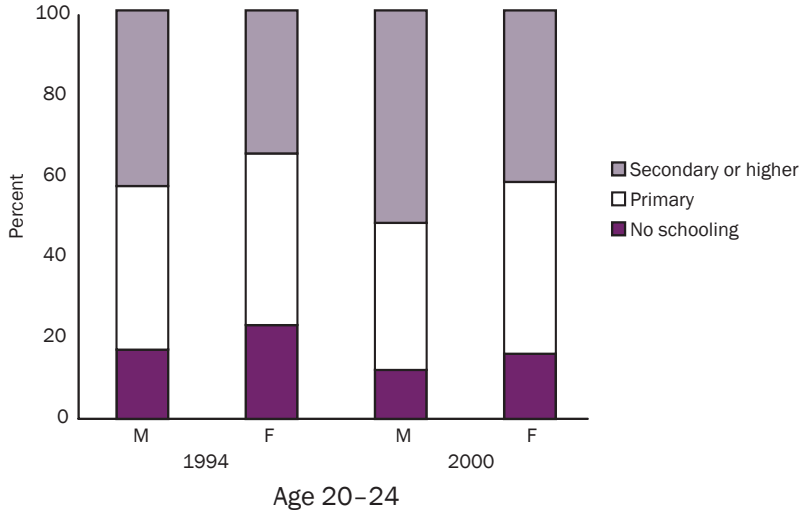
Adult Educational Attainment: 1994 and 2000

Between 1994 and 2000, educational attainment increased slightly for adults age 20-24.

- In 1994, 18 percent of men age 20-24 had never attended school, compared with 11 percent in 2000.
- In 1994, 23 percent of women age 20-24 had never attended school, compared with 19 percent in 2000.

Primary and secondary school attainment has increased for both men and women.

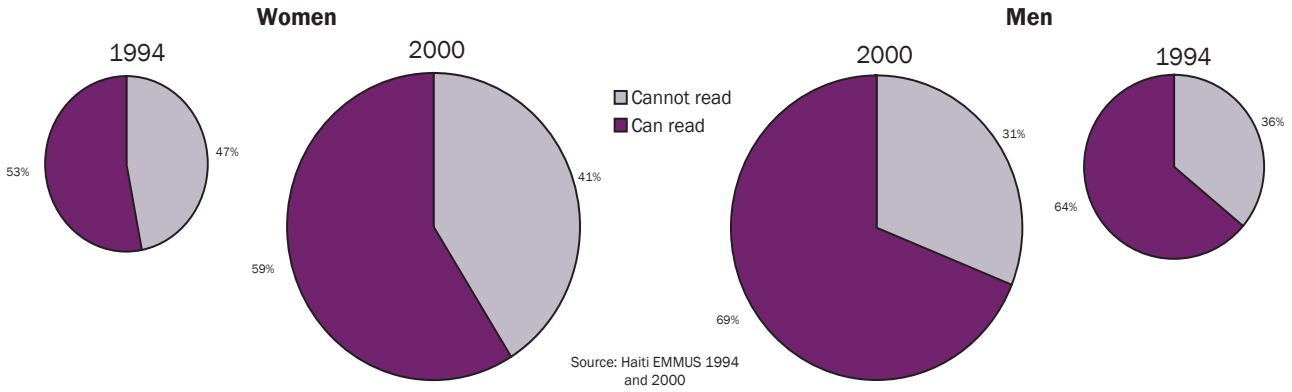
- Among women age 20 and older, in 1994, 46% had attended primary school or higher, compared with 50% in 2000. At the same points in time, 16% and 20% had attended secondary school or higher (data not shown for all age groups).
- Among men age 20 and older, in 1994, 58% had attended primary school or higher, compared with 65% in 2000. At the same points in time, 23% and 30% had attended secondary school or higher.



Source: Haiti EMMUS 1994 and 2000

Literacy Among Women Age 15-49 and Men Age 15-59: 1994 and 2000

In 2000, 59% of women could read, compared to 69% of men. Between 1994 and 2000, women's literacy increased from 53% to 59%, and men's literacy increased from 64% to 69%.[7]

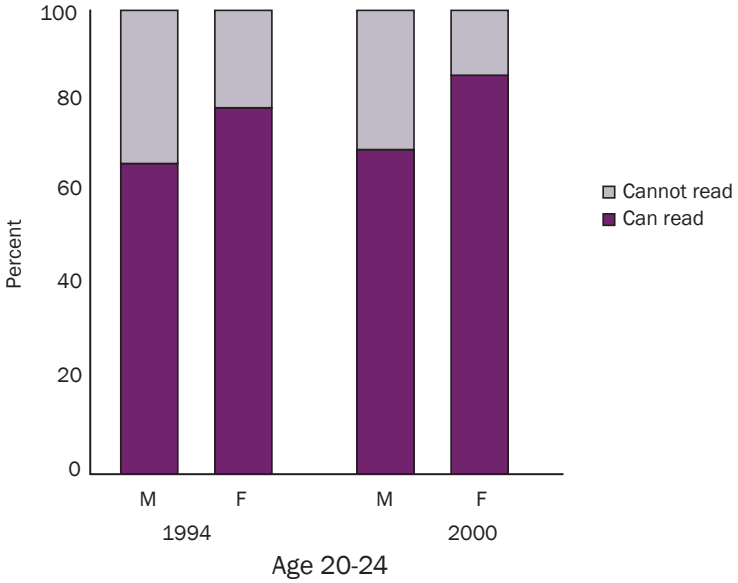


[7] Among men and women who never attended school and those who attended primary school, literacy was self-reported in 1994, and tested in 2000. In 2000, literacy was tested by asking the respondent to read a sentence in a language in which he/she was likely to be literate. Men and women who attended 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 (1994) or who were able to read (2000).

Literacy by Age: 1994 and 2000

Literacy has been increasing over the past 30 years.

- In 1994, 73% of women age 15-19 could read, compared with 80% in 2000 (data not shown for all age groups).
- In 2000, literacy was relatively high among young women age 15-19 (80%) and 20-24 (70%). Literacy was notably lower among older women, with just 29% of women age 45-49 literate.
- In 2000, overall, literacy among men was higher than that of women, ranging from 35% among men age 50-54 to 86% among men age 20-24.

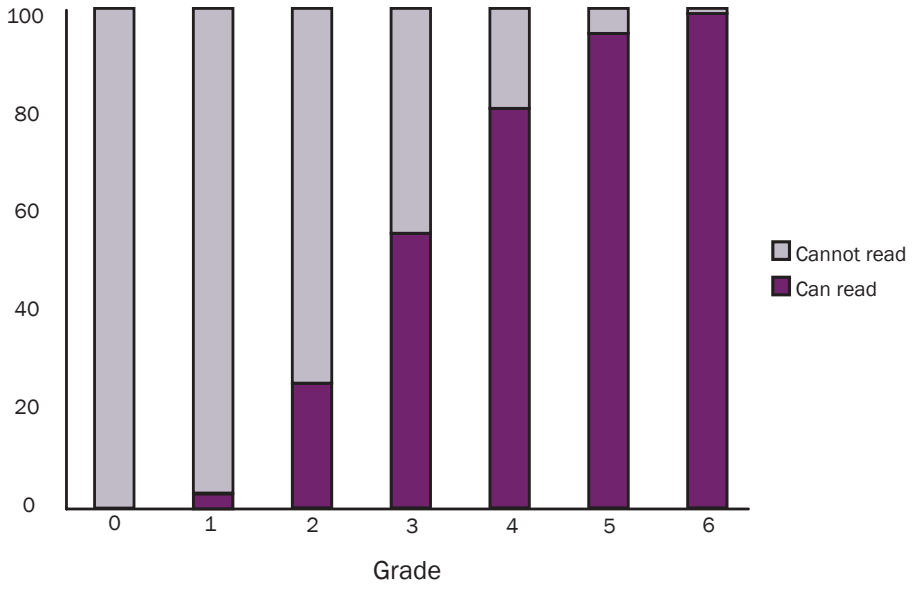


Source: Haiti EMMUS 1994 and 2000

Women's Literacy by Years of Primary School Completed: 2000

In 2000, 85% of women who had completed grade 4 and 99% of those who had completed grade 6 could read.

- Over time, the percentage of grade 4 completers who are literate has declined slightly—from 92% in 1994 to 85% in 2000 (data from 1994 not shown).
- In contrast, between 1994 and 2000, there was a slight increase in the percent of grade 6 completers who were literate.



Source: Haiti EMMUS 2000

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:

John Hatch, USAID/EGAT/ED, 1300 Pennsylvania Ave, NW, Washington, DC 20523-4600 (Telephone: 202-712-0147; Email: jhatch@usaid.gov).

Elizabeth Appiah, USAID/EGAT/ED, 1300 Pennsylvania Ave, NW, Washington, DC 20523-4600 (Telephone: 202-712-5937; Email: eappiah@usaid.gov).

Tracy Brunette, USAID/AFR/SD, 1300 Pennsylvania Ave, NW, Washington, DC 20523-4600 (Telephone: 202-712-1847; Email: tbrunette@usaid.gov).

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).

The Haiti Education Profile was created under the auspices of DHS EdData, a USAID activity dedicated to providing accurate and timely data for education policy and program planning, monitoring, and evaluation (contract number HNE-I-00-99-00298-00).

Suggested citation for this document: ORC Macro. 2004. *DHS EdData Education Profile: Haiti.* DHS EdData Education Profiles. Calverton, Maryland, USA: ORC Macro.